

relevant results and theoretical developments
of science and research

11

2021

issue 2, special XX.

AD ALTA

Journal of Interdisciplinary Research

AD ALTA: Journal of Interdisciplinary Research

Double-Blind Peer-Reviewed

Volume 11, Issue 2, Special Issue XX., 2021

Number of regular issues per year: 2

© The Authors (July, 2021)

MAGNANIMITAS Assn.

AD ALTA: JOURNAL OF INTERDISCIPLINARY RESEARCH

© THE AUTHORS (JULY, 2021), BY MAGNANIMITAS, ATTN. AND/OR ITS LICENSORS AND AFFILIATES (COLLECTIVELY, "MAGNANIMITAS"). ALL RIGHTS RESERVED.

SPECIAL ISSUE NO.: 11/02/XX. (VOL. 11, ISSUE 2, SPECIAL ISSUE XX.)

ADDRESS: CESKOSLOVENSKE ARMADY 300, 500 03, HRADEC KRALOVE, THE CZECH REPUBLIC, TEL.: 498 651 292, EMAIL: INFO@MAGNANIMITAS.CZ

ISSN 1804-7890, ISSN 2464-6733 (ONLINE)

AD ALTA IS A PEER-REVIEWED JOURNAL OF INTERNATIONAL SCOPE.

2 ISSUES PER VOLUME AND SPECIAL ISSUES.

AD ALTA: JOURNAL OF INTERDISCIPLINARY RESEARCH USES THE RIV BRANCH GROUPS AND BRANCHES, BUT THE JOURNAL IS NOT A PART OF RIV. THE RIV IS ONE OF PARTS OF THE R&D INFORMATION SYSTEM. THE RIV HAS COLLECTED AN INFORMATION ABOUT RESULTS OF R&D LONG-TERM INTENTIONS AND R&D PROJECTS SUPPORTED BY DIFFERENT STATE AND OTHER PUBLIC BUDGETS, ACCORDING TO THE R&D ACT [CODE NUMBER 130/2002], THE CZECH REPUBLIC.

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

ALL INFORMATION CONTAINED HEREIN IS PROTECTED BY LAW, INCLUDING BUT NOT LIMITED TO, COPYRIGHT LAW, AND NONE OF SUCH INFORMATION MAY BE COPIED OR OTHERWISE REPRODUCED, REPACKAGED, FURTHER TRANSMITTED, TRANSFERRED, DISSEMINATED, REDISTRIBUTED OR RESOLD, OR STORED FOR SUBSEQUENT USE FOR ANY SUCH PURPOSE, IN WHOLE OR IN PART, IN ANY FORM OR MANNER OR BY ANY MEANS WHATSOEVER, BY ANY PERSON WITHOUT MAGNANIMITAS'S PRIOR WRITTEN CONSENT. ALL INFORMATION CONTAINED HEREIN IS OBTAINED BY MAGNANIMITAS FROM SOURCES BELIEVED BY IT TO BE ACCURATE AND RELIABLE. BECAUSE OF THE POSSIBILITY OF HUMAN OR MECHANICAL ERROR AS WELL AS OTHER FACTORS, HOWEVER, ALL INFORMATION CONTAINED HEREIN IS PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND. UNDER NO CIRCUMSTANCES SHALL MAGNANIMITAS HAVE ANY LIABILITY TO ANY PERSON OR ENTITY FOR (A) ANY LOSS OR DAMAGE IN WHOLE OR IN PART CAUSED BY, RESULTING FROM, OR RELATING TO, ANY ERROR (NEGLIGENT OR OTHERWISE) OR OTHER CIRCUMSTANCE OR CONTINGENCY WITHIN OR OUTSIDE THE CONTROL OF MAGNANIMITAS OR ANY OF ITS DIRECTORS, OFFICERS, EMPLOYEES OR AGENTS IN CONNECTION WITH THE PROCUREMENT, COLLECTION, COMPILATION, ANALYSIS, INTERPRETATION, COMMUNICATION, PUBLICATION OR DELIVERY OF ANY SUCH INFORMATION, OR (B) ANY DIRECT, INDIRECT, SPECIAL, CONSEQUENTIAL, COMPENSATORY OR INCIDENTAL DAMAGES WHATSOEVER (INCLUDING WITHOUT LIMITATION, LOST PROFITS), EVEN IF MAGNANIMITAS IS ADVISED IN ADVANCE OF THE POSSIBILITY OF SUCH DAMAGES, RESULTING FROM THE USE OF OR INABILITY TO USE, ANY SUCH INFORMATION.

PAPERS PUBLISHED IN THE JOURNAL EXPRESS THE VIEWPOINTS OF INDEPENDENT AUTHORS.

TABLE OF CONTENTS (BY BRANCH GROUPS)

A SOCIAL SCIENCES

FORMATION OF MUSICAL PERCEPTION OF JUNIOR SCHOOLCHILDREN ON AN INTERMODAL BASIS IRYNA BARBASHOVA	6
SPECIFICITY OF INVESTING IN HUMAN CAPITAL IN MODERN RUSSIAN FEDERATION INNA LITVINENKO, MARINA KRILIVAYA, AIDA KAZANBIEVA, TATYANA TOROPOVA, PAVEL NEHOROSHKOV	14
DIGITALIZATION AND INNOVATIZATION OF ECONOMIC SPACE INNA LITVINENKO, IRINA SMIRNOVA, NADEZDA SOLOVYKH, VLADIMIR KOROLKOV, STANISLAV BULAEV	20
CONCEPTUAL PRINCIPLES OF LAW IN THE CONTEXT OF THE DEVELOPMENT OF THE THEORY OF THE STATE AND LAW VALENTYN VISYN, ALLA ZEMKO, PETRO HLAMAZDA, IULIIA PUNDOR, YULIIA KAMARDINA, VIKTORIIA FRIDMANSKA	25
MANAGEMENT OF CURRENT ASSETS OF THE ENTERPRISES NATALIIA VAVDIUK, LIUDMYLA STRYZHEUS, NATALIIA KORETSKA, ALLA TENDYUK, VALENTYNA GALUSHCHAK, IRYNA ABRAMOVA, NATALIA VASILIK, OKSANA KOSHCHII	30
USAGE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN FOREIGN AND UKRAINIAN PRACTICES IN CONTINUING PEDAGOGICAL EDUCATION OF THE DIGITAL ERA TETIANA MIYER, LARYSA HOLODIUK, VALENTYN SAVOSH, HENNADII BONDARENKO, SVITLANA DUBOVYK, LYUDMILA ROMANENKO, KATERYNA ROMANENKO	35
LEGAL PSYCHOLOGY: MACROPSYCHOLOGICAL VECTOR OF DEVELOPMENT OLENA SERHIENI, OLGA GORINA, VITALII SIZOV, VITA TKACHENKO, IRYNA SYNHAIVSKA, IGOR VASYLIEV	40
PROJECT MANAGEMENT AS A TECHNOLOGY FOR OPTIMIZING RESOURCES IN TERMS OF REFORMING SOCIO-ECONOMIC RELATIONS OLHA RUDENKO, VOLODYMYR BULBA, VIKTOR OROBEI, OLGA POLYAKOVA, OLEG KULINICH	45
MANAGEMENT OF STATE FINANCIAL POLICY IN THE CONTEXT OF THE COVID-19 PANDEMIC OLEG DENYSOV, NATALIIA LITVIN, ANDRII LOTARIEV, TETYANA YEGOROVA-GUDKOVA, LIUDMYLA AKIMOVA, OLEKSANDR AKIMOV	52
ON THE QUESTION OF THE LEGAL ASPECT OF THE STAY OF UNITS OF THE ARMED FORCES OF ANOTHER STATE ON THE TERRITORY OF UKRAINE VOLODYMYR TYMOSHENKO, SERHIY DROMOV, ANDRII TYMOSHENKO	58
PUBLIC POLICY IN THE FIELD OF STATE-PRIVATE PARTNERSHIP NADIIA KALASHNYK, OLEKSANDRA KHUDOBA, IRYNA KOLOSOVSKA, DIANA ZAYATS, TETIANA PANFILOVA	64
STRATEGIC ENTERPRISE MANAGEMENT IN A GLOBALIZED MARKET ENVIRONMENT PAVLO BEZUS, OLGA PAZYNYCH, IVANENKO VALENTINA, SHAFRANOVA KATERYNA, DYVYNSKA YULIIA	70
THE CURRENT STATE OF ENSURING THE EFFECTIVENESS OF COORDINATION OF ANTICORRUPTION REFORM ANDRII MARCHENKO, LIUDMYLA AKIMOVA, OLEKSANDR AKIMOV	78
TRANSLATION AS A SPECIAL TYPE OF MULTICULTURAL AND INTERLINGUAL COMMUNICATION IVAN BAKHOV, IRINA GRACHEVA, GANNA POLISHCHUK, NATALIIA TSUKANOVA, ANDRZEJ KOKIEL	84
PUBLIC ADMINISTRATION IN THE FIELD OF STATE SECURITY: DEVELOPMENT, PROBLEMS AND PROSPECTS FOR IMPROVEMENT NATALIIA SHEVCHENKO, LIUDMILA KIYDA, TETYANA VORONOVA, KONSTANTIN GAVRILENKO, ALEXANDER KUCHEROVSKY, YURI KHOMICH	89
INTERNATIONAL LEGAL PROTECTION OF WORKS OF FINE ART AND THE EXPERIENCE OF UKRAINE TETYANA BYRKOVYCH, ANASTASIA VARYVONCHYK, OLEKSANDR BYRKOVYCH, OLEKSANDR KABANETS, OLEKSANDR KRYZHANOVSKYI, ALEXANDER TSUGORKA	95
VIRTUAL REALITY INNOVATIVE MODEL OF SUSTAINABLE DEVELOPMENT ADMINISTRATION IN BUSINESS AND TERRITORIAL COMMUNITIES VALENTYNA YAKOBCHUK, TETYANA SHVETS, MARIIA PLOTNIKOVA, OKSANA PRYSIAZHNIUK, OLEKSIY BULUY	100
PROFESSIONAL MOBILITY OF THE FUTURE TEACHER NADIA LUTSAN, OLENA BULGAKOVA, OLENA KUZNETSOVA, OLENA BABCHUK, SVITLANA BYKOVA	110
PECULIARITIES OF THE PROFESSIONAL FOUNDATION OF THE FUTURE PEDAGOGUE ANNA STRUK, NATALIIA SIRANCHUK, YULIIA RUDENKO, SVITLANA BARYLO, SVITLANA DOVBENKO	115
THE MYTHOLOGEMES "TREE OF LIFE" AND THE "SUN" IN THE WORLD FOLK PICTURE OF UKRAINIANS (FROM ANCIENT TIMES TO THE PRESENT) OLHA PAVLUSHENKO, LIUDMYLA PROKOPCHUK, NATALIIA PAVLYKIVSKA, VALENTYNA TYMKOVA, LADA MAZAI, NINA KUKHAR	120
SOCIOLOGICAL ASPECTS OF THE INFLUENCE OF PROPAGANDA ON THE MASS CONSCIOUSNESS OF THE POPULATION VOLODYMYR POLTORAK, YANA ZOSKA, ALONA STADNYK, YANA PYLYPENKO, ALEXANDER ZUBCHENKO, NATALIIA POLOVAIA	126

VIRTUAL REALITY IN TRAINING SPECIALISTS OF THE INDUSTRY OF CULTURE AND ARTS OLEKSII ROHOTCHENKO, TETIANA ZUZIAK, OLEG CHUYKO, SVITLANA KIZIM, MARIIA OSPISHCHEVA-PAVLYSHYN	131
PASTORAL IN INSTRUMENTAL AND VOCAL MUSIC 18-21 CENTURIES: GENRE INVARIANT AND PERFORMANCE LIUDMYLA SHAPOVALOVA, MARIANNA CHERNYAVSKA, NATALIYA GOVORUKHINA, YULIIA NIKOLAIEVSKA	136
VOCAL AND CHOIR PERFORMANCE IN THE MUSIC AND THEATER UNIVERSITY (PSYCHOLOGICAL AND COMMUNICATIVE ASPECTS) LIUDMYLA SHAPOVALOVA, YULIIA NIKOLAIEVSKA, NATALIYA MYKHAILOVA, IRYNA ROMANIUK, ANNA KHUTORSKA	141
FEATURES OF THE CATEGORIES MONO NO AWARE, YUGEN, WABI-SABI, AS SYMBOLS OF JAPANESE AESTHETICS IN LITERATURE OKSANA ASADCHYKH, ANDRII BUKRIENKO, TAMARA KOMARNYTSKA, YULIIA FEDOTOVA, VIKTORIIA FILONOVA	147
BALLAD GENRE IN THE PIANO MUSIC OF B. LYATOSHYNSKY OLENA MARTSENKIVSKA, OLHA VASYLENKO, OKSANA GARMEL	152
MNCs LEADERSHIP IN GLOBAL HYPERCOMPETITION ALVARO SIMAO COSSA, JAN POLOWCZYK, TETYANA ORIEKHOVA, LEONID KISTERSKY, NATALIA BURKINA	159
CONTEMPORARY LITERARY JOURNALISM: FACTORS OF INFLUENCE ON THE READER VIKTORIIA TKACHENKO, VIKTOR KRUPKA, ALLA VINNICHUK, MYKOLA MARTYNIUK, VIKTOR IARUCHYK	165
MODEL OF FORMATION OF READINESS OF FUTURE SPECIALISTS OF FINE ARTS FOR SOCIO-PEDAGOGICAL WORK LARYSA GARBUZENKO, TETIANA STRITIEVYCH, TETIANA OKOLNYCHA, OLENA STRILETS-BABENKO, NATALIA BEREZENKO, ANNA PETRENKO	170
PRIMARY EDUCATION: PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF FORMING THE FOUNDATION OF A COMPETENT PERSONALITY VOLODYMYR HUZ, NATALIYA HUZ, NATALIA MOLODYCHENKO	175
FORMATION OF RESEARCH COMPETENCE OF STUDENTS IN THE PROCESS OF STUDYING THE SYNTAX OF THE UKRAINIAN LANGUAGE LARYSA DERKACH, VALENTYNA VITIUK, TETIANA SUKALENKO, LIUDMYLA MARCHUK, IULIIA LEBED	179
TYPOLGY OF METAPHOR IN POLITICAL INTERNET-COMMUNICATION LARYSA KRAVETS, VIKTOR DREBET, OLHA LUZHETSKA, TETIANA SEMASHKO, LILIIA LUSHPYNSKA	184
REFLECTIVE ASPECTS OF ENTERPRISE PERSONNEL DEVELOPMENT MANAGEMENT KOSTIANTYN BEZGHIN, VOLODYMYR USHKALYOV, OLHA DORONINA, OLEG MOROZ, ALEKSANDR KULGA	190
RICHARD WAGNER AND THE CULTURE OF THE RUSSIAN SILVER AGE MARYNA CHERKASHINA-GUBARENKO, LILIIA MUDRETSKA, INNA TYMCHENKO-BYKHUN, PANOVA NATALIYA, OLENA NAUMOVA	196

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

FORMATION OF MUSICAL PERCEPTION OF JUNIOR SCHOOLCHILDREN ON AN INTERMODAL BASIS

¹IRYNA BARBASHOVA

^a*Berdiansk State Pedagogical University, 4, Schmidt Str., Zaporizhia Reg., 71100, Berdiansk, Ukraine*
email: *"i.a.barbashova@gmail.com"*

Abstract: The importance of forming the musical perception of primary school students is justified by the reform of general secondary education in Ukraine, the introduction of a new educational standard and educational programs for first-grade schools, teaching in art education on the basis of integrative methodological approach. The concept of musical sensory ability as a specific unit of functioning of musical perception is formulated. The levels of formation of musical sensory in students in the conditions of mass experience of primary education are revealed. Exercises and game tasks aimed at forming children's perceptual musical operations are described. The effectiveness of the introduced didactic influences is proved: in comparison with the control group the participants of experimental groups, especially the first one, showed the highest efficiency of distinguishing and systematizing music sounds, variety of skills to reproduce them in singing, spatial modeling, instrumental game.

Keywords: Exercises, Game tasks, Intermodal perception, Junior high school students, Musical perception, Musical sensory ability.

1 Introduction

In state documents that reflect the content of primary education, the task of teaching junior art students is the formation of artistic subject and interdisciplinary competencies necessary for artistic and creative self-expression in personal and public life. Solving this problem is possible by students learning the units of artistic language, ways of artistic and creative activities in different arts, developing the ability to establish associations between different arts.

Applicants for primary education must, first of all, distinguish and reproduce in singing, rhythmic movements, instrumental playing the characteristic properties of the sounds of music their pitch, duration, strength, timbre. The basis of high-quality mastering of educational information about the features of musical sounds are well-developed sensory-perceptual processes for the rational examination and categorization of various nuances of music sound.

It is clear that the peculiarities of musical perception as a separate type of sensory sphere determine the purely specific educational influences on the development of musical hearing of students. However, the general laws of formation of sensory processes also apply to musical perception, so it is important to study the coordinated improvement of the perception of musical and speech sounds, the expediency of visualizing the metro-rhythmic properties of musical sounds using spatial models, in particular, depiction of pitch relations by color shades.

Scientific approaches to the purposeful development of children's musical hearing and teaching them musical literacy were developed in the 60s of the twentieth century in the context of the theory of the functioning of perceptual actions. Currently, this issue is relevant to the study of the didactic system of holistic sensory development of primary school children; updating the methods of teaching music in general secondary education institutions and specialized art education institutions in the context of reforming the national school; identification of synesthesia nature and intermodal resources for improving musical sensory operations. Thus, the formation of musical perception of students is a multifaceted problem and one that requires the consolidation of efforts of domestic and foreign scientists.

The purpose of the article is to scientifically substantiate the system of didactic influences on musical perceptual processes of junior schoolchildren. Tasks of scientific search are as follows:

- To define sensory ability as a unit of functioning of musical perception;

- To characterize the levels of musical sensory skills of students, formed in the mass experience of primary education;
- To reveal the specifics of variable experimental influences, which differ in the degree of intensity of intermodal connections of sensory channels;
- To compare the dynamics of the quality of formation of musical sensory skills in the conditions of different variants of pedagogical experiment.

2 Literature Review

A review of the literature on the research problem will begin with the definition of musical sensory ability. Based on the generalized definition of sensory ability of any modality [2, p. 38; 3, p. 102; 4, p. 16; 7, p. 22], musical sensory ability will be understood as the performance of a system of auditory interiorized perceptual familiarizing-cognitive actions based on the mastered standards of music sounds and skills of application of these standards in the examination of musical phenomena.

Based on the above definition, the structure of musical sensory skills includes introductory and cognitive perceptual actions. Introductory actions are aimed at creating the primary sensory image of the heard sound, while cognitive imply correlating the primary image of the sound with a class of standards recorded in memory, carrying out of the subsequent detailed identification of the sound image and its categorization, which is manifested in the verbal characteristics of the examined property.

In determining the musical sensory ability, emphasis is also placed on the general mechanism of its formation. It is understood as the interiorization of perceptual actions, which is carried out in several stages: in the first of them, perceptual actions with sounds have a detailed form, are performed using various movements and models that give certain properties of the subject character; on the second, actions still have the developed form, but application of subject models considerably decreases and stops; on the third musical actions are curtailed, shortened and transferred to a qualitative level of instant perception [2, p. 36-38].

A study of music theory sources proves that sounds are combined into a clear system with classification-serial relations of elements. In terms of pitch, musical sounds are divided into groups with indefinite pitch (for example, drum sounds) and definite (have an absolute pitch measured by the number of vibrator vibrations). Sounds with a certain pitch are tones that are denoted by notes and form in ascending or descending pitch homogeneous two-element serialational series with a step in the semitone (C – C sharp; D – D flat, D – D sharp; E – E flat; F – F sharp; G – G flat, G – G sharp; A – A flat, A – A sharp; B – B flat). However, at the level of sensation, individual tones differ not in absolute pitch, but in relative position regarding each other, forming ascending and descending pitch series, so the relationship between tones should be classified as serial. The timbre of the music sounds are vocal (children's, female, male voices) and instrumental (string, wind, percussion instruments).

Volume, having an absolute value, is felt as the ratio of the volume, so this property sounds are systematized into a series of nuances: *pianissimo* – *piano* – *mezzo-piano* – *mezzo-forte* – *forte* – *fortissimo* and vice versa. The absolute duration of sounds is measured in time units – minutes or seconds; however, the relative duration is determined by comparing the whole note with two halves, four quarters, eight eighths, and so on.

The current typical educational programs focus on the formation of reference ideas about the specified properties of musical sounds in junior schoolchildren. The expected results of learning the art of music are that the student acts as the following: sings vocal exercises and children's songs; reproduces rhythmic sequences and creates rhythmic accompaniment to the song;

selects the means of musical expression timbre, tempo, dynamics; plays simple compositions in an ensemble; improvises with his voice and on musical instruments; moves to the music, coordinates his movements with the musical accompaniment; focuses on the concepts of musical literacy [23, 24]. Textbooks in the field of art knowledge contain information about all the features of musical sounds; a) pitch and sound registers (low, medium, high); b) duration of sounds, musical rhythm, pulse and meter as alternation of long and short sounds; music tempo – slow, moderate and fast; c) the volume and dynamics of musical sound and the designation of loud and quiet sounds in Italian words; d) timbre of people's voices and musical instruments. An obligatory component of textbooks is also information about music recording – the concepts of “note”, “note state”, “melody”, “music key”, “pause”, etc. are revealed [18].

In methodical works, various ways of inspection of sounds of music in exercises and didactic games are modeled. This is the recognition of sounds by given qualities (if one hears high sounds, he needs to raise hands up, in case of low sounds – hands down, middle – to keep your hands at chest level); finding melodies according to their graphic models or musical notation; singing with and without accompaniment, with hand movements in the direction of the melody, with hand signs (relative solmization) and behind the column; performing rhythmic movements and gestures – clapping, clicking fingers, tapping the chest, stamping feet; playing music on children's instruments, participation in orchestras; music creation and improvisation, dramatization of plot musical material, etc. [1, 8, 9, 10, 13, 14, 15, 16, 17, 20, 21, 22, 27].

It is traditional to use the method of illustration in teaching music to junior schoolchildren. Schematic and symbolic representations are used to reflect pitch, metro-rhythmic and dynamic musical relations: the scale is depicted by an ascending sound “ladder”; the duration of sounds is modeled in rhythmic scores with specific designations of short and long sounds (□ □ l); dynamic shades are denoted by abbreviations of Italian terms (*p*, *f*, *cresc.*, *dim.*); also there is the use of graphic schemes and matrices, which together reflect the pitch and duration of musical sounds (square short sound, rectangle – long; the higher the figure, the higher the sound of the melodic fragment), notation as a universal schematic notation on a sheet music.

Thus, the visualization of the acoustic properties of music sounds by means of spatial models perceived by sight is a fairly common way of teaching music students and an example of organizing sensory-perceptual development of students on an intermodal basis. However, the interaction of musical perception with sensory processes of other modalities (visual color or auditory phonemic) is not presented in the method of primary education, although the expediency of forming such synesthesia is emphasized by many researchers [11, 12, 19, 25, 26, 28, 29].

3 Materials and Methods

The defining method of research is the psychological-pedagogical experiment as a way to study the system of developmental influences on musical sensory-perceptual processes of primary school students, which allows explaining the relationship between conditions and effectiveness of such a system in cause and effect. The general logic of the experiment was to manipulate the input stimuli, measure responses, identify the regular dependence of responses on input stimuli. At the same time, input and final diagnostics were carried out.

The experiment involved 312 students, evenly divided into three groups: one control (zero level of input stimuli) and two experimental – group A (high level of input stimuli using intense intermodal connections); group B (moderate level of input stimuli using moderate intermodal connections).

4 Results

Input diagnostics of the state of formation of musical sensory skills of junior schoolchildren in the experience of primary

education is carried out in accordance with the provisions of pedagogical qualimetry. Criteria for the quality of the studied skills are: a) the adequacy of the distinction of musical sounds in pitch, duration, volume, timbre; b) establishment of classification-seriatonal relations between them – classification of sounds by timbre, serialization by pitch, duration and volume; c) reproduction of pitch and rhythmic properties of the melody in singing, spatial modeling, instrumental playing. The weight of the criteria is almost the same, but with a slight prevalence for the first of them. Within this criterion, more importance is given to the distinction between sounds in pitch and duration, because they are the bearers of meaning in music: the melody remains the same until its pitch and rhythmic characteristics change, no matter how the dynamics and timbre of the sound change (see Table 1).

Let us note also that the assessment was made not for absolute, but relative musical hearing, i.e., the comparison of several musical sounds on certain grounds. The children demonstrated the results of the survey with the help of various applause, rhythmic movements, verbal description of musical phenomena, their modeling, singing, playing instruments, etc.

The ascertaining check of musical perception of first-graders was organized by means of such diagnostic tasks.

1. Distinguish musical sounds by pitch. Students compared the sounds of melodic intervals and determined which sound (first or second) is the highest or lowest. If necessary, the experiment was given a game character – to guess who sings first – “cat” or “kitten”. The musical material was the intervals: $C^1 - C^2$; $B^1 - C^1$; $D^1 - C^2$; $E^2 - G^1$; $E^1 - C^2$; $B^1 - E^1$; $G^1 - C^2$; $A^1 - F^1$; $E^1 - G^1$; $D^1 - C^1$; $E^1 - F^1$; $C^2 - C^2$.

2. Distinguish musical sounds by duration. The exercise consisted in solving non-musical and musical rhythmic tasks: a) the teacher tapped the rhythm, the student repeated it; b) a musical fragment was demonstrated, the child independently distinguished the rhythmic structure and played it when re-playing the melody. The following types of rhythmic patterns were presented: “summation” (two eighths – a quarter), “crushing” (a quarter – two eighths), “iambic oscillation” (eighth – a quarter), “choreic oscillation” (a quarter – eighth), “dotted” (eighth with a dot – sixteenth).

3. Distinguish musical sounds by volume. The student had to beat the pulse on the drum in the dynamics in which the teacher played the piano play by Dmytro Kabalevsky “Drummers” (the first four bars): once a piece of music was performed loudly and quietly, the second – vice versa.

4. Distinguishing musical sounds by timbre. The student listened to a musical instrumental fragment and guessed this sound among the melodies played on the piano, flute, metallophone (the same melody was performed).

5. Classification of musical sounds by timbre. The audio recording showed the sound of a certain musical instrument: violin, flute, metallophone, piano, trumpet, tambourine, bandura. After listening to a piece of music and clarifying the name of the heard instrument, the student answered the question of which group it belongs to strings, winds or percussion.

6. A series of musical sounds in pitch. The experimenter played the ascending (descending) major scale on the piano and suggested that the respondent play the metallophone in the same way. Then the student listened to three degrees of the major system in different sequences: I – III – V, V – III – I, III – V – I, III – I – V and selected the heard sound combinations (trial exercises were assumed).

7. A seriation of musical sounds by duration. The teacher demonstrated the sequence of sounds in descending and increasing order of their length (half, quarter, eighth, sixteenth lobes and vice versa) – “the rain begins and subsides”; during subsequent plays, students applauded the change in duration.

8. Series of musical sounds by volume. The experiment is organized according to the method of the previous exercise, but the musical passage once sounded with a gradual increase and decrease in volume (*crescendo*, *diminuendo*), and the next time – in the reverse combination (*diminuendo*, *crescendo*).

9. Reproduction of pitch and rhythmic properties of the melody in singing (the child was offered to perform an excerpt of a song

with accompaniment); spatial modeling (the student selected to the musical phrase played by the teacher, the appropriate spatial model – one of the two presented, as well as made a spatial model of the heard musical phrase); instrumental game (the student had to play a small melody on a metallophone according to the given model).

The results of the diagnosis are presented in Table 1.

Table 1: Quality of musical sensory skills of junior schoolchildren (input section, average values)

Criteria	Validity	Indexes	Validity	Detection of indicators	Evaluation of indicators	Manifestation of criteria	Evaluation of criteria
Distinguishing musical sounds	.34	distinguishing musical sounds by pitch	.30	.453	.136	.698	.237
		distinguishing musical sounds by duration	.30	.538	.162		
		distinguishing musical sounds by volume	.20	1.0	.200		
		distinguishing musical sounds by timbre	.20	1.0	.200		
Classification and seriation of musical sounds	.33	classification of musical sounds by timbre	.25	.500	.125	.743	.245
		seriation of musical sounds by pitch	.25	.474	.118		
		seriation of musical sounds by duration	.25	1.0	.250		
		seriation of musical sounds by volume	.25	1.0	.250		
Playing a melody	.33	reproduction of a melody in singing, spatial modeling, playing a musical instrument	1.0	.125	.125	.125	.041
Σ	1.0					Quality of musical sensory skills (input cut)	.523

These data show that it was difficult for all respondents to feel the pitch and rhythm. For example, in distinguishing two sounds by pitch, the following pattern was observed: the wider the exposed musical interval, the more accurate the differentiation of its components, and vice versa – the narrowing of the interval caused a proportional loss of adequacy in determining high and low sounds (it should be noted that for first-graders, it is in general difficult to deeply understand “high” or “low” sound, so the diagnostic task was given a substantive nature: children were asked when the cat “sings”, and when – the kitten). Students have always correctly assessed pitch ratios in the intervals of pure octave, major and minor seventh, major sexta; errors were made in distinguishing between small sextet, pure fifth, and pure fourth; demonstrated persistent “deafness” in the sensation of large and small thirds and large and small seconds; in isolated cases (12%) no same pitch of pure prima sounds was presented.

Certain features are revealed in the distinction of temporal relations between sounds. First, children were more successful in reflecting a rhythmic pattern if they felt it without piano accompaniment; in the case of isolating the rhythm of a musical piece, respondents often replaced the characteristic combination of durations with a metric pulsation, highlighting only the supporting parts. Secondly, the easiest task for schoolchildren was to distinguish the so-called “square” rhythmic patterns, built on the alternation of two eighth and quarter or eighth and sixteenth parts, with an even sum of durations; the feeling of “non-square” rhythms with different ratios of the fourth and one eighth parts, i.e., with an odd sum of durations, caused significant difficulties in the respondents. According to the quality of the survey – from absolutely identical to completely non-identical – the analyzed rhythmic patterns form a peculiar sequence: “summation” (two eighths – a quarter), “crushing” (a quarter – two eighths), “dotted” (eighth with a dot – sixteenth), “iambic oscillation” (eighth – quarter), “choreic oscillation” (quarter – eighth). Regarding the differentiation of musical sounds by volume and timbre, we must note the infallibility of these perceptual operations, their condensed nature, and hence, high speed. Thus, among all the properties of sounds, the least informative for students are pitch and duration – those that are considered semantic features of musical language; at the same

time, ideas about strength and timbre – important, but not determining qualities of sounds – are finally formed at the beginning of school.

The results of classification-type tasks prove that, despite the high quality of distinguishing sounds by timbre, children's awareness of information about the diversity and grouping of instruments as carriers of specific color of music remains incomplete. First-graders accurately attributed the violin to the strings, and the tambourine – to the percussion, and at the same time had low classification of other instruments: strings – banduras (31%) and piano (23%); wind instruments – flutes (50%) and trumpets (12%); percussion – metallophone (35%).

Specific features are also revealed in the establishment of serial pitch ratios. The seriation was carried out quite accurately (96%) in the case of reflection of the ascending or descending scale, i.e., provided a uniform and gradual increase or decrease in the pitch of musical sounds. In the case of ordering the ascending or descending major triad, when the change in pitch occurred evenly, but not gradually, with more pronounced intervals, the indicators decreased to 50%. Respondents with the lowest quality established the relationship between the elements of the triad, exposed in a mixture, with uneven increase and decrease in height, inconsistent alternation of degrees (for example, III – V – I and III – I – V) – in these cases, the number of adequate solutions did not exceed 4%. At the same time, all students performed a series of musical sounds in descending and ascending order, increasing and decreasing the volume without any complications, demonstrating the maximum numerical indicators.

Reproduction of the properties of sounds in general was aimed at organizing a kind of analysis of units of musical language, and in several respects simultaneously – pitch and metrorhythmic. During the intonation of the songs, which, due to the weak auditory coordination of children's vocal apparatus, took place with musical accompaniment, a large number of respondents (50%) were able to “purely” sing the whole melody. Other students correctly intoned only individual fragments of the melody, making mistakes in the reflection of wide intervals, and sometimes replaced singing with a rhythmic recitation of the

text. Diagnostic exercises to reproduce the pitch and duration of sounds with the help of spatial modeling and during music playing on a metallophone were difficult: respondents usually identified the heard motive and graphic models by random selection; when compiling the matrix and in the process of playing the instrument – improvised, guided by own auditory representations, rather than pitch and rhythmic relations, given in the spatial or musical samples; at best, someone property of sounds was taken into account – more often duration than pitch.

Assessing certain criteria for the quality of musical sensory skills, we can note a certain synchronicity in the formation of operations to distinguish the basic properties of sounds and the assimilation of classification and serial connections between them. This proves the presence of quite stable standards about the sounds of music in younger students. However, the ways of applying such ideas in the survey of musical phenomena are improved with a noticeable slowdown, do not have a strong support for such spatial stereotypes as “height”, “length”, “distance”, “row”, “ascending”, “descending” movement, which significantly reduces their effectiveness, does not provide the necessary materialization of units of language, and thus analytical, conscious perception of musical works.

According to individual quantitative indicators, first-graders are grouped into three groups – with elementary (27%), average (54%), sufficient (19%) levels in the absence of students with a high level of formation of the analyzed skills. The average score for the quality of musical sensory processes is .523 (relative to a possible score of 1.00).

The introduction of special development influences took place in stages. At the first stage (1st grade) the main goal was to systematize the available standards of musical sounds for students, to expand their range. In both experimental groups (EG-1, EG-2) perceptual actions were implemented using traditional intermodal connections (musical auditory and spatial visual); multiple examinations of the same sensory values were organized in order to stereotype the corresponding sensory operations, reduce their motor components, and consolidate the obtained sensory images.

In the exercises and game tasks proposed at this stage, the first-graders of the experimental groups made the following: classified sounds into non-musical and musical, musical ones – into high and low, long and short, loud and quiet; performed a series of sounds in descending or increasing order of pitch, duration, volume; classified musical sounds by timbre into vocal and instrumental, vocal – into the sounds of children's, female, male singing voices, instrumental – into the sounds of percussion, wind, stringed musical instruments; simulated with the help of graphic symbols ascending and descending scale, rhythmic patterns, dynamic shades of the melody; performed chants, accompanied by singing hand movements in the appropriate direction; reflected the rhythm of the melody with rhythmic compositions, applause, blunts, playing children's percussion instruments; transmitted the dynamics of music by metric applause of different volume, spreading the palms to the sides and bringing them closer to each other [2, p. 431-437; 5].

At the second stage (grades 2-3) the main attention is paid to the development of students' detailed methods of examination of musical sounds and phenomena on the basis of subject manipulations with their models (grade 2); reduction of sensory operations, their final translation exclusively into an ideal form (3rd grade). The developmental stimuli were clearly differentiated: for EG-1 participants – with a high degree of intensity (realization of intermodal connections of musical auditory, spatial and color visual, phonemic auditory perception); for EG-2 participants – with a moderate degree of intensity (realization of intermodal connections of musical auditory and spatial visual perception).

In the exercises and game tasks provided for this stage, second- and third-graders of experimental groups made the following: updated knowledge about the differences of musical sounds in pitch, duration, volume, timbre, systematized sounds by acoustic

properties, marked with symbols; selected a graphic model for a melody-sample, a melody for a graphic model-sample; made a detailed sound analysis of the melody listened to it, sang loudly on rhyme syllables (ta, ti-ti; di-li, don) to instrumental accompaniment, reflected the movement and duration of sounds by hand, arranged models of sounds in the heard relations; performed a condensed analysis of the melody after listening it was quietly sung with the mouth closed, without instrumental accompaniment; practiced singing on the “column”, reproduced the acoustic properties of the melody in the instrumental game, musical-rhythmic movements, created their own musical compositions [2, p. 451-458; 6].

Participants of EG-1 additionally performed tasks for the formation of: a) methods of associative musical and phonemic auditory perception – selected for words articulated with interrogative or affirmative intonation, the appropriate melodic-rhythmic schemes; analyzed word schemes: determined the number of syllables, found the stressed one among them, recited “that” and “those” and applauded the melodic-rhythmic pattern, chose the appropriate words from the proposed ones; listened to the word, pronounced it with a clear accent and hand movements, made a diagram on a sheet of paper of graphic models of musical sounds, placed an accent mark, played the established ratio of syllables on a metallophone; reproduced the constituent structure of the word using a musical notation [2, p. 466-469]; b) methods of associative musical auditory and color visual perception – established the connection of high sounds with light, transparent colors, medium pitch sounds with bright, saturated, and low – with darkened, dense colors; selected to the motifs played in different registers, corresponding to the shades of the model; reproduced pitch relations between the elements of the heard musical intervals by color models of different brightness; sang on graphic models of the sequence of sounds (on the syllables “don” and “di-li”, with and without accompaniment), played them on musical instruments (metallophones) [2, p. 469-471].

At the third stage (4th grade) the achievements of the previous stages were evaluated, the deviations of the obtained results from the set goals were analyzed, the reasons for such discrepancy were revealed, the educational and perceptual activity of students of experimental groups was adjusted depending on the nature of detected deformations.

Let us note that in the control group, the teaching of musical perception was carried out by the mass method of primary education, without any experimental influences.

5 Discussion

The results of the final diagnosis suggest positive changes in the control and experimental groups, but with higher empirical data in the first experimental group (see Table 2).

The ability of the participants of the final cut to distinguish the elements of melodic intervals, as in the input diagnostics, directly correlated with the distance between the sounds: the wider the musical interval, the more accurate the categorization of pitch relationships. In the control group, the vast majority of people (62%) correctly set the elements of only wide intervals, a smaller number (38%) – differentiated the sounds of wide and medium-width intervals. In the experimental groups, we can additionally identify those children who adequately compared the sounds of wide, medium width and narrow intervals, including high and low thirds (in EG-2), and high, low thirds and high seconds (in EG-1). The percentage distribution of students by these features is as follows: 12/23/65 in the first experimental group, 13/23/64 – in the second.

Thus, the weight of students who distinguish most of the musical intervals – from a pure octave to a large second – is specific, which proves the effectiveness of the implemented development activities. This is confirmed by a comparison of the scores of the final testing – in the experimental groups, they reflect a sufficient quality of sound discrimination in pitch, in the control group – the average. We will add that differentiation of sounds

of the narrowest musical interval – a small second – caused difficulties in the majority of fourth-graders, but all of them

unmistakably defined pure prima, that is unison sounding of the heard sounds.

Table 2: Quality of musical sensory skills of junior schoolchildren (final slice, average values)

Criteria	Validity	Indexes	Validity	Detection of indexes			Assessment of indexes			Assessment of criteria			
				KG	EG-1	EG-2	KG	EG-1	EG-2	KG	EG-1	EG-2	
Distinguishing musical sounds	.34	distinguishing musical sounds by pitch	.30	.534	.705	.687	.160	.212	.206	.246	.280	.277	
		distinguishing musical sounds by duration	.30	.544	.708	.692	.163	.212	.208				
		distinguishing musical sounds by volume	.20	1.00	1.00	1.00	.200	.200	.200				
		distinguishing musical sounds by timbre	.20	1.00	1.00	1.00	.200	.200	.200				
Classification and seriation	.33	classification of musical sounds by timbre	.25	.498	.703	.678	.125	.176	.169	.250	.281	.277	
		seriation of musical sounds by pitch	.25	.532	.706	.684	.133	.177	.171				
		seriation of musical sounds by duration	.25	1.00	1.00	1.00	.250	.250	.250				
		seriation of musical sounds by volume	.25	1.00	1.00	1.00	.250	.250	.250				
Playing a melody	.33	reproduction of a melody in singing, spatial modeling, playing a musical instrument	1.0	.173	.567	.558	.173	.567	.558	.057	.187	.184	
Σ	1.00								.553	.748	.738		
										Quality of musical sensor skills (input cut)	.523		
										Dynamics of quality of musical sensory skills	.030	.225	.215

Changes of varying degrees also occurred in the distinction of musical sounds by duration. In the control group, compared to the observational stage, the indicators increased insignificantly and this was due to intragroup migration: the number of respondents able to adequately transmit from one to three time dependencies between sounds decreased; respectively, the number of children who beat four rhythmic sequences out of five increased. The majority were individuals who reproduced two (38%) or three (42%) rhythmic patterns, one and four – 4% and 16%, respectively. More precisely, students repeated the rhythms of “summation” (two eighths – a quarter) and “crushing” (a quarter – two eighths), with some difficulty – “dotted” (eight with a dot sixteen), “iambic oscillation” (eighth – a quarter), with noticeable difficulties – “choreic oscillation” (quarter – eighth).

In the experimental groups, we can identify recipients who correctly described two, three, four, and all five rhythms. Strong dynamics of indicators of formation of the characterized perceptual operation was provided by prevalence of students who reflected four ratios of durations – 54% in EG-1 and 56% in EG-2 (only tapping of “choreic oscillation”, i.e., sequences of the fourth and eighth was wrong), and the presence of students who are able to perform a diagnostic task with absolute success – 12% in the first of these groups, 8% in the second.

Let us note also the following fact: in the experimental groups, the instrumental version of the presentation of rhythmic patterns (playing them on the piano) did not have a destructive effect on testing, recorded at the stage of ascertainment: fourth-graders who showed high performance (reflected four or five rhythmic patterns), did not replace the alternation of long and short durations with metric pulsation. In our opinion, this proves the stability of ideas about the temporal relationship between musical sounds, the ability not to be distracted by others, including the pitch of the audible melody. Representatives of the control group in the conditions of melodic presentation of rhythms quite often moved to the reflection of the pulse, i.e., accentuation of strong parts, probably following the movement of the melody.

The results of measurements of the distinction between musical sounds by volume and timbre allow asserting the absolute formation of these perceptual operations. As during the input

diagnostics, at the final stage of the study all its participants responded adequately to the dynamic shades of a musical passage ($f - p$ or $p - f$) by playing the drum, unmistakably guessing the timbre of a given musical instrument among the sounds of others. Thus, the exact sense of the relative volume and timbre of musical sounds is an age-old feature of the sensory sphere of younger students.

However, the classification of musical sounds by their timbre has not been completed, but its quality has increased significantly in both experimental groups up to estimates of sufficient quality against a slightly lower than average quality level of such arrangements in the control group. According to the effectiveness, students can be divided into those who performed a diagnostic task with low and medium success, and those who manifested a sufficient and high level of success.

The share of the contingent of the control group (77%) was made up of respondents who showed low and medium quality scores. Their typical achievements, with a wide range of individual differences, were the correct classification of violin to strings, flute to wind, metallophone and tambourine to percussion instruments, sometimes difficulties in defining the bandura or piano as string instruments and quite often – in the classification of trumpet as wind tool. The subsequent level of ordering caused considerable difficulties, as the children had a poor idea of keyboard and plucked strings, metal (copper) and wooden wind, noise and melodic percussion instruments. An exception to this series was the violin, which students adequately considered a bowed stringed instrument.

The majority of the experimental groups (81% of people in the first and 75% in the second one) included recipients who classified the sound of musical instruments with assessments of sufficient and high quality. The educational and perceptual achievements of these children included a strong mastery of the first level of ordering instruments – almost infallible division into strings, winds and percussion – and mastering a significant number of their internal connections. At the same time, there was a certain gradation in the establishment of these relationships: the easiest and most efficient students differentiated bow and keyboard string instruments (violin, piano), less successful – noise and melodic percussion (tambourine, metallophone) and brass and woodwind (trumpet,

flute), it was difficult to categorize the bandura as a plucked stringed instrument (we explain this by the lack of vocabulary work with the term “plucked”: its correct understanding and knowledge of the technique of sound construction on the bandura would allow students to more adequately classify it).

Trying to identify the depth of mastery of the timbre structures of music sounds, the participants of the final section were directed to self-determination of classes of musical instruments (excluding indicators of such actions). After listening to an audio recording of a piece of music and naming a heard instrument, fourth-graders were asked, “What group of instruments does it belong to?” or “To which subgroup of string (wind, percussion) instruments does he belong?”, without listing these groups and subgroups themselves. The results of the survey confirmed a stronger mastery of the first than the second stage in the systematization of musical instruments by timbre of sound, and illustrate a higher level of awareness of the relevant information of respondents who experienced special learning and perceptual influences compared to children who did not. It should be noted that in case of difficulties, the questions were formulated according to the option provided by the input diagnosis: “Which – string, wind or percussion belongs to the musical instrument you heard?” or “Which string instrument sounds – bow, keyboard or plucked?”

Similar quantitative characteristics were observed in the tasks of establishing serial relations between musical sounds, in particular, by their pitch. Thus, the indicators of the majority of the control group (77%) indicate low and medium quality of these sensory actions, which is caused by the inability to transmit identically to the sample uniform or uneven decline and increase in height of the elements of major tonic triad (I – III – V, III – V – I and III – I – V, III – V – I) with accurate reflection of the sequential scale in any direction (I – II – III – IV – V – VI – VII – VIII (I) and vice versa). Estimates of sufficient and high quality prevailed in the experimental groups (77% of cases in the first group and 75% in the second) due to absolutely accurate ordering by recipients of ascending and descending scale and triad with uniform increase or decrease of pitch of its components (one or two errors were observed only under conditions of exposure to triad sounds mixed); in addition, in both experimental groups, the proportion of individuals – 12% in the first and 8% in the second – who performed the control exercise with maximum results. The series of musical sounds in duration and volume was performed correctly by all participants of the pedagogical research, without any delays and mistakes, as well as at the ascertaining stage. In our opinion, these operations can be motivated to give the status of age features of the sensory sphere of junior schoolchildren.

Significant changes have taken place in the reproduction of the acoustic properties of the melody in singing, spatial modeling of pitch and rhythmic relations, playing a musical instrument. Approximately 69% of the respondents in the control group intonation “purely” and rhythmically performed the melody while singing with accompaniment. Other children (31%) did not accurately reflect the coincidence of intervals, even if they were not very wide, for example, descending pure fifth and subsequent ascending pure fourth (in the song “Oh, there is a viburnum in the forest”), or single but wide intervals, on such as the ascending great sextet (in the song Teach me Music), in some cases recited the text without reproducing the pitch of the song. As during the input measurements, the students of the control group could not choose the model to the heard musical passage, simulate its melodic and rhythmic movement with the help of conditional symbols, play a musical phrase on a metallophone according to the presented model, showing weakness of skills as height, length, duration, ascending or descending direction of movement, etc., in the perception and reproduction of music sounds.

In the experimental groups, the number of fourth-graders who did not solve any diagnostic task significantly decreased (up to 12% in the first and 13% in the second, instead of the above 31% in the control group), as did the share of recipients who

completed one the task is mainly “pure” singing and rhythmic (4% in each group). At the same time, there were sets of students who were able to perform two, three, and four (i.e., all) control exercises, and with a specific “accumulation” of educational and perceptual achievements. Thus, 38% of the representatives of the first and 40% of the second experimental group reproduced the melody in singing and chose the appropriate model for the melody played by the teacher; 34% of children in the first and 31% in the second group still accurately formed a spatial model of the heard passage, 12% of students in both groups in addition to the above correctly reflected the given model musical phrase while playing it on a metallophone.

The described features quite reasonably explain the differences between low and medium ratings of the quality of reproduction of the properties of the melody in different groups and convincingly prove the effectiveness of the system of implemented didactic tasks. These same features highlight another aspect of the implemented didactic system – its positive impact on the formation of methods of examination of musical phenomena. Pupils of experimental groups, choosing a model for the heard melody, often asked to play it again, during the re-listening sang it softly, followed with the index finger its movement according to the scheme, made on this basis a conclusion about its correspondence or inconsistency of the melody; modeling a melody, listening to it, singing with parallel hand movements, and only then laid out the chips (squares and rectangles made of cardboard) on the matrix in the right proportions; before playing on a metallophone analyzed the pattern, commented on the relationship between the sounds: “The melody floats up, then sounds at the same height, again at the same height, only slightly higher, then – decreases, but now the sounds are long and used to be short”, after which played the phrase, first slowly, constantly shifting his gaze from the scheme to the tool, then – faster, more coherently and almost without reference to the scheme.

In case of difficulties, the teacher corrected the actions of fourth-graders of experimental groups with leading tasks and questions. For example, in the selection of a model for a piece of music, children were given a pencil, advised to follow the scheme of the melodic movement and again played a sample melody. Modeling a given melody with symbols, students often correctly reflected the rhythmic dependencies, forgetting about the pitch, and laid out the chips in a single-level series. Then the students were asked, “Are the sounds the same in pitch?” In case of inaccurate music playing on a metallophone, the recipients were directed to the analysis of the scheme with the following questions: “How should the melody move in the first segment? Is it necessary to change the pitch on the next line?” etc.

Usually, the assistance provided contributed to the actualization of rational methods of examination of musical phenomena, provided adequate performance of diagnostic exercises (however, we did not take into account the decisions obtained in this way as positive). In our opinion, the findings are evidence of the formation of a zone of immediate development of musical perception under the conditions of the introduction of specially organized developmental influences.

The final test of auditory musical sensory skills reflects the average level of their formation in fourth-graders of the control group (.553), sufficient – in students of the first (.748) and second (.738) experimental groups. The increase in dynamics is as follows: .030 – in the control group, .225 – in the first experimental group and .215 – in the second of them.

According to individual success in the control group, 18% of students with elementary, 59% with average and 23% with sufficient quality levels of color sensory skills; in the first experimental – 12% with average, 46% with sufficient, 30% with high and 12% with consistently high quality levels of musical auditory sensory skills; in the second experimental – 13% with average, 48% with sufficient, 27% with high, 12% with consistently high levels of musical auditory perception.

The non-belonging of experimental and control groups to one general set of respondents is reflected in the graphical model of one-way analysis of variance ANOVA (Figure 1). The F-criterion is greater than one and is equal to 85,454, the significance of the statistical conclusion p is less than .05 and is equal to .0000. On this basis, we can conclude that there is a significant difference between the group averages.

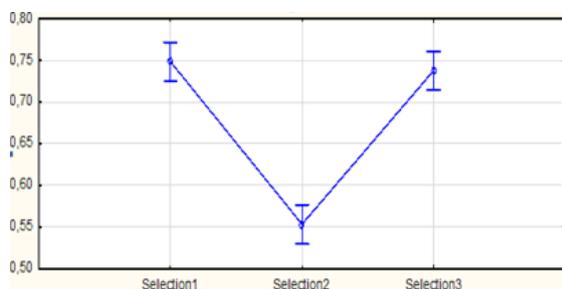


Figure 1 – Graphical model of similarity of the average values of sample 1 (first experimental group), sample 2 (control group), sample 3 (second experimental group)

6 Conclusion

The performed quantitative and qualitative analysis of empirical data allows making certain generalizations.

1. Musical sensory ability as a functional unit of musical auditory perception of junior high school students is a system of auditory interiorized perceptual familiarizing-cognitive actions based on mastered standards of music sounds and skills of applying these standards in the examination of musical phenomena.
2. In the mass experience of primary education, students master musical sensory skills at the elementary, secondary, and sufficient quality levels with a predominance of secondary. Among the main features of musical sounds, to a lesser extent, in children operations to distinguish sounds by pitch and duration formed, there are some difficulties in the classification and serial ordering of sounds, the greatest difficulties students have in reproducing the properties of musical sounds in singing and instrumental play.
3. Improving musical perception is facilitated by the introduction into the educational process of a system of developmental exercises and game tasks, constructed on the basis of intermodality – coordination of musical and phonemic auditory, musical auditory and color visual, musical auditory and spatial visual sensory processes. The system of special didactic influences should be aimed at expanding and systematizing the standard ideas about the sounds of music with the subsequent transition to the formation of students' rational ways of examining musical phenomena with the help of learned standards.
4. A clear positive dynamics of the quality of musical sensory skills was found in both control and experimental groups of students, but namely in the first experimental group the increase in dynamics is most noticeable. As a result of the implementation of special didactic influences, there were changes in the structure of groups. In the control group, there were children with elementary, medium, sufficient levels of quality of musical perception in the absence of a high level. In the experimental groups of respondents with an elementary level of development musical perception was not identified, but such a level gradation was established – with an average, sufficient, high and consistently high level of mastery of musical sensory processes. Students of experimental groups, especially the first of them, have the highest indicators of differentiation and systematization of music sounds, variety and sufficient quality of skills to reproduce them in singing, spatial modeling, instrumental playing.

Literature:

1. Arystova, L., & Mustiatsa, I. (2017). Development of a sense of rhythm in music lessons in primary school. *Scientific Bulletin of MNU named after VO Sukhomlinsky. Pedagogical sciences*, 1(56), 180-183.
2. Barbashova, I.A. (2018). Didactic system of sensory development of elementary schoolchildren: theory and practice. Melitopol: Vydavnychiy budynok Melitopolskoi miskoi drukarni.
3. Barbashova, I. (2021). Formation of color perception of junior schoolchildren. *AD ALTA: Journal of interdisciplinary research*, 11/01/XVII, 102-107.
4. Barbashova, I. (2021). Formation of elementary school children's visual-spatial perception. *AD ALTA: Journal of interdisciplinary research*, 11/01/XV, 15-20.
5. Barbashova, I. (2019). Sensory development: shaping the ability to explore the sounds of music. *Primary school teacher*, 4, 4-7.
6. Barbashova, I. (2019). Sensory development: form the ability to explore the sounds of music. *Primary school teacher*, 5, 26-29.
7. Barbashova, I. (2021). Psycholinguistic foundations for the formation of phonematic skills of younger schoolchildren. *AD ALTA: Journal of interdisciplinary research*, 11/01/XV, 21-25.
8. Bonacina, S., Krizman, J., White-Schwoch, T., Nicol, T., & Kraus, N. (2019). How Rhythmic Skills Relate and Develop in School-Age Children. *Global Pediatric Health*, 6, 1-7. DOI: <https://doi.org/10.1177%2F2333794X19852045>.
9. Bulatova, L.O. (2020). Pedagogical conditions of formation of musical-intonational representations of junior schoolchildren. *Preschool and primary education in the modern pedagogical space*. Sumy: Sumy State Pedagogical University named after A.S. Makarenko, 114-128.
10. Cherniak, Y.B., Volska, Y.V., Mishchenko, S.P., & Yorkin, V.V. (2020). Methodical aspects of development of musical and auditory representations of pupils of junior classes of art schools. *Bulletin of Alfred Nobel University. Series: Pedagogy and Psychology*, 2(20), 89-100. Available at: <https://pedpsy.duan.edu.ua/images/PDF/2020/2/11.pdf>.
11. Curwen, C. (2020). Music-Colour Synaesthesia: A Sensorimotor Account. *Musicae Scientiae*, 2, 1-20. DOI: <https://doi.org/10.1177/1029864920956295>.
12. Hallam, S. (2017). The impact of making music on aural perception and language skills: A research synthesis. *London Review of Education*, 15(3), 388-406. DOI: <https://doi.org/10.18546/LRE.15.3.05>.
13. Kalinichenko, O., & Arystova L. (2019). *Art. 1st grade. The system of lessons according to the textbook of O. Kalinichenko, L. Arystova*. Kyiv: Education.
14. Kondratova, L.H. (2019). *Arts: Work-book of lessons. 1st year*. Ternopil: Textbook Bogdan.
15. Leonova, O.M., & Cherkasova, S.O. (2020). The influence of music-didactic game on increasing interest in music in junior high school students. *Innovative pedagogy*, 30/1, 83-87. Available at: http://www.innovpedagogy.od.ua/archives/2020/30/part_1/19.pdf.
16. Levytiska, I.M. (2018). Development of timbre hearing of primary school children in the process of instrumental music making. *Scientific notes of the Central Ukrainian State Pedagogical University named after Volodymyr Vynnychenko. Series: Pedagogical sciences*, 170, 150-155. Available at: http://nbuv.gov.ua/UJRN/Nz_p_2018_170_35.
17. Lobova, O.V. (2020). Peculiarities of students' art education in the conditions of the New Ukrainian school (according to the textbooks "Art", 1st and 2nd grades). *Preschool and primary education in the modern pedagogical space*. Sumy: Sumy State Pedagogical University named after AS Makarenko, 187-203.
18. Lobova, O.V. (2018). *The Arts, 1 gr*. Kyiv: Shkoliar. Available at: <https://pidruchnyk.com.ua/1206-mystectvo-1-klas-lobova.html>.
19. Lundetrae, R., & Thomson, J.M. (2018). Rhythm production at school entry as a predictor of poor reading and spelling at the end of first grade. *Reading and Writing*, 31, 215-237. DOI: <https://doi.org/10.1007/s11145-017-9782-9>.
20. Masol, L., Haidamaka, O., & Kolotylo, O. (2020). *The arts. Synopsis-educational kit of art lessons. 1 gr*. Kyiv: Heneza.

21. Medvid, T.O. (2018). Relative system of solmization as a factor in raising the level of school music education. *Scientific Bulletin of Mukachevo State University. Series: Pedagogy and psychology*, 1(7), 143-145.
22. Mishedchenko, V. (2018). Features of music education and upbringing of fourth-graders of secondary school. *Scientific Bulletin named after V.O. Sukhomlinsky. Pedagogical sciences*, 1(60), 218-223.
23. *On approval of model educational programs for 1-2 grades of establishments of general secondary education.* (2019). Order of Ministry of Education and Science of Ukraine No.1272. Available at: <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-tipovih-osvitnih-program-dlya-1-2-klasiv-zakladiv-zagalnoyi-serednoyi-osviti>.
24. *On approval of model educational programs for 3-4 classes of establishments of general secondary education.* (2019). Order of Ministry of Education and Science of Ukraine No.1273. Available at: <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-tipovih-osvitnih-program-dlya-3-4-klasiv-zakladiv-zagalnoyi-serednoyi-osviti-1273>.
25. Rakhmanova, O.K. (2018). Artistic and creative synesthesia of junior schoolchildren in "color music". *Musical art in educational discourse*, 3, 121-124.
26. Politimou, N., Bella, S.D., Farrugia, N., & Franco, F. (2019). Born to Speak and Sing: Musical Predictors of Language Development in Preschoolers. *Frontiers in Psychology*, 10: 948. DOI: <https://doi.org/10.3389/fpsyg.2019.00948>.
27. Ruda, H.S. (2018). Musical abilities of junior schoolchildren: methodical support of development. *Bulletin of Chernihiv National Pedagogical University. Series: Pedagogical sciences*, 151(2), 212-214. Available at: [http://nbuv.gov.ua/UJRN/VchdpuP_2018_151\(2\)_50](http://nbuv.gov.ua/UJRN/VchdpuP_2018_151(2)_50).
28. Whiteford, K.L., Schloss, K.B., & Helwig, N.E. (2018). Color, Music, and Emotion: Bach to the Blues. *i-Perception*, 9(6), 1-27. DOI: <https://doi.org/10.1177/2041669518808535>.
29. Zhang, L., Xie, S., Li, Y., Shu, H., & Zhang, Y. (2020). Perception of musical melody and rhythm as influenced by native language experience. *Acoustical Society of America*, 147(5): EL385. DOI: <https://doi.org/10.1121/10.0001179>.

Primary Paper Section: A

Secondary Paper Section: AM

SPECIFICITY OF INVESTING IN HUMAN CAPITAL IN MODERN RUSSIAN FEDERATION

^aINNA LITVINENKO, ^bMARINA KRIKLIVAYA, ^cAIDA KAZANBIEVA, ^dTATYANA TOROPOVA, ^ePAVEL NEHOROSHKOV

^{a,e}*Moscow State University of Humanities and Economics, 49, Losinoostrovskaya Str., 107150, Moscow, Russian Federation*

^b*South Russian Institute of Management – A branch of the Federal State Budgetary Educational Institution of Higher Education, Russian Academy of National Economy and Public Administration under the President of the Russian Federation, 70, Pushkinskaya Str., 344002, Rostov-on-Don, Russian Federation*

^c*Financial University under the Government of the Russian Federation, 49, Leningradsky Pros., 125993, Moscow, Russian Federation*

^d*Rostov State Economic University (RINH), 69, Bolshaya Sadovaya Str., 344002, Rostov-on-Don, Russian Federation*
email: ^aimalitvinenko@ya.ru, ^bibm2conf@yandex.ru, ^caida_k74@mail.ru, ^dTatyana_toropova@rambler.ru, ^epavel_nehoroshkov@rambler.ru

Abstract: The article aims to analyze human capital development models in modern Russia compared to other countries of post-Soviet space. Human capital is a central factor in ensuring competitiveness in a post-industrial economy. Availability for the organization of fundamental aspects of production in traditional labor, land, and capital is due in the modern economy to the elimination of geographical barriers and the globalization of markets. Due to regional inequalities in these factors and corresponding specifics of human capital formation and development, it is advisable to study the specificity of investing in human capital in developing economies such as Russia. The methodological and theoretical basis of the research consists of the works of the classics of political economy. An increase in the diversity of supply poses the organization's new challenges, the main of which is the cost-effective selection, combination, and development of the obtained production factors. Regarding land and capital, the related problems are possible through strategic planning for the organization's development based on Total Quality Management (TQM) based on international standards. Concerning labor, such as standardization and algorithmization of development processes is not always possible. The classification of labor resources by a real firm cannot be reduced to models known from economic theory and requires a differentiated approach for each specific task facing.

Keywords: Global economy, Human capital, Human resources, Investments, National economy.

1 Introduction

The Russian economy is following the path of development using raw materials. Using the raw material potential to mitigate the crisis situation, increase the scale of investments, pay foreign currency debts, etc. is necessary, but not the main means of solving socio-economic problems. The possibilities for exploiting raw materials are not endless. The only resource, the possibilities of rational use of which are practically limitless is represented by the productive abilities of people, which are realized in modern conditions in the form of human capital.

Another problem of the economy of modern Russia is a significant depreciation of fixed capital, the lack of sources and reserves for its replacement and accumulation. In this situation, human capital is regarded by most economists as the most valuable productive resources in comparison with material capital.

At the same time, the combination of characteristics of the significant properties of the human capital of workers, which is a combination of the inherent knowledge and skills, is the main parameter of an employee's attractiveness in the labor market [15].

Ensuring a combination of relevant characteristics within the workforce focused on the implementation of a business project in the specific conditions of a competitive environment [23], as well as the financial, time, reputation and other planning restrictions facing the organization as part of achieving its goals and objectives, is a condition for the commercial success of the organization [14].

In this regard, there is a growing scientific interest in the formation of high-quality human capital, the development and substantiation of areas of interaction between the state and society for the purpose of its development.

2 Literature Review

The importance of human abilities in production, their place and role in the process of social reproduction have always occupied an important place in the history of economic thought and are reflected in the works of many economists – W. Petty, A. Smith, D. Ricardo, K. Marx, who laid the foundations of the future theory of human capital, W. Bedjhot, J.I. Walras, J.M. Clark, F. List, J. McCulloch, G.D. McLeod, A. Marshall, J. S. Mill, W. Rosher, J. Say, G. Sidgwick.

This theory received a holistic form in the 50-60s of 20th century. In the works of the representatives of the so-called Chicago school Schultz and Becker, disparate elements of the concept of human capital, developed by world scientific thought by the middle of the 20th century, were connected together, and this theory acquired the features of a systemically organized, methodologically consistent scientific concept.

In the economic literature, a lot of interesting and informative works are devoted to the study of the problems of investing in human capital [1, 2, 5, 24]. This problem was also considered by such representatives of the Chicago school as M. Collingsworth, K. Lancaster, J. Minser, R. Willis. The theoretical foundations of the concept of human capital were developed by M. Blaug, W. Bowen, B. Weisbrod, E. Denison, and others.

Despite the broad coverage of the problems of labor force reproduction, many issues are controversial, insufficiently studied, and require a critical rethinking of several theoretical concepts:

1. The issues of determining the peculiarities of the movement of human capital in the modern social reproduction process [10];
2. The formation of human capital as an investment process need to be investigated [11];
3. Clarification of indicators is required to assess the effectiveness of investment in such a form of capital, as well as clarification of the structure and composition of investments in a person [15].

It is necessary to determine the main economic sources of preserving and increasing the total human capital of Russia.

3 Materials and Methods

The methodological and theoretical basis of the research consists of the works of the classics of political economy, the works of Russian and foreign scientists-economists on the problems of reproduction of human capital, assessment of its movement in the course of the social-reproductive process and investment in a person.

The basis of the research is a general scientific methodology, which presupposes an integrated, systematic approach to solving problems, providing for the unity of qualitative and quantitative analysis; principles of dialectical logic, ensuring the objectivity of the approach; application of the method of analysis and synthesis.

4 Results

The economic value of human capital is not constant and varies over time depending on the resources invested in it [13], both by the bearer of human capital and by interested parties. The structure of investments in human capital is presented in Figure 1.

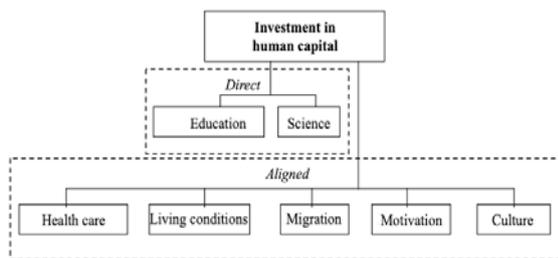


Figure 1 – Structure of investment in human capital. Source: Ye. A. Dubik and S. N. Mityakov (2013).

The structural complexity of human capital and the exclusivity of the employer's requirements for the employee's human capital make it possible to evaluate the accidental detection in the labor market of a job seeker with the required qualities that is practically equal to zero. Most often, to identify carriers of the target characteristics of human capital, the employer turns to specialized organizations, which entails significant time and financial costs. Even in this case of successful detection, a suitable employee, as a whole, needs to be adapted to the conditions of a particular organization, which includes the following [32]:

- Development of technical elements of the human capital of the employee;
- Familiarization with the business model of a particular organization and the site in which the employee is directly engaged;
- Integration into the labor collective, which requires the employee not only economic but also a social adaptation.

Since identifying, attracting, and integrating a carrier of a suitable carrier of human capital for an organization is a non-trivial and expensive task for an organization, the primary problem is the retention and development of a carrier of human capital.

Large foreign companies are currently massively creating intra-corporate systems for the development of human capital, the functioning algorithm of which is shown in Figure 2.

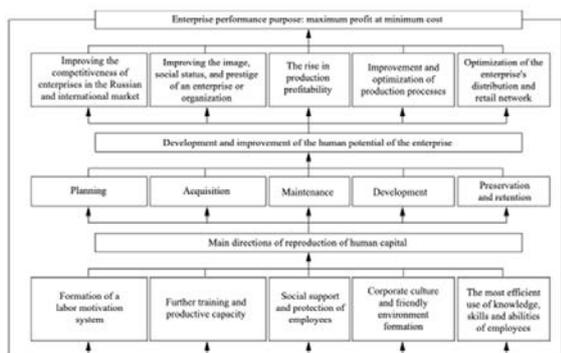


Figure 2 – Model of the corporate system for the development of human capital. Source: Compiled by the authors.

At the same time, foreign experience also indicates the impossibility of ensuring the development of the human capital of workers exclusively by organizations, even the largest of them.

A necessary condition for the development of human capital is the provision of investment support for its development by the state, especially in the early stages of the country's adaptation to the competitive requirements of the global labor market. The national system of investment support for the development of human capital includes four levels, as shown in Figure 3.

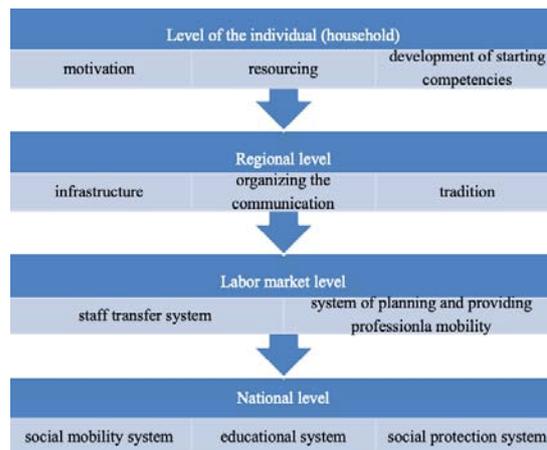


Figure 3 – Levels of the national system of investment support for the development of human capital. Source: Compiled by the authors.

Each of these levels of investment support for the development of human capital has established itself from foreign experience as cost-effective only if it permanently interacts with other levels.

5 Discussion

The system of investing in the development of human capital in Russia as a whole from harmonizing the interaction of all four levels can be described as successful as a whole. The most successful examples of harmonious investment support for the development of human capital are the majority of companies - representatives of large businesses, primarily corporations. At the same time, significant segments of the national economy, primarily allocated according to the territorial criterion, are not involved in this system. Figure 4 presents data on the volume of investment in human capital development in some regions of Russia.

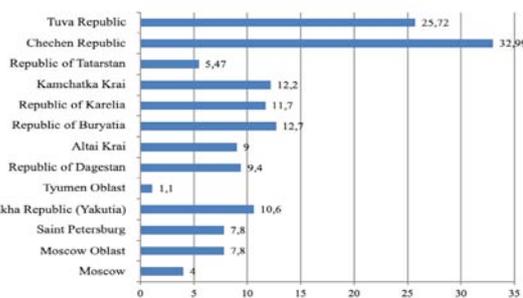


Figure 4 – Assessment of investment in human capital development in Russia and some of its regions. Source: Compiled by the authors based on S. N. Bobylev, V. S. Minakov, S. V. Solovyeva, and V. V. Tretyakova (2012) [3].

A comparison of the numbers presented in Figure 3 with other indicators of the development of the economies of the respective regions gives reason to draw the following conclusions. Investing in the development of human capital in Russia is carried out in each region, which, nevertheless, does not give reason to speak of the existence of a single unified national investment model. For the donor regions, which include Moscow, Saint Petersburg, and Tatarstan, the total investment in the development of human capital does not exceed 4 - 7% of regional GDP. There are both public and private financing in acceptable proportions as sources of such investments.

For regions characterized by a pronounced subsidized orientation of their economy, state financing prevails in the structure of investments in human capital. At the same time, access to investment in human capital is considered by the population as

the most important and often the only social elevator in the region (Muda& Ridhuan, 2016). Moreover, for regions with low involvement in the national and global division of labor, public investment in human capital is an important system-forming factor and can be considered as part of the regional economic system [9]. For the Republic of Tuva, investments in human capital account for more than 25% of the regional product, for the Chechen Republic, this figure reaches almost 33%.

The statistics of regional investments in the development of human capital presented also indicate the absence of a strict connection between the availability of reserves of economic growth and the interest of business in increasing investments in human capital. This contradiction is especially evident in the example of the Tyumen region, which has the significant resource and human development potential against the background of the share of investments in human capital in the amount of just over 1% of GRP.

The urgent problem is the uneven distribution of investments in human capital and within one territory. So, for growth centers of the Russian economy, such as Moscow, Moscow Region, Saint Petersburg and the Republic of Tatarstan, in the presence of effective federal and regional investment programs for the development of human capital and its involvement with the system of economic relations, the issue of professional non-compliance of significant population groups with market demands is acute labor. The result of such a discrepancy may be the beginning of mass cuts, especially among representatives of low-skilled workers in the context of the digitalization of the economy and a further increase in the division of the population of the regions according to the quality of their human capital [28].

The reason for these problems seems to be an insufficiently effective policy of investing in the development of human capital by the state. Consider the structure of investments in the human capital of workers in more detail in Figure 5.

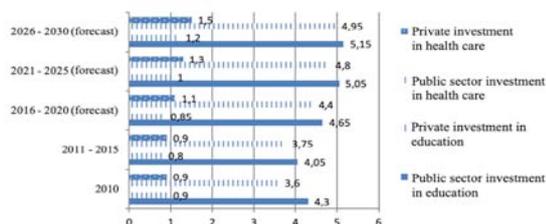


Figure 5 – Dynamics of average indicators of investments in human capital in Russia, as a percentage of GDP.

Source: Compiled by the authors based on "Forecast of the Long-term Socio-economic Development of the Russian Federation for the Period Until 2030" (2013) [6].

From the presented diagram it is clear that the main source of investment in the development of human capital in the country is budget funds. In the medium and long term, a change in the structure of the sources is not expected, although it is expected that the observed in the period 2010 - 2018 will continue. increase the share of investment in human capital.

The reason for the predominance of budget financing in Russia and the role of the national level of the human capital development system in the investment structure is the relative competitive weakness of the domestic economy. A similar bias towards budgetary funds was typical for most countries at the beginning of their transition from a Fordist economic model focused on the development of the means of production to a post-industrial one focused on the development of human capital [7, 8]. The national level provides the minimum necessary investment in the development of human capital of workers, the most important of which is an investment in education, social protection of workers and the development of a system of social elevators, the presence of which stimulates the individual

(household) to independently develop human capital. Over time, if a country was able to implement an effective model for investing in human capital, the budget programs for its investment development were partially replaced by private financing [16, 17]. At the same time, the national level is still an important part of the human capital development system in all countries of the world [30, 31, 33].

The national level of development of human capital has a significant impact on the development of human capital of its citizens, as evidenced by the high correlation between the degree of development of human capital of citizens of countries and the share of national investment in the development of their human capital per capita (Table 1).

Table 1: Correlation indicators between the volume of investments in human capital development at the national level and the Human Capital Development Index

Country	Human Capital Development Index	Assessment of investment in human capital
Singapore	0,88	High
Japan	0,84	High
South Korea	0,84	High
Canada	0,80	High
Germany	0,79	High
Great Britain	0,78	High
Italy	0,77	High
France	0,76	High
USA	0,76	High
Russia	0,73	Medium
China	0,67	Medium
Brazil	0,56	Medium
India	0,44	Low
RSA	0,41	Low

Source: Compiled by the authors based on "Russian Education in the Context of the Human Capital Index" (2018) [27].

In the context of global competition, the key posts of multinational companies most often come from developed countries. Such a situation provides the relevant state with reputational leadership and multiple reimbursements of investments in the long term due to the increased competitiveness of the national producer and tax revenues.

Let us make a comparative comparison of investment costs for the main items of investment in the development of human capital in Russia and the leading countries in the ranking of the human capital development index [29]. The most cost-effective in terms of the possibility of payback in the medium and long term is the part of the investment in human capital allocated to the education sector. Relative indicators are considered as a criterion for compiling a rating of countries according to the size of investments in the field of education. Figure 6 shows Russia's position in the international ranking of countries according to the criterion of expenditure on education in gross national product.

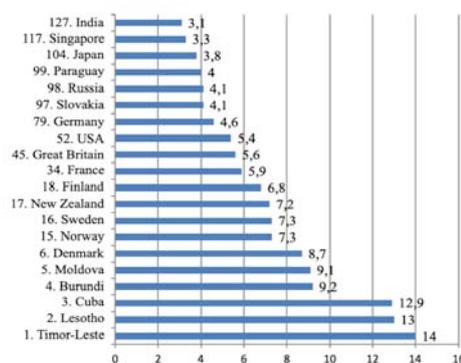


Figure 6 – Russia in the international ranking of countries according to the criterion of spending on education in gross national product.

Source: Compiled by the authors based on "Rating of Countries in the World in Terms of Spending on Education" (2019) [25].

Analysis of the information presented in Figure 3 allows us to draw the following conclusions.

There is no direct correlation between the share of expenses on education and the position of the corresponding country in the ranking of the human capital development index. Singapore, which is the leader of this rating, takes 117th place in terms of the share of investments in education in the GDP structure, while the top 5 countries include those with a predominantly low rating of human capital development. This circumstance is explained by the fact that, in addition to the actual value of the share of investments in education in the GDP structure, significant factors are:

1. The effectiveness of the development of invested funds, depending on the overall efficiency of the economy and the labor market, the level of development of the educational system itself and the degree of diversification of the economy [18]. In the leading economies of the world, investments in the field of education are being developed considering modern scientific and technical capabilities, in particular, using digital technologies and based on scaling up the use of the best educational products over a long period. For countries whose educational sphere is in a transformative state, for example, for the Indian economy, the development of human capital requires additional investments and targeted work to solve each educational problem [26]. This refers to the formation of a national educational tradition and the staffing of the teaching staff, the provision of literacy, the formation of educational infrastructure and the adaptation of foreign educational technologies to the specifics of the national labor market.

Education as the most important part of an economy of an intensive type of development is formed at the initial stages of its development. Accordingly, the maximum influx of investment in the education sector is observed at earlier stages, as evidenced by statistics on investment in education as a share of gross domestic product in developing economies and with significant growth potential, but with a low current level of capital development [19]. For the developed economies of the world, on the contrary, outstripping the growth of sectors of the economy-recipients of human capital is characteristic, which manifests itself as a decrease in the share of investments in education in GDP against the background of an increase in absolute indicators in education and an improvement in its quality.

On the whole, an analysis of the rating of the countries of the world on investment spending on education in gross domestic product confirms the thesis that there is a relationship between the share of investments in GDP and the development of human capital [30, 31].

In general, Russia takes 98th position in this indicator and lags behind most of the leading economies in the world, but is ahead of Japan (104th place) and Singapore (117th place).

Investments in the human capital of personnel at the micro-level can be estimated as average. In general, in Russia, companies that have existed on the market for at least 3 years have a system for organizing investment in human capital. Along with this, the allocation of financial resources for the development of human capital is most often not accompanied by a formalized economic justification, or such a justification is insufficiently developed [20]. An assessment of the structure of domestic companies according to the criterion of the degree of elaboration of proposals of HR units for the allocation of investments in the development of human capital of relevant organizations is presented in Figure 7.

Reasons for the lack of interest of domestic organizations in obtaining the most economically developed assessment of the effectiveness of investment in human capital is the institutional environment of domestic business. This environment has developed historically and is characterized by features described further in the article.

The significant role of informal relations between employees of organizations. This feature makes the rehearsal risks associated with the proposal by the HR specialist for consideration by the management unsuitable in terms of the expected economic efficiency of investing in the human capital of the project unacceptable.

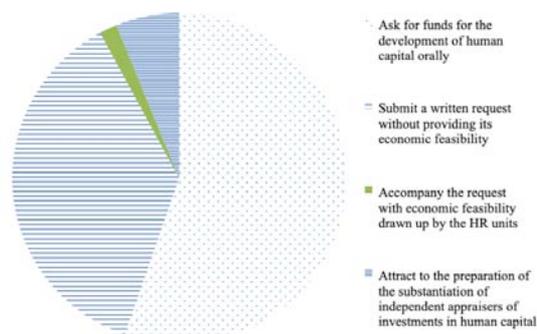


Figure 7 – Structure of domestic organizations in the forms of the validity of their corporate programs for the development of human capital.

Source: Based on V. V. Moiseyev (2017) [22].

Insufficient attention to the problems of a significant part of domestic enterprises, especially small and medium-sized businesses, to the issues of investing in human capital. On the one hand, this leads to the reluctance of management to allocate additional funds for the organization of research on the possibilities of developing human capital and assessing the optimal volumes and structure of investments in human capital [12].

On the other hand, considering the importance of human capital as a factor in the competitive development of a company, the absence of targeted investment policy in the field of human capital development periodically creates problems in its development, which requires an immediate response. The causes of such problems often turn out to be the failure of potential customers to complete the transaction until the company staff has a carrier specialist of a certain profession (competency). An example of such a problem is the situation when domestic enterprises entering the global market were forced to introduce into the staffing table the posts related to the organization of the quality management of employees.

The need to solve qualification problems in a short time makes a comprehensive economic study of the problem not always possible, and the decision is often made in the form of a brainstorming session by considering various proposals of employees.

There is an absence in most Russian organizations of a tradition of developing human capital and personnel with sufficient competence in the development of human capital of an organization. The reason for this situation is the reaction of the labor market and the education sector to the low, from the leading economies of the world, demand for the services of employees competent in the field of human capital development. Most often, in organizations in which the existence of a human capital development system is in place, the relevant powers are transferred to persons with other duties. So, the authority to organize a policy of investing in human capital is often assigned to the human resources department, HR structures and is used by employees based on the residual or as a resource for the more efficient performance of their main function. Responsible for the formation of investment policies do not always have an education in finance, which reduces the effectiveness of their activities in planning investments in human capital.

Figure 5 presents the results of studies of the competence of

authorized representatives in terms of planning investments in human capital for employees of domestic organizations. The study was conducted based on a survey of the heads of organizations and persons responsible for the development of the human capital of companies.

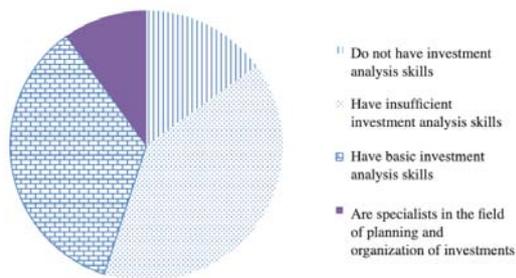


Figure 8 – Assessment of competence in matters of investment planning of persons responsible for the development of human capital in Russian organizations.

Source: Based on V. V. Moiseyev (2017) [22].

A separate aspect of investing in human capital in Russia is the creation of conditions for the adaptation of the human capital of workers to the demands of the digital environment. To solve this problem, investment in human capital by the forces of both the state and individual national companies is required. Foreign experience indicates that the development of human capital is carried out more intensively when the state invests in the formation of the conditions for its development, and companies invest in the format of supporting the efforts of employees to develop their human capital and their motivation to carry out appropriate efforts.

In Russia, the document that regulates the investment policy for the development of human capital is the Digital Economy Program, which is designed to form investments in human capital until 2025. Table 2 presents the main directions of the investment policy of Russia on the development of the human capital of existing and potential employees in terms of their adaptation to the digital economy.

Table 2: Directions and results of the Russian policy of investment support for the development of human capital in terms of its adaptation to the digital economy

	Investment direction	Result
1.	Formation of an environment and infrastructure ensuring the involvement of the human capital of scientists and educators in global competition	Involving the maximum number of carriers of human capital in the exchange of information based on the global platform "Makerspace"
2.	Implementation of programs in the field of compensation of expenses for the formation of IT competencies	Increasing the economic attractiveness of developing the competencies of employees in the IT-sphere
3.	Support for educational programs aimed at developing IT skills of the population	Overcoming the problem of technical illiteracy of certain groups of the population of Russia and their loss from the digital system of human capital development
4.	Formation in the country of a system of permanent development of IT literacy of the population	Solving the problem of "narrow spaces" in the system of development of the human capital of citizens

Source: Compiled by the authors based on "Digital Economy of the Russian Federation Program" (n.d.) [4].

6 Conclusion

In general, the current model of investing in human capital in Russia can be described as successful, as evidenced by Russia's continued leadership in many high-tech markets. This refers to arms markets, energy, and IT. However, a drawback of the current model is its lack of efficiency and scalability. Further growth in the economic and social efficiency of investments in human capital is possible if the conditions for the preservation of

human capital in the framework of the national economy and fuller use of the potential of its carriers.

The theoretical and practical significance of the article lies in the possibility of using the main scientific provisions and conclusions as a methodological basis for further study and development of new theoretical approaches to the problems of the formation and development of human capital.

Literature:

- Bilan, S., Mishchuk, H., Samoliuk, N., & Ostasz, G. (2019). Effectiveness of Social Dialogue in the System of Sustainable Economic Development Factors. Paper presented at the Proceedings of the 34th International Business Information Management Association Conference, IBIMA 2020: Vision 2025. *Education Excellence and Management of Innovations through Sustainable Economic Competitive Advantage*, 13303-13313.
- Bilan, Y., Mishchuk, H., Samoliuk, N., & Mishchuk, V. (2020). Gender discrimination and its links with compensations and benefits practices in enterprises. *Entrepreneurial Business and Economics Review*, 8(3), 189-204. DOI: <https://doi.org/10.15678/EBER.2020.080311>.
- Bobylev, S.N., Minakov, V., Solovyeva, S., & Tretyakova, V. (2012). *Ecological and economic index of regions R.F. Methodology and indicators for calculation*. Moscow: RIA – news – WWF.
- Digital Economy of the Russian Federation Program*. (n.d.). Available at: <http://static.government.ru/media/files/9gFM4FHj4PsB79I5v7yLVuPgu4bvR7M0.pdf>.
- Dubik, Ye.A., & Mityakov, S.N. (2013). Investing in a person: investing in human capital at different stages of the economic cycle. *Kreativnaya ekonomika*, 9(81).
- Forecast of the long-term socio-economic development of the Russian Federation for the period until 2030*. (2013). Available at: <http://static.government.ru/media/files/41d457592e04b76338b7.pdf>.
- Gaisina, L.M., Belonozhko, M.L., Artyukhov, A.V., Sultanova, E.A., & Dallakian, G.R. (2017). The organization as a social self-governing system. *Journal of Advanced Research in Law and Economics*, VIII, 2(24), 454-462.
- Gaisina, L.M., Dorozhkin, Yu.N., Iakupova, G.A., Rasuleva, Iu.V., Dallakian, G.R., & Shakirova, E V. (2018). Reflection of contemporary socio-cultural factors on young rural family as a problem of rural development. A study case-the Republic of Bashkortostan. *Scientific Papers. Series "Management, Economic Engineering in Agriculture and Rural Development"*, 18(3), 131-138.
- Gorokhova, A.E., Gaisina, L.M., Gareev, E.S., Shutov, N.V., & Shakirova, E.V. (2018). Application of coaching methods at agricultural and industrial enterprises to improve the quality of young specialists' adaptation. *Quality - Access to Success*, 19(164), 103-108.
- Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267 – 279. DOI: [10.21272/MMI.2017.3-25](https://doi.org/10.21272/MMI.2017.3-25).
- Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), 56-62.
- Kleparskiy, V.G., & Sheynis, V.Ye. (2018). Upravleniye razvitiyem regiona: investitsii, chelovecheskiy potentsial, sovershenstvovaniye investitsionnoy struktury [Management of the development of the region: Investments, human potential, improving the investment structure]. *Avtomatika i telemekhanika*, 4, 138-151.
- Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. DOI: [10.14254/2071-789X.2020/13-3/3](https://doi.org/10.14254/2071-789X.2020/13-3/3).

14. Kuzheliev, M., Posnova, T., & Nechyporenko, A. (2019). Theoretical aspects of investing in human capital in the conditions of formation of the creative economy. *Advances in Economics, Business and Management Research*, 95, 64-69.
15. Levytska, S., Krynychay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development. *Financial and credit activity: problems of theory and practice*, 25(2), 122-127. DOI: 10.18371/FCAPTP.V2I25.136476.
16. Litvinenko, I. L., Korolkov, V. E., Solovykh, N. N., Arefev, P. V., & Arofeeva, T. (2019). Households functioning as an investment institution. *Dilemas contemporáneos: Educación, Política y Valores*, 7(1), 136.
17. Litvinenko, I. L., Smirnova, I. A., Solovykh, N. N., Aliev, V. M., & Li, A. S. (2019). The fundamentals of digital economy. *AD ALTA: Journal of Interdisciplinary Research*, 9(1S7), 30-37.
18. Litvinenko, I.L., Allakhverdieva, L.M., Protas, V.F., Smirnova, I.A., & Sinyuk, T.Yu. (2019). Structural changes in the global economy amid a scientific and technological revolution. *Modern Journal of Language Teaching Methods*, 9(1), 386-391.
19. Litvinenko, I.L., Solovykh, N.N., Smirnova, I.A., Kiyanova, L.D., & Mironova, O.A. (2019). The role of agritourism clusters in implementing the concept of sustainable development region. *Dilemas contemporáneos: Educación, Política y Valores*, 6(3), 71.
20. Litvinenko, I.L., Zernova, L.E., Kiyanova, L.D., Korolkov, V.E., Buevich, A.P., & Protas, V.F. (2018). Public-private partnership based clustering in the sphere of innovations. *Ponte*, 74(4), 152-162.
21. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. DOI: 10.21272/MMI.2019.4-26.
22. Moiseyev, V.V. (2017). Problema obosnovaniya investitsiy v razvitiye chelovecheskikh resursov organizatsii [The problem of justification of investments in the development of human resources of the organization]. *Nauchnyy zhurnal KUBGau*, 128(4), 4.
23. Muda, S., & Ridhuan, M. (2016). Human capital in SMEs life cycle perspective. *Procedia Economics and Finance*, 35, 683-689.
24. Nezhnikova, E. (2020). Investment in human capital as the basis for the country's economic growth. *E3S Web of Conferences* 164, 09046. DOI: doi.org/10.1051/e3sconf/202016409046.
25. Rating of countries in the world in terms of spending on education. (2019). *World Bank Research (World bank development data group – Humanitarian Technologies Analytical Portal)*. Available at: <https://gtmarket.ru/ratings/expenditure-on-education/info>.
26. Razumovskiy, A.I., Kleparskiy, V.G., & Sheynis, V.Ye. (2018). Proceedings from 11th International Conference: Dogonyayushcheye razvitiye regionov: chelovecheskiy potentsial i privlekatelnost dlya investitsiy [Catching Up with the Development of Regions: Human Potential and Attractiveness for Investment] (pp. 192-194). In S.N. Vasilyeva & A.D. Tsvirkun (Eds.). Moscow: MLSD'2018.
27. *Russian education in the context of the human capital index. Education Bulletin*. (2018). Moscow: Analytical Center under the Government of the Russian Federation.
28. Sekerin, V.D., Gaisina, L.M., Shutov, N.V., Abdрахmanov, N.Kh., & Valitova, N.E. (2018). Improving the quality of competence-oriented training of personnel at industrial enterprises. *Quality – Access to Success*, 19(165), 68-72.
29. *The concept of development of education in Russia until 2020*. (2016). Available at: <https://docplayer.ru/32396509-Koncepciya-razvitiya-obrazovaniya-rf-do-2020-g-predsedatel-pravitelstva-rossii-podpisal-koncepciyu-dolgosrochnogo-socialnoekonomicheskogo-razvitiya.html>.
30. Yakoviyk, I.V., Chyzhov, D.A., Karpachova, N.I., Hlushchenko, S.V., & Chaliuk, Y.O. (2020). National security policy in Ukraine: a change in the system of power relations of the modern world. *Revista San Gregorio*, 42, 224-235. Available at: <http://revista.sangregorio.edu.ec/index.php/REVISTASANGREGORIO/article/view/1555>.
31. Yakymchuk, A., Valyukh, A., & Akimova, L. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), Part 1, 170-178. DOI: 10.25140/2410-9576-2017-1-3(11)-170-178.
32. Zakhharova, O., & Kratt, O. (2014). Economic study and risk estimate of the investment in the human capital. *Economics & Sociology*, 7(2), 94-108. DOI: 10.14254/2071-789X.2014/7-2/8.
33. Chaliuk, Y., Dovhanyk, N., Kurbała, N., Komarova, K., & Kovalchuk, N. (2021). The digital economy in a global environment. *AD ALTA: Journal of Interdisciplinary Research*, 11, Special issue XVII, 143-148. Available at: <http://www.magnanimitas.cz/ADALTA/110117/PDF/110117.pdf>.

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

DIGITALIZATION AND INNOVATIZATION OF ECONOMIC SPACE

^aINNA LITVINENKO, ^bIRINA SMIRNOVA, ^cNADEZDA SOLOVYKH, ^dVLADIMIR KOROLKOV, ^eSTANISLAV BULAEV

^a*Moscow State University of Humanities and Economics, 49, Losinistrovskaya Str., 107150, Moscow, Russian Federation*
^{b,c,d}*Financial University under the Government of the Russian Federation, 49, Leningradsky Prosp., 125993, Moscow, Russian Federation*

^e*Kazan National Research Technological University, 68, Karl Marx Str., 420015, Kazan, Russian Federation*
 email: ^ainnalitvinenko@ya.ru, ^bismirnova@fa.ru, ^cNNSolovykh@fa.ru, ^dVEKorolkov@fa.ru, ^es_s26@rambler.ru

Abstract: The article analyzes the implementation of the processes of digitalization and innovation of the economic space in the domestic and foreign economies, as well as potential of gaining advantages provided by digitalization. Spatial economics is currently one of the main directions in the development of economic thought. The reason for interest in the research is changing the scale of economic activity. Even though digitalization processes already have a tangible impact on the economic space of both the global economy and its regional subspaces integrated into the global one, the world is only at the very beginning of transformations, which, in turn, determines the relevance of research in this field. The quantitative and qualitative indicators of digitalization and innovation are considered. Methods of general economic theory are applied, in particular, market players' behavior patterns and implications. The tendencies that determine the prospects for digitalization and innovatization of the Russian and global economic space are identified. In this context, the phenomenon of isolated markets convergence, as well as clustering previously homogeneous markets is described. It was determined how the processes of digitalization and innovatization of the economic space are interconnected and indicate the directions of using these interconnections in order to innovate the national economy. The article outlines most promising areas of digitalization concerning Russian requests for the development of an innovative system. The conceptual model of interconnection of digitalization and innovatization processes in the framework of reformatting the economic space.

Keywords: Digitalization, Economic space, Foreign experience, Innovation, National economy.

1 Introduction

In the context of the new geo-economic realities, in which the modern economic space is being formed, it is critically important for each state to clearly define the parameters of the new spatial and economic development policy, otherwise, in the near future, it may face the problem of appearing among the non-competitive participants in international relations with a dependent economy and limited sovereignty.

The problems of studying the essence of space, in general and economic in particular, are currently one of the most difficult and unsolved in both the scientific and expert communities, and, therefore, they deserve special attention. This is due to the search for new productive forces, the need to involve the elements of space into active economic activity, adaptation to the new world model of economic development. In this regard, at present, it is relevant to revise and change the theoretical and methodological foundations of the allocation of productive forces. This process and its result are less and less associated with the concept of "territory". At the same time, the attention of scientists is attracted by the more capacious category "space".

Thus, from the point of view of modern economic science, the attraction of spatial aspects to the study of development processes can provide a more detailed understanding of the meaning of these processes. In addition, the scientific and theoretical significance of the study is confirmed by the fact that, at the moment, there is no single and consistent idea of the conceptual foundations of the spatial aspect in the economy; the conceptual and categorical apparatus has not been fully formed; the methodology for modeling spatial economic processes requires a separate revision and clarification, especially in the context of digitalization.

Spatial economics is currently one of the main directions in the development of economic thought. The reason for such a keen interest of the scientific community is that changing the scale of economic activity, all other things being equal, can have a direct impact on the economic efficiency of all participants. The

scaling of economic activity also has a similar effect on the performance indicators of an individual subject of economic relations [5, 13, 34, 35].

At the same time, the situation observed both in the Russian and in the global economy allows talking about the predominance of centrifugal forces in them, leading to a decrease in the scale of economic entities and the loss of some production factors from the system of economic relations [30]. An example of relevant global phenomena is the introduction of US sanctions against the Chinese corporation Huawei, which reduces Google's sales and the strength of US-Chinese relations in general. This event is the next link in the chain of conflicts shaking the global economy in the last decade [32].

At present, it is obvious that there is a need to shift the emphasis towards the spatial aspect of the regional economy. In its most general form, the use of the spatiality of regional development will mean the identification of the real territorial contour of the country's development, including the nodes of advanced growth and the connections between them, which are manifested in the global economic context; planning directions for the accelerated development of these nodes based on the use of local competitive advantages; development and implementation of projects of such advanced development that are capable of attracting so-called depressed territories into their orbit [24]. The main economic incentive for the formation of such nodal centers is to increase the potential of the region through the use of the "center of gravity" effect. The effect of the "center of gravity" should be understood as an additional inflow of investments, the possibility of obtaining higher incomes and creating additional jobs due to the development of modern infrastructure that is capable of serving significant flows of goods, services, information, financial and technological resources.

2 Literature Review

Despite the fact that spatial economics still does not have the official status of a separate scientific discipline on a par with macro- and microeconomics, the importance of this area of scientific research is recognized throughout the world. The study of economic life in the spatial dimension originates from the emergence of economic and geographical sciences. In the last quarter of the 19th century, interest in understanding spatial development as a fundamental phenomenon that determines the entire spectrum of human and human activity has intensified in European culture [11].

Among the latest significant publications on this topic, it is advisable to note the work of Padmini Pani (2020) [26], in which a theoretical analysis of the categories of "space", "economic space", "spatial economy" is carried out in order to further develop the concept of a network economy. The scientist formalizes the reasons on the basis of which the factor of space was not the subject of consideration of classical economic theories, which allowed him to come to the conclusion that the omission of this category in classical economic studies led to some simplification. The results of the work are conclusions about the need to shift the emphasis towards the spatial aspect of economic development. The use of the spatiality of regional development will mean the identification of the real framework of the country's development, including points of advanced growth and connections between them.

A team of authors led by Emil Malizia, studying the influence of economic space on the territorial organization of society, came to the conclusion that the territory, as an economic space, is a dynamic category that demonstrates the patterns of economic development and a certain unpredictability of this development [23]. In this regard, it is necessary to conduct constant monitoring, determine and justify specific measures in order to rationalize the system of economic territorial units, based on the appropriate methodological tools [27].

A number of authors, within the framework of the development of the theory of spatial organization of the economy, are developing the concept of growth poles. According to this concept, the centers of economic space, where enterprises of leading industries are located, become fields of attraction for production factors, since they ensure their most efficient use. The poles of growth are considered not only a set of enterprises, but also specific settlements that perform the functions of a source of innovation in the country's economy [2, 4, 6, 15].

Considerable attention is attracted by the developments of Western scientists who use an integrated approach to considering the spatial economy and the prospects for its development, which allows them to define spatial economic development as a structural-parametric and spatiotemporal ordering of business entities based on the coordination of elements and connections, that ensures the efficient use of their potential [11, 12, 25].

Namely the integrated approach makes it possible to consider a combination of enterprises and institutions as the basis for economic development, for which the territorial community of their components is an additional factor in increasing economic efficiency due to the significant stability of mutual relations (including information) and the rhythm of the production process, reducing transport costs, rational use of all types of local resources and favorable conditions for maneuvering them [14].

Regional socioeconomic systems have complex multi-vector connections with the environment, and their mutual existence is interconnected and interdependent. In such conditions, "localized" development strategies based on reasonable specialization of the territory, providing for the establishment of priorities aimed at gaining competitive advantages by developing their own scientific and innovative potential in accordance with the needs of business, acquire a priority value, to take full advantage of existing market opportunities and trends, while avoiding duplication and fragmentation of efforts.

3 Materials and Methods

Methods of general economic theory were applied for analysis, in particular, market players' behavior patterns and implications.

The explanation of this situation is seen in the fact that scaling up a business and maintaining a stable network of contracts that allows companies to obtain the corresponding advantages is possible only if the system of rules, which are the framework of the economic space, is strictly observed [17, 18, 19]. This system of rules assumes the initial inequality of participants and the unequal exchange of the results of economic activity between them, however, it establishes a strict ratio of exchange parities depending on the position of the counterparty in the hierarchy [7].

In exchange for agreeing to act in the established system of restrictions, agents of the lower levels of the economic hierarchy receive guaranteed rights and opportunities, forming a kind of social contract. The areas of activity and the territory covered by this agreement are considered a single economic space in the sense of determinism for the following positions:

- System of rules, including the rules of the monetary market, such as the dollar system, rules of a regulatory nature, including the tax system;
- General infrastructure, the degree of development of which throughout the entire economic space varies slightly;
- General axiological attitudes of the participants.

The stability of the economic space according to the above parameters exists as long as they form a saddle point. The emergence of one or more participants in behavioral strategies that optimize their economic situation by refusing to comply with one or several principles for the formation of the economic space leads to the transformation of the economic space and toughening the competition [20].

The economic spaces of the countries of the world at the beginning of 2019 are characterized by the coexistence of transnational and global rules of interaction.

Such coexistence within the framework of a single economic space is possible due to the presence of barriers to the penetration of more competitive structures into individual markets. The existence of such barriers may be due to two factors:

- The existence of protectionist barriers in the national markets, which explains, for example, the existence of an upward price trend for gasoline in Russia in 2014-2015 with downward global price trends for energy;
- The immanence of such barriers to the very nature of markets, which explains the differences in property prices in different regions of the world when using a single technology.

4 Results and Discussion

The digitalization of the economic space is a factor that ensures the destruction of such barriers. In turn, the process of breaking down barriers should lead to the formation of a new format of the economic space in which the position of each of the participants will be determined by its global competitiveness [19].

As shown in Figure 1, under the influence of digitalization, the process of forming a new contour of the global economic space is taking place, which is manifested in the following trends.

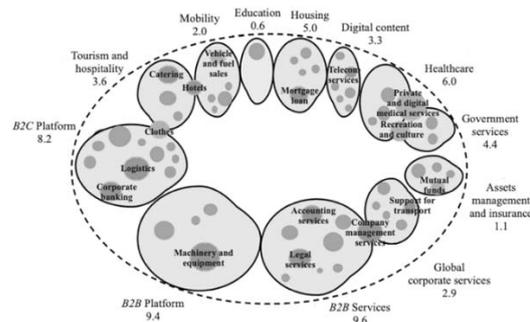


Figure 1 – Forecast of the global digital space for 2025, indicating the volume of sales in their markets, trillion US dollars.

Source: A. Bereznyy (2018, p. 13) [3].

The unification of previously isolated markets under the influence of the complexity of their products based on the convergence of individual elements of these products. An example of a new type of market, created based on the old ones by merging them, is the online banking market, which arose at the junction of the traditional banking business and the market of communication services [10].

Convergence has influenced traditional products such as hotel services. Maintaining the position of a separate business in 2019, hotels, however, are more actively using digital technologies to begin to cooperate with catering and transport companies, which leads to the merger of these businesses and the formation of a new product format for their services, distributed in digital economic space.

Clustering previously homogeneous markets and creating new products on their basis. An example is social networks that emerged as applied infrastructure elements, but quickly turned into an independent type of business, the prospects of which can hardly be overestimated.

Another example of the clusterization of a homogeneous market under the influence of digitalization is the emergence and rapid development of electronic commerce. If in the 1990s internet trading was considered as one of their potential additions to the

traditional one; now it's the Internet trading giants that control most of the trading in some markets, while their share, as shown in Figure 2, their market is still growing faster than GDP.

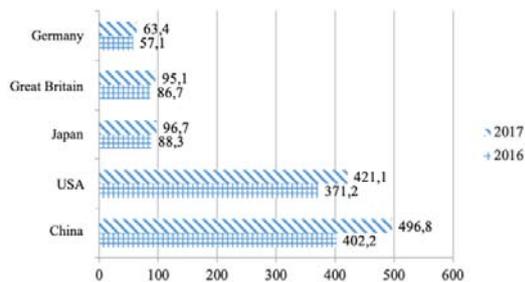


Figure 2 – Growth dynamics of the global e-commerce market in the top 5 leading countries in terms of e-commerce rating, billion US dollars.

Source: N. Ye. Yadova (2019, p. 120) [33].

E-commerce occupies a special place in the global economic space, as it is at the junction of all its other elements, on the one hand, and to the greatest extent currently uses the capabilities of digitalization, on the other. Because of the foregoing, some trends relevant to the current situation in the development of the global economic space should be noted, which are most clearly manifested by the example of electronic commerce:

- China is ahead of the US in terms of e-commerce, which, together with other successes of China in the global economic space, for example, in the field of 6g technology, indicates a possible change in the leader of the global competitive space;
- The market volume controlled by each of the participating countries is proportional to their share in the global economy in terms of GDP, calculated by PPP. In other words, regardless of the specialization of national economies, they all consider digital areas of business development as a priority [29];
- Similar relative annual growth indicators in all countries of the global economy indicate that in the field of electronic commerce, as well as in other areas generated by digitalization and the related transformation of the global economic space, there is no pronounced leader.

Even though digitalization processes already have a tangible impact on the economic space of both the global economy and its regional subspaces integrated into the global one, experts say that the world is only at the very beginning of transformations. This is indicated, in particular, by the calculations of “McKinsey & Company CIS”, presented in Figure 3.

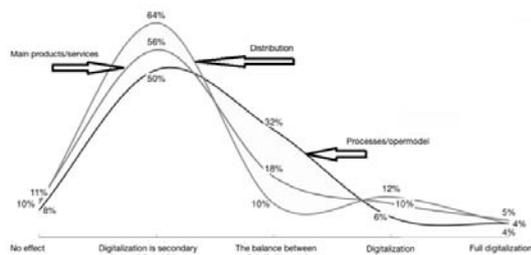


Figure 3 – Assessment of the use of digital technologies in various industries, integrated indicator.

Source: “Digital Future: Economic Effect” (2018) [8].

An understanding of the relevance of digitalization is observed at all levels of the global economic space, not excluding Russia. This was directly indicated by the President of the country V.V. Putin at his open all-Russian lesson in his statement, “Anyone who becomes a leader in this [artificial intelligence] will be the ruler of the world”.

In other words, the development of artificial intelligence and the resulting digitalization have become a factor in reforming the entire competitive space. The reason for this is the significant competitive opportunities that arise in a participant in economic relations using digital technologies, which include:

- The ability to cover the entire global market either from our resources or by using the services of global intermediaries; the second way went to companies offering their products on the AppStore platform both on a paid and free basis to promote their brand and/or technology;
- Significant savings in time, labor and financial costs by translating the relationship into a digital format;
- The availability on the global labor market of workers – (carriers) of all, including rare and unique, professions and the possibility of using them to develop their own business both on a permanent and on a variable basis by eliminating the geographical barrier. The latter has led to the strengthening of the position of highly skilled workers and secondary processes of specialization and division of labor;
- The possibility of solving the problem of asymmetry of information due to the increase in the availability of information, which negates the advantage of a monopoly on certain categories of information of major participants in economic relations, characteristic of an industrial economy [21, 22].

At the same time, it should be noted that the digitalization of the economy in itself creates only opportunities, but not competitive advantages themselves. At its core, the digitalization of the economic space is only a translation of economic interactions from the material form to digital. The economic result obtained from such a transfer may be different for different participants in the system of economic relations, up to negative. Indeed, digitalization, along with competitive opportunities, creates additional risks, such as:

- Risks associated with the hacking activity of both competitors and third parties;
- Risks associated with the loss or leak of valuable or confidential data due to negligence or malicious intent of employees;
- Risks associated with inefficient management of information flows, which have significantly increased compared to the traditional format of economic relations;
- Risks associated with a more intense time compressed change in the environment;
- Risks associated with the possibility of an unforeseen deterioration of the agent's competitive position due to the arrival of a new participant or the implementation of a non-standard competitive position by a known participant.

In other words, the digitalization of the economic space is essentially a neutral circumstance and poses the following problems to the participants in economic relations:

- The need to create a business model that enables the agent to function in more severe competitive conditions and respond to changes in the environment in a shorter time;
- The need for more efficient use of the conditions of a changing environment, primarily the communication and information space;
- The need for maximum protection of their market positions through the implementation of a unique competitive solution [31].

In other words, we are talking about innovation. In the traditional economic space, the innovative activity can be used by the organization as one of the tools, often auxiliary, or used on an irregular basis [16]. Digital economic space implies the permanent presence of an innovative process in an organization, while this process is central and requires maximum use of all resources available to the enterprise. This formulation of the problem explains the formation in economies characterized by the significant development of the digital space, such trends as:

- and benefits practices in enterprises. *Entrepreneurial Business and Economics Review*, 8(3), 189-204. DOI: <https://doi.org/10.15678/EBER.2020.080311>.
7. Chekmarev, V.V. (2018). *Economic space as an object of economic science. Ensuring the economic security of business entities: theory and practice*. Kostroma: Kostromskoy State University, 353-384
 8. Digital future. (2018). *Economic effect*. Available at: http://d-russia.ru/wp-content/uploads/2018/10/20181025_tsifr_ovoebudischee-makkinzi.pdf.
 9. Gladkova, V.E., Yakhyayev, M.A., Korolkov, V.E., Smirnova, I.A., Litvinenko, I.L., & Pinkovetskaya, Ju.S. (2018). The access of Russian small enterprises to public procurement markets: Data analysis. *Amazonia Investiga*, 7(15), 20-31.
 10. Grigorenko, O.V., Klyuchnikov, D.A., Gridchina, A.V., Litvinenko, I.L., & Kolpak, E.P. (2016). The development of Russian-Chinese relations: prospects for cooperation in crisis. *International Journal of Economics and Financial Issues*, 6(S1), 256-260.
 11. Hanna, N.K. (2016). *Mastering digital transformation: Towards a smarter society, economy, city and nation*. Bingley, UK: Emerald Publishing.
 12. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267 – 279. DOI: 10.21272/MMI.2017.3-25.
 13. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), 56-62.
 14. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakoneczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. DOI: 10.14254/2071-789X.2020/13-3/3.
 15. Levytska, S., Krynychay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development. *Financial and credit activity: problems of theory and practice*, 25(2), 122–127. DOI: 10.18371/FCAPT.V2I25.136476.
 16. Litvinenko, I.L. (2019). *Proceedings from III International Scientific and Practical Conference: The study of the digitalization of the Russian economy*. In R. B. Shaykhislamov (Eds.), 147-157.
 17. Litvinenko, I.L., Allakhverdieva, L.M., Protas, V.F., Smirnova, I.A., & Sinyuk, T.Yu. (2019b). Structural changes in the global economy amid a scientific and technological revolution. *Modern Journal of Language Teaching Methods*, 9(1), 386-391.
 18. Litvinenko, I.L., Korolkov, V.E., Solovykh, N.N., Arefev, P.V., & Arofeeva, T. (2019a). Households functioning as an investment institution. *Dilemas contemporáneos: Educación, Política y Valores*, 7(1), 136.
 19. Litvinenko, I.L., Smirnova, I.A., Solovykh, N.N., Aliev, V.M., & Li, A.S. (2019c). The fundamentals of digital economy. *AD ALTA: Journal of Interdisciplinary Research*, 9(1S7), 30-37.
 20. Litvinenko, I.L., Solovykh, N.N., Smirnova, I.A., Kiyanova, L.D., & Mironova, O.A. (2019d). The role of agritourism clusters in implementing the concept of sustainable development region. *Dilemas contemporáneos: Educación, Política y Valores*, 6(3), 71.
 21. Litvinenko, I.L., Zernova, L.E., Kiyanova, L.D., Korolkov, V.E., Buevich, A.P., & Protas, V.F. (2018). Public-private partnership based clustering in the sphere of innovations. *Ponte*, 74(4), 152-162.
 22. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. DOI: 10.21272/MMI.2019.4-26.
 23. Malizia, E., & Feser, E.J. (1999). *Understanding local economic development*. New Brunswick, NJ: Center for Urban Policy Research, Rutgers University.
 24. McKinsey Global Institut. (2019). *The great transformer: The impact of the Internet on economic growth and prosperity*. Available at: http://dese.ade.arkansas.gov/public/userfiles/Legislative_Services/Quality%20Digital%20Learning%20Study/Facts/McKinsey_Global_Institute-Impact_of_Internet_on_economic_growth.pdf.
 25. Overby, H., & Audestad, J.A. (2018). *Digital economics: How information and communication technology is shaping markets, businesses, and innovation*. Scotts Valley, CA: Create Space Independent Publishing Platform.
 26. Padmini, P. (2020). *Land degradation and socio-economic development: A field-based perspective*. Cham: Springer.
 27. Park, H., & Choi, S. (2019). Digital innovation adoption and its economic impact focused on path analysis at national level. *Journal of Open Innovation: Technology, Market, and Complexity*, 5(56), 1-21. DOI: 10.3390/joitmc5030056.
 28. Prokhorov, A., & Konik, L. (2019). *Digital transformation: Analysis, trends, world experience*. Moscow: Alyans-Print.
 29. Putilov, A.V., Timokhin, D.V., & Pimenona, O.V. (2018). Infrastructural support of the IT-economy of Russia and ways to improve it. *Procedia Computer Science*, 145(Q2), 20-29.
 30. Shavina, E.V., & Prokofiev, V.A. (2020). Foreign experience and Russian practice of spatial economic development. *Plekhanov Scientific Bulletin*, 1(17), 97-112.
 31. Timokhin, D.V. (2018). Digitalization of the economy: current status, problems and development prospects in Russia. *Chelovek. Obshchestvo. Inklyuziya*, 3(35), 57-66.
 32. Weekly market. (2019). *Review of the Russian Regional Development Bank*. Available at: https://www.vbrr.ru/corporate/financing/brokerage/_info/_info_18062019.pdf.
 33. Yadova, N.Ye. (2019). *Sovremennoye sostoyaniye rynka elektronnoy kommertsii i perspektivy yeye razvitiya [The current state of the e-commerce market and its development prospects]*. *Vestnik Moskovskogo Gosudarstvennogo Oblastnogo Universiteta*, 2, 116-124.
 34. Yakymchuk, A., Valyukh, A., & Akimova, L. (2017). Regional innovation economy: aspects of economic development. *Scientific Bulletin of Polissia*, 3(11), Part 1, 170-178. DOI: 10.25140/2410-9576-2017-1-3(11)-170-178.
 35. Yakymchuk, A., Akimova, L., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), Part 2, 170-177. DOI: 10.25140/2410-9576-2017-2-2(10)-170-177.

Primary Paper Section: A

Secondary Paper Section: AH

CONCEPTUAL PRINCIPLES OF LAW IN THE CONTEXT OF THE DEVELOPMENT OF THE THEORY OF THE STATE AND LAW

^aVALENTYN VISYN, ^bALLA ZEMKO, ^cPETRO HLAMAZDA, ^dIULIIA PUNDOR, ^eYULIIA KAMARDINA, ^fVIKTORIIA FRIDMANSKA

^{a,b,d}Lutsk National Technical University, 75, Lvivska Str., 43018, Lutsk, Ukraine

^cLesya Ukrainka Volyn National University, 28, Vynnychenko Str., Building 30, 43021, Lutsk, Ukraine

^eMariupol State University, 129-A, Budivelnikiv Str., 87500, Mariupol, Ukraine

^fUzhhorod National University, 46, Pidhirna Str., 88000, Uzhhorod, Ukraine

email: ^avisynvv@gmail.com, ^bfemida20061@gmail.com, ^cglamazda.lawyer@gmail.com, ^dyuliapyndor@gmail.com, ^eviktoriya.klyap@uzhnu.edu.ua, ^fj.bojko@mdu.in.ua

Abstract: The specifics of the transformation of the system of legal and social relations, which take place in the world under the influence of globalization and integration trends, results in a change of views on the essence of the theory of state and law, as new conditions change the principles of the legal mechanism of the state under the influence of supranational forms of socio-economic and legal integration, social systems. Therefore, the study of new principles and adaptation of existing ones, on the basis of which the theory of state and law is formed and developed as a basic mechanism that ensures compliance of the legal system of the state with universal principles of law and ensures their fixation in domestic law, promotes application in legal practice and serves as a criterion for defining the state as democratic and legal.

Keywords: Legal mechanism, Methodology of law, Norms of law, Principles of law, Theory of state and law.

1 Introduction

Features of modern trends in the development of legal science are directly related to the specifics of research on the conceptual principles of state and law. These principles allow us to understand the key aspects related to updating the content and features of state and legal reality, based on the generally accepted foundations of a democratic society, ensuring the effective functioning of social and legal state, as well as effective mechanisms to guarantee and protect human rights and freedoms.

In general, it should be noted that the law in its essence is a complex phenomenon that creates a legal superstructure in society. It is permeated with certain general ideas that allow achieving the set goals and are inextricably linked with the socio-economic life of society. Accordingly, these most general ideas are considered to be its principles, without proper understanding of which it is impossible to understand the essence of the legal system or its individual elements. This determines the need for a higher level of knowledge of these principles, the definition of new methods and approaches to achieve them, and so on.

The classical ideas of many theorists of law about legal science and its general theoretical part are based on various, but sometimes ambiguous views not only on the subject of research of the general theory of state and law. However, there is an objective need to update and rethink the subject and structure of general theoretical jurisprudence not only at the expense of internal but also taking into account external factors that generate changes in the system of the theory of state and law. At the same time, a key place among them belongs to the rapid development of global interstate integration processes, which, along with the economic, social, political, and legal spheres, often include studies of the theory of state and law in science and education.

In practice, the dominant role is played by understanding the subject of the general theory of state and law as a special science that studies only the general patterns of origin, development, and functioning of the state and law. However, the same practice shows that understanding the subject of the theory of state and law only as a set of laws of state and legal relations leads to

limited understanding of their essence and excludes from the research process important processes related to knowledge and reform of multifaceted political and legal reality, arising from globalization processes. It should be noted that all these features also apply to the general set of methods of the theory of state and law. In particular, in the modern legal literature, the principles of the theory of state and law are considered as static immutable postulates, while rejecting a systematic approach to their understanding as to the basis of the general theory of state and law. This approach is not objective, as it leads to a simplified understanding of the general nature and functions of the theory of state and law. Therefore, modern features of the transformation of approaches to understanding the essence of the theory of state and law require improvement and in-depth study of the specifics of global integration processes that are formed in the process of globalization and have a direct impact on political and socio-economic processes in society.

2 Literature Review

Many publications in the specialized legal literature are devoted to the study of the general principles of the theory of state and law, as well as the practical reflection of the provisions of this theory in the legal mechanism of the state. In particular, it is necessary to note the works devoted to the general theoretical understanding of the principles of the theory of state and law, set out in the classic works of T. Andrusiak [2], V. Kopieichykov [12], V. Lemak [14], S. Oleinykov [18], P. Rabinovych [21], T. Tarasiuk [29], K. Volynka [31].

In addition, it is necessary to note the specifics of scientific-informational and theoretical components of research in the theory of state and law, which is revealed in the works of such modern jurists as V. Antonov [3], Y. Boshytskyi [4], V. Campo [5], O. Kresin [10], L. Matvieieva [17], K. Shershun [22], N. Varlamova [30], M. Yatsyshyn [33], and others.

It is also worth noting the humanitarian and socio-economic aspects of the functioning of human society, which are reflected in the studies of I. Androschuk [1], M. Dziamulych [6-9; 23-24], O. Lysytska [15], L. Manchulenko [16], R. Sodoma [25], O. Stashchuk [26-28], Ya. Yanyshyn [32].

However, it should be noted that recently there has been a decline in the interest of legal scholars in developing problems of its methodology, clarifying the role of the general theory of state and law in ensuring the mechanism of functioning of the state. All this leads to various attempts to transform the subject of this branch of legal science and academic discipline. Therefore, it is important to critically evaluate the specific manifestations of this trend, as well as to offer modern theoretical models of the subject and object of a general theory of state and law, to determine patterns and principles of general theoretical science, which is a key task of modern law.

3 Materials and Methods

Modern research related to the theory of state and law is impossible without taking into account the modern features of the interaction of the subject and object of study. In particular, in this aspect, the method of content analysis, which is used in the study of sources that are invariant in terms of the structure or essence of the content of the object under study, is important in legal research. Therefore, the use of content analysis is to converge from a variety of textual material, which reflects the general essence of the theory of state and law, to an abstract model of text content and includes conceptual and categorical apparatus, conflicts, and paradoxes. It should be noted that research using content analysis combines nomothetic research procedures with idiographic procedures.

In addition, in the process of research of theoretical aspects of state and law, it is mandatory to use the formal-legal method,

which is traditional for legal science and is necessary for knowledge of the law, as it allows studying the internal structure of state and law, their most important properties, classification of their main features and definition of legal concepts and categories, the establishment of methods of interpretation of legal norms and acts. It should be noted that the subject of study, in this case, is the law in its pure form – its categories, definitions, features, structure, construction, legal technique. All these are basic elements of the theory of state and law. Therefore, the formal-legal method acts as a special for the study of these legal and legal issues, as it is used only in the study of law. Based on this method, it is clarified which elements make up the legal norms, how its sanctions should be built, as well as – which components are mandatory for each legal act.

4 Results and Discussion

Thorough mastering of theoretical provisions on the interpretation of legal norms and principles is one of the necessary conditions for the correct clarification of their content both in their study (in particular, in obtaining legal education), and in the application or implementation. The development of the theory of state and law as science requires consideration of traditional approaches and innovations. The theory of state and law is developing rapidly, while not contradicting traditions, accumulating a significant amount of information and experience to successfully solve the problems facing it. Innovations in the theory of state and law are understood as the discovery of new political and legal phenomena, which include sensational discoveries (for example, the discovery of patterns of development of state and law), and fairly simple descriptions of new forms of state and law.

Political and legal knowledge interrupts the existence of outdated traditions, but leaves everything positive and viable, without which further development of the theoretical system is impossible. And borrowing the positive is “continuity in the interrupted”. The development of the theory of state and law is possible due to the invisible mechanisms of continuity of traditions and innovations. At the same time, the unity of the processes of differentiation and integration of political and legal knowledge is an important regularity in the development of the theory of the state and law as a science. Features of the current stage of development of legal science determine that integrative processes in the theory of state and law have an advantage over the processes of differentiation (division).

Important in modern conditions are specific methods and principles of knowledge of the state and law, which can be divided into: general (for example, the dialectical method), used in all areas of legal science and at all stages of legal research; general science (used in all legal sciences); private (characteristic of the relevant sciences); special, or specific (only for a specific science). The philosophical basis of the theory of state and law is the dialectical method, i.e. the doctrine of the general laws of development of being and consciousness. Methods that cannot be ignored during the analysis of state and legal phenomena include legal modelling, specific sociological, functional-legal, statistical method, methods of social psychology, purely mathematical methods of legal information processing, etc.

It should be noted that the successful forecasting of the development of legal reality undoubtedly depends on the optimal choice of special methods, which in the future will provide scientific validity and sufficient accuracy of the proposed proposals and conceptual methods of the theory of state and law.

At the same time, if we talk about the principles on which the theory of law is based and developed, it should be noted that in practice there are two terms «principles of law» and «legal principles». They differ from each other in that legal principles usually arise long before the emergence of the legal system and legislation. Legal principles, which are enshrined in the system of law and legislation, are transferred to the principles of law [13].

In the legal literature of the past and present, there is no single point on the definition of the principles of law, which in turn makes it possible to argue about the relevance of this problem. Despite the differences in views on the problem of principles of law, legal science in the relevant historical epochs was the only one in the proclamation of certain provisions and ideas as principles of law. In other words, the principles of law are such legal phenomena that directly link the content of law with the laws of public life, on which this legal system is built and which it enshrines. This dependence itself determines the nature of lawmaking, the content of legal norms, methods, and techniques of law enforcement [11].

The concept of the principle is much broader than its normative, legislative expression, some scholars emphasize and distinguish three components that are part of the concept of the principle: the presence of certain ideas about the field of legal awareness; enshrining the relevant provisions in current legislation; implementation of the principles of law in a particular area of public relations [30].

In particular, this concept contains a scheme: the principle originates as a certain idea, in theory, is enshrined in the system of legal norms and through them is transformed into social relations. Or vice versa: social relations are concentrated and enshrined in the law, on the basis of which the principles are formulated. Thus, the scheme of implementation, implementation of the principles coincides with the mechanism of origin and implementation of the law [34].

According to A. Kolodii, the principles of law are designed to ensure the organic relationship of the legal system, system and structure of law, norms of law and legal relations, the unity of norms, institutions, and branches of law. They characterize the content and essence of law in a concentrated form and demonstrate the foundations of the reflection of economic, political, and moral relations. The principles serve as criteria for assessing the legality or illegality of the actions of social actors, form legal thinking and legal culture, and cement the system, and structure of law [11].

Based on this, it can be noted that the development of the principles of the theory of state and law corresponds to its essence as an objective system of political and legal knowledge. The following patterns of development of the theory itself can be distinguished: the continuity of forms of political and legal knowledge; a combination of evolutionary and abrupt ways of developing the science of state and law; discrete development of the theory of state and law in the accumulation of political and legal knowledge, their reassessment, changes in scientific paradigms. In this aspect, it is also important to determine that the differentiation and integration of knowledge about the state and law contribute to the systematization of political and legal knowledge, the emergence of new doctrines and theories; and also ensures the existence of new paradigms and problematic organization of political and legal research.

Thus, the principles of law – are the original, defining ideas, provisions, attitudes that constitute the moral and organizational basis for the emergence, development, and functioning of law. On the one hand, the principles of law reflect its objective properties, due to the laws of development of a particular society and its historically inherent interests, needs, contradictions, and compromises of different classes or segments of the population.

On the other hand, the principles of law reflect the subjective perception of law by members of society, their moral and legal views, feelings, needs, expressed in various doctrines, theories, areas of legal understanding. Therefore, the principles of law should be considered taking into account both the unity and features of both aspects and from the standpoint of the legal and philosophical sciences on the general idea of objective and subjective law [13].

The principles of law are not only legal but also philosophical and sociological categories, because they guide the public consciousness. Taking into account the worldview and economic

foundations laid down in the principles of law reveals their interaction with social psychology at the level of traditional culture [19].

In this aspect, it is necessary to note the basic elements of modern democracies, based on the principle of social justice of the state apparatus, when its key task is to ensure social harmony, consensus between different parts of society, the balance of different interests of all walks of life, groups and other segments. In addition, publicity, transparency, and consideration of public opinion are also important aspects of a democratic legal mechanism, when the state apparatus performs its functions openly, cooperates with various public associations and movements, studies public opinion, and takes it into account in organizing its tasks. These principles are especially important in the process of globalization and integration changes, which are intensifying in the world in the last decade.

In the understanding of the school of natural law, the principles of law determine the moral norms that exist in the very nature of social relations and have a guiding effect on positive law. This understanding of the principles of law was formed in the eighteenth century. This idea received special development during the Great French Revolution. Historical and legal school in the XIX century formed the opposite position. Its content was that the principles of law should be sought in the very texts of legal norms through logical reasoning, analysis, search for socio-economic ideas that contain the principles of law. Such a positivist understanding of the principles of law has become one of the foundations of the rule of law [20].

In this aspect, it should be noted the growing relevance of the principles of social power that ensure human society's integrity and viability. It is under the influence of power that social relations acquire a controlled character, develop according to certain schemes, and not spontaneously, which determines the orderliness of the principles of the theory of state and law. It should be noted that social power in this aspect acts as a specific way of governing society, which is expressed in the system of public-will relations between people about the organization of their joint activities, the development of common interest, and goals achieved by various means, methods, including coercion.

Thus, it can be argued that the principles of law are not the property of the law of any one country or the law of any particular historical period. They are rooted in the entire history of law. It is important to note that the wording of some principles comes from Roman law.

Throughout the history of law, these principles have been its essence and have been applied in different historical conditions, which indicate a certain pattern. The principles are not based on any order in society, but on the legal order with its democratic and humanistic direction. Totalitarian regimes either denied the law altogether, rejected it and relied on open tyranny, or recognized the law and its principles in words, but in fact, ignored it. The principles of law contain its democratic and humanistic tradition, its historical succession [34].

However, modern research on the theory of state and law, its principles, and methods in modern conditions need urgent updating and transformation. The main problems that arise in the process of adapting classical approaches to understanding the essence of the theory of state and law to modern globalization challenges are as follows:

- The use of general scientific and other research methods of the theory of state and law outside their application, in particular by ignoring the natural relationship between the subject and method of research;
- Attempts to reduce the philosophical and specific patterns of legal phenomena outside the conceptual approaches to understanding the essence of the principles of the theory of state and law;
- Attempts to abstract the concepts of the studied legal phenomena through the use of general terminology without

a specific historical essential interpretation of the meaning of these concepts.

- Recognition of the equal dependence of the studied legal phenomenon on many different factors that affect it in one way or another, thus erasing the differences between necessary and accidental connections of phenomena, there are grounds for denying the objective laws of law and the state;
- The proclamation of the equivalence of all the principles of the theory of state and law, the denial of any subordination, while it is objectively due to the diversity of different levels of study of the theory of state and law [35].

Therefore, we should agree with P. Rabinovych that the avoidance of these «anomalies of the study of the principles of the theory of state and law», compliance with the above scientific postulates, axioms – a necessary prerequisite for the effectiveness of pluralism of legal science methodology [21].

On the other hand, the theory of state and law is a theory of a specific socio-legal subject, which develops modern methodological approaches to the study of state and legal phenomena, patterns of their genesis, structuring, and development. The theory of state and law translates the results of their philosophical knowledge to the level of concrete disclosure of the objective essence of these social phenomena, the realities of legal life. But the theory of state and law does not dissolve in the philosophy of law; it has its own field of research and use of results, which, in particular, act as a system of legal knowledge and legal activity.

The modern philosophy of law and the general theory of state and law continues to rethink the content of legal reality, emphasizes the need to develop a legal understanding that could avoid the a priori theory of natural law and relativism of legal positivism. In this process, different types of legal understanding interact, determining the nature of relations between the subjects of law. Of particular importance is the intersubjective approach, in particular its communicative theory, which justifies the compromise between the liberal and social understanding of justice, between personal and civic autonomy. Proponents of this concept build it on the assumption that law is a social phenomenon and is carried out only in a social context. Law acts as an integrated part of socio-cultural reality, rather than an autonomous sphere of norms and abstract ideas about the ideal (proper) law.

Therefore, overcoming the gap between the theory and practice of understanding the conceptual principles of law in the study of the theory of state and law requires expanding the interaction of philosophy, sociology, theory of state and law in studying the mechanisms, dynamics, social results of state and law. Such interaction is based on a kind of principle of complementarity in the field of social cognition, which allows preserving the theoretical value of any alternative view in the system of their integrity.

Thus, it can be argued that the formation of the conceptual principles of the state and law on the basis of universal values and democratic legal freedoms is an additional incentive for the formation of civil society. It must be understood that civil society and the state complement each other. That is, without a mature civil society it is impossible to build a democratic state governed by the rule of law because it is conscious, free citizens who are able to create the most rational forms of human coexistence.

On the other hand, the rule of law, which operates on the principles of law, is a factor that contributes to the transformation of society into a civil entity. Therefore, if civil society acts as a strong indirect link between the free individual and the centralized state will, then such a state is able to resist disintegration, chaos, and crisis and provide conditions for the realization of the rights and freedoms of the autonomous individual.

5 Conclusion

Thus, it can be argued that universal principles of law, reflecting the best achievements of human civilization in the field of law, are universal normative principles of positive law. They are suitable for use in any legal system; are the basis for the formation of both the principles of international law and the principles of national (domestic) law, as well as the principles of the law of regional intergovernmental associations, and therefore can serve as a tool for convergence of international and national law, universalization of legal regulation worldwide and guidelines for reforming national legal systems in countries wishing to enter the European legal space, including Ukraine.

It should be noted that from the moment of entering this area, the candidate countries must prepare their legal framework, first of all, the system of legislation, for the next possible effect of these principles in the national legal system and determine the proper procedure for their implementation. This should be preceded by a comprehensive study of the possibilities of legislation and various state institutions, as well as the extent to which such implementation is possible politically and economically [34].

In Ukraine, the implementation of universal principles of law in national legislation occurs through:

- Their introduction into national legislation with the consent of the Verkhovna Rada of Ukraine to be bound by an international agreement for Ukraine, where such principles have been enshrined;
- Their fixation on the normative legal acts of Ukraine, first of all in the Constitution and laws of Ukraine.

However, as practice shows, the general state of development of the principles of the theory of state and law in Ukrainian jurisprudence does not fully meet the needs of today. At the same time, three tendencies prevail in the sphere of the methodology of legal science: first, the importance of dialectical logic has strengthened; secondly, the role of socio-empirical research of legal reality is growing; third, formalized methods are important. It should be noted that the conceptual principles of the theory of state and law should be considered not only on the basis of a methodology that includes a set of cognitive methods, tools, techniques for studying the state and law. At the same time, there is a whole system of special principles and methods of studying the general patterns of origin, formation, and development of state and legal phenomena, philosophical approaches.

Therefore, only the compliance of the legal system of the state with universal principles of law, their fixation in domestic law, and application in legal practice is the criterion for defining the state as democratic and legal. This is what determines the implementation of these principles in the national legislation and legal practice of many countries.

That is why, in practice, one of the most important problems of state law is the problem of ensuring respect for human and civil rights and freedoms. The emphasis on human rights in characterizing the rule of law is not accidental. In particular, human rights are an integral part of the law; their existence outside the law and without the law is impossible, just as law is inconceivable without human rights. The system of legal norms cannot claim the status of law if it does not guarantee freedom and equality through human and civil rights. That is why human rights are traditionally considered in the legal literature in the context of the rule of law and the rule of law.

Literature:

1. Androshchuk, Ir., Androshchuk, Ih., Kurach, M., Khrenova, V., & Livshun, O. (2020). The System of Training Future Teachers for Organizing Extracurricular Activities of Pupils. *Revista Românească pentru Educație Multidimensională*, 12(2), 60-85.

2. Andrusiak, T.G. (1997). *Theory of State and Law*. Lviv: Law for Ukraine Foundation.
3. Antonov, V.O. (2013). Methodology of research of principles of system of maintenance of national security of Ukraine. *State and law. Legal and political sciences*, 62, 104-108.
4. Boshytsky, Yu.L. (2012). *Legal system of Ukraine in the conditions of modern national and international tendencies of statehood development*. Kyiv: Condor.
5. Campo, V. (2014). Philosophy and development of innovative research methodology in the field of constitutional justice in Ukraine. *Legal Ukraine*, 3, 33-38.
6. Dziamulych, M., Moskovchuk A., Vavdiuk N., Kovalchuk N., Kulynych, M., & Naumenko, N. (2021). Analysis and economic and mathematical modeling in the process of forecasting the financial capacity of milk processing enterprises of the agro-industrial sector: a case study of Volyn region, Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(1), 259-272.
7. Dziamulych, M., Sadovska, I., Shmatkovska, T., Nahirska, K., Nuzhna, O., & Gavryliuk, O. (2020). The study of the relationship between rural population spending on peasant households with the main socioeconomic indicators: a case study of Volyn region, Ukraine. *Scientific Papers: Management, Economic Engineering in Agriculture & Rural Development*, 20(2), 217-222.
8. Dziamulych, M., Shmatkovska, T., Gordiichuk, A., & Korobchuk, T. (2020). Estimating peasant farms income and the standard of living of a rural population based on multi-factorial econometric modeling: a case study of Ukraine. *Scientific Papers: Series «Management, Economic Engineering in Agriculture and rural development»*, 20(1), 199-206.
9. Dziamulych, M., Yakubiv, V., Shubala, I., Filiuk, D., & Korobchuk, L. (2020). Analysis and evaluation of the rural labour market and employment of the rural population: a case study of Volyn region, Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 20(4), 165-174.
10. Kresin, O. (2012). Formation of theoretical and methodological bases of comparative jurisprudence in the works of Paul Johann Anselm von Feuerbach. *Law of Ukraine*, 1-2, 380-394.
11. Kolodii, A.M. (1998). *Principles of law of Ukraine*. Kyiv: Jurinkom Inter.
12. Kopeichykov, V.V., Kolodii, A.M., & Lysenkov, S.L. (2000). *General theory of state and law*. Kyiv: Yurinkom Inter.
13. Kotuuk, V.O. (1996). *Theory of law*. Kyiv: Venturi.
14. Lemak, V.V. (2003). *General theory of state and law*. Uzhhorod: Medium.
15. Lysytska, O., Pochapska, O., Prosiyaniuk, O., Suprun, V., & Chastnyk, O. (2021). Involvement of language competencies of bilingual students during the study of foreign languages in higher education institutions. *AD ALTA: Journal of interdisciplinary research*, 11(1), Special Issue, 16, 44-50.
16. Manchulenko, L., Nosovets, N., Chorna, H., Fonariuk, O., & Turbar T. (2021). Constructivism in the training of students of pedagogical specialties. *Laplage Em Revista*, 7(Extra-B), 57-67.
17. Matvieieva, L.G. (2015). *Transitivity in the legal sphere*. Kyiv: Yurinkom Inter.
18. Oleinykov, S.M. (2015). To the analysis of factors of system of the legislation. *Scientific Bulletin of the Academy of Municipal Administration. Series: Law*, 2, 17-25.
19. Prokopenko, V.I. (1996). *Labor law*. Kyiv: Venturi.
20. Prokopenko, V.I. (2002). *Labor law*. Kharkiv: Konsum.
21. Rabinovych, P.M. (2001). *Fundamentals of the general theory of law and the state*. Kyiv: Attica.
22. Shershun, K.P. (2016). European integration in the light of constitutional regulation of economic relations. *Journal of Eastern European Law*, 24, 97-101.
23. Shmatkovska, T., Dziamulych, M., Gordiichuk, A., Mostovenko, N., Chyzh, N., & Korobchuk, T. (2020). Trends in human capital formation and evaluation of the interconnection of socio-demographic processes in rural area: a case study of Volyn region, Ukraine. *Scientific Papers: Series «Management,*

Economic Engineering in Agriculture and rural development», 20(2), 437-444.

24. Shmatkovska, T., Dziamulych, M., Yakubiv, V., Myshko, O., Stryzheus, L., & Yakubiv, R. (2020). Economic efficiency of land use by agricultural producers in the system of their non-current assets analysis: a case study of the agricultural sector of Ukraine. *Scientific Papers: Series «Management, Economic Engineering in Agriculture and rural development»*, 20(3), 543-554.

25. Sodoma R., Shmatkovska T., Dziamulych M., Vavdiuk, N., Kutsai, N., & Polishchuk, V. (2021). Economic efficiency of the land resource management by agricultural producers in the system of their non-current assets analysis: a case study of the agricultural sector. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*. 21(2), 577-588.

26. Stashchuk, O., Boiar A., Shmatkovska, T., Dziamulych M., Skoruk O., Tesliuk S., Zintso Yu. (2021). Analysis of fiscal efficiency of taxation in the system of filling budget funds in Ukraine. *AD ALTA: Journal of interdisciplinary research*, 11(1), Special Issue XVII, 47-51.

27. Stashchuk, O., Shmatkovska, T., Dziamulych, M., Kovalska, L., Talakh, T., & Havryliuk, O. (2021). Integrated assessment, analysis and management of financial security and stability of joint-stock companies operating in the agricultural sector: a case study of Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(2), 589-602.

28. Stashchuk, O., Shmatkovska, T., Dziamulych, M., Kupyra, M., Vahnovska, N., & Kosinskyi, P. (2021). Model for efficiency evaluation of financial security management of joint stock companies operating in the agricultural sector: a case study of Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(1), 715-728.

29. Tarasiuk, T.M. (2010). Laws as sources of social protection law of Ukraine. *Current issues of state and law*, 52, 131-136.

30. Varlamova, N. (2014). Methodology of legal science: the temptation of postmodernism. *Law of Ukraine*, 1, 69-77.

31. Volynka, K.G. (2006). *Theory of State and Law*. Kyiv: MAUP.

32. Yanyshyn, Ya., Sodoma, R., Markiv, G., Lypych, L., Shmatkovska, T., & Shidnytzka, G. (2020). Economic efficiency of the nuts complex business in the agriculture of Ukraine. *Scientific Papers Series «Management, Economic Engineering in Agriculture and Rural Development»*, 20(2), 531-536.

33. Yatsyshyn, M., Hlamazda, P., Horot, A., Bulavina, S., Samchuk-Kolodiazhna, Z., & Starchuk, O. (2020). Study of the impact of the principles formed in international human rights standards on the development of the penitentiary system in Ukraine. *AD ALTA: Journal of interdisciplinary research*, 10(2), 348-351.

34. Zaichuk, O.V. (2012). Principles of law in the context of the development of the general theory of state and law. *Almanac of Law*, 22-28.

35. Zharovska, I. M. (2015). On the problems of methodology of the theory of state and law. *Bulletin of the National University "Lviv Polytechnic". Series: Legal Sciences*. 827, 138-141.

Primary Paper Section: A

Secondary Paper Section: AG

MANAGEMENT OF CURRENT ASSETS OF THE ENTERPRISES

^aNATALIIA VAVDIUK, ^bLIUDMYLA STRYZHEUS,
^cNATALIIA KORETSKA, ^dALLA TENDYUK,
^eVALENTYNA GALUSHCHAK, ^fIRYNA ABRAMOVA,
^gNATALIA VASILIK, ^hOKSANA KOSHCHII

^{a-h}Department of Management, Lutsk National Technical University, 75 Lvivska str., 43018, Lutsk, Ukraine
 email: ^an.vavdiyuk@lntu.edu.ua, ^bl.stryzheus@lntu.edu.ua,
^cnataliya.koretska@gmail.com, ^dallatendyuk@gmail.com,
^egalushchak.valentyna@lntu.edu.ua, ^fi.abramova@lntu.edu.ua,
^gn.vasilik@lntu.edu.ua, ^ho.kocshiy@lntu.edu.ua

Abstract: In the article we have proven that effective formation and regulation of assets will help maintain optimal liquidity, efficiency of production and financial cycles, and hence high solvency and financial stability enterprises, as well as their achievement of important strategic advantages and ensure their competitiveness in the long run. In the manuscript we are substantiated and proved that at the present stage, assets are one of the most important factors of any production, their composition and efficiency directly affect the final result of the economic activity of the enterprise.

Keywords: ABC method, Asset management of the enterprise, Coefficient method, Current assets, Enterprise competitiveness, Management, Strategic advantages.

1 Introduction

The domestic state of development of market relations in Ukraine requires new approaches to economic management at various levels, in particular at the level of individual enterprises. Today, an important role is played by the ability to manage the assets of the enterprise, it depends on the effective development of production, maximizing profits, and increasing the competitiveness of the enterprise. To achieve the best results for the enterprise it is necessary to monitor and analyze the dynamics of asset use and improve the planning system at the enterprise.

The efficiency of current assets management affects the continuous process of sales and production, solvency, competitiveness, liquidity, and financial stability of the enterprise. Therefore, the domestic economy in modern business conditions requires new approaches to the management of current assets. The development of not only enterprises but also the country as a whole depends on the effective results of activity, use, and formation of current assets of the enterprise. All this determines the relevance of the study of current assets management and increases the role of its results in the economic process.

2 Literature Review

Domestic and foreign scientists have studied the issues of current assets management in many scientific works. A significant contribution to the study of current assets management was made by such domestic scientists as O. Agres [1], O. Apostolyuk [2], O. Binert [3], Y. Chaliuk [5], M. Dziamulych [6-9], O. Ermakov [10], D. Iashchuk [12], T. Kulnich [15], I. Pecheranskyi [19], O. Prokopenko [21-22], T. Shmatkovska [24-26], R. Sodoma [27-28], O. Stashchuk [29-31], I. Tsymbaliuk [32], Ya. Yanyshyn [33], I. Yakoviyk [34], I. Zhurakovska [36] and others. However, the current assets management system of the enterprise requires further research, which should be aimed at improving and defining its functions from the standpoint of adaptation to the current state of economic development.

For the normal functioning of the enterprise, it is necessary to effectively manage its current assets. Current assets play an important role in the activities of the enterprise, because through their effective formation and use the enterprise improves its activities, increases its economic potential and as a result, makes a profit. However, some problems of current assets management of enterprises still remain unresolved and need further development.

The purpose of the article is to determine the essence of the concept of "management of current assets of the enterprise", substantiation of the main factors influencing their formation, characteristics of the components, as well as the study of key features of current assets management in today's conditions.

3 Materials and Methods

The research is characterized by a comprehensive and systematic approach to solving current problems and solving problems of managing current assets of enterprises, in the process of which a system of modern methods, techniques, and tools of research was used.

The study used a set of modern methods, including methods: theoretical generalization, systems analysis (for the development and systematization of theoretical foundations of current assets of the enterprise); method of analysis and synthesis, methods of abstraction (for scientific substantiation and generalization of proposals for solving the problem of management of current assets of the enterprise and development of recommendations for streamlining the management of these assets); methods of comparative, structural, functional analysis (to provide substantiation of conclusions and recommendations obtained from the results of the study), etc.

4 Results and Discussion

The basis of the economic activity of each enterprise is assets. According to the National Accounting Regulation (Standard) 1 «General Financial Reporting Requirements», assets are resources controlled by an enterprise as a result of past events, the use of which is expected to result in future economic benefits [17].

The assets of the enterprise are economic assets formed at the expense of equity and debt capital. They are characterized by book value, productivity, and the ability to generate income due to constant turnover. Assets traditionally include enterprise-controlled resources, the use of which leads to increased economic effects. These include all tangible assets, intangible assets, and funds belonging to the entity at a particular date, their placement, and use [23]. In the balance sheet of the enterprise, the following groups of assets belong to:

- Non-current assets (construction in progress, fixed assets, long-term financial investments, long-term receivables, deferred tax assets, and other non-current assets);
- Current assets (cash and cash equivalents, not restricted in use, as well as other assets intended for sale or consumption during the operating cycle or for 12 months);
- Non-current assets, holding for sale, and disposal groups.

Characterizing assets as an object of financial management, it is necessary to note the features of their individual components. Yes, non-current assets are the least mobile part of the property. Non-current assets should be understood as assets that are used by the company in its activities for a long period of time (more than one year) and from the use of which the company will receive economic benefits in the future, and their value can be reliably determined. The current assets of the enterprise include those types of property values that are fully consumed in one production cycle. Current assets – cash and cash equivalents that are not restricted in use, as well as other assets intended for sale or consumption during the operating cycle or within twelve months from the balance sheet date. A significant share of current assets in enterprises is stocked [20]. Based on the analysis of educational literature, an approach to the asset management system of the enterprise is formed (Figure 1).

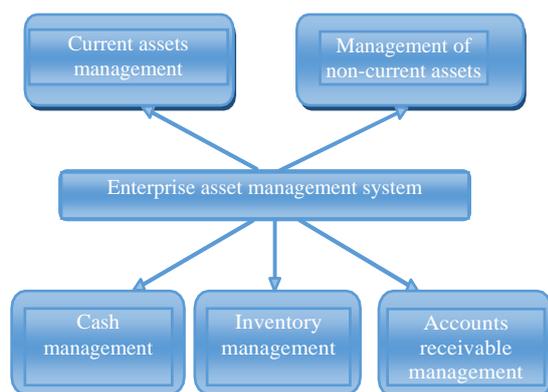


Figure 1 – The structural asset management system of the enterprise [23]

Analysis of fig. 1 shows that asset management in any enterprise is an important element that covers a wide range of tasks. It should also be noted that the policy of managing cash, inventories, and receivables is part of the general system of current assets management policy, so we will consider asset management as consisting of two main blocks – management of current and non-current assets.

The most important element for the successful operation of the enterprise is current assets. The efficiency of the enterprise as a whole depends on its size. Current assets are an indicator of the work of the whole enterprise. They are responsible for financing the planned costs, the normal functioning of production, and sales. The presence of assets above the norm leads to their inefficient functioning of distraction in stocks, non-use in further operating activities. If there are insufficient current assets, it leads to the company's default on its obligations in full [35].

Currently, the main prerogative for any company is to maximize profits and reduce business costs. To achieve this goal, it is necessary to develop a clear, effective, and correct policy for asset management of the enterprise, and pay special attention to the management of current assets.

The efficiency and expediency of management decisions will affect the efficiency of the enterprise as a whole, namely: the liquidity of the enterprise, its solvency, and, consequently, the financial stability of the enterprise.

The shorter the duration of turnover of working capital, the greater the number of cycles they make for the same volume of products sold, the less working capital is required and the faster working capital makes a cycle, the more efficiently they are used.

Issues of management of current assets of enterprises are becoming increasingly important. Modern economic practice requires the adoption of both prudent and unconventional decisions based on a deep synthesis of the achievements of modern financial theory and experience in financial management. The management of current assets primarily involves determining the optimal value, developing financing options, and ensuring the efficiency of their use. The optimal value of current assets should, on the one hand, ensure the smooth and efficient operation of the enterprise, and on the other – minimize the presence of inactive current assets.

Current assets management is a very complex process, which is determined by such tasks as increasing the turnover of current assets; formation of a sufficient amount of working capital used in the operating process; improving the efficiency of the structure of current assets; increase the liquidity, competitiveness, and solvency of the enterprise. Under the current asset management system, it is necessary to understand the set of separate but interconnected elements that provide targeted impact on the object of management, through the

implementation of management functions through a set of management methods to ensure the appropriate level of financial stability, solvency, and liquidity [4].

Therefore, we believe that the system of management of current assets can be defined as a system of purposeful and consistent relationships between the subject and the object of management by implementing management functions using existing methods, tools, mechanisms, and financial and economic tools of analysis, research, transformation-related processes of distribution, formation, use, control of current assets and sources of their financing by volume, structure, and composition, taking into account internal and external threats and in order to increase the level of financial stability.

The object of management at different times in different proportions are inventoried in the process of formation, sale and storage, loans, cash balances, receivables, as well as economic relations. With the development of the financial market and the further stabilization of the economy, there is a possibility of rational use of temporarily free funds of enterprises, in particular: their investment in profitable instruments of the financial market. The subjects of management of current assets in enterprises are the general meeting of founders, board, financial and commercial units, as well as staff of business entities that use specific methods of targeted impact on current assets [16].

It should be emphasized that the management of current assets includes management strategy and tactics. Strategy is a general direction and a way of using means to achieve the set goal. The strategy, setting certain rules and restrictions, allows you to focus on those decisions that do not contradict the chosen direction of management. Management tactics are specific techniques and methods of achieving the goal in a particular situation and at a particular time. The task of management tactics – the choice of the most optimal solution and ways to implement it in the current situation [20].

Their stages and functions play an important role in the management of current assets. Management of current assets of the enterprise in modern business conditions is carried out at the following stages:

- 1) Analysis of current assets of the enterprise in the previous period;
- 2) The choice of policy for the formation of current assets of the enterprise;
- 3) Optimization of current assets;
- 4) Optimization of the ratio of fixed and variable parts of current assets;
- 5) Ensuring the necessary liquidity of current assets;
- 6) Ensuring the necessary return on current assets;
- 7) The choice of forms and sources of financing of current assets.

The main functions of current assets management include a set of the following:

- Control – the implementation of this function is associated with the creation of a system of constant control over the volume of current assets and, as a result, the liquidity and solvency of the enterprise;
- Stabilizing – in the process of implementation of this function must ensure a sufficient level of liquidity and solvency of the enterprise, which is very important for its stable operation and further development;
- Analytical – the implementation of this function provides a constant analysis of current assets and all their components, comparing the volume of current assets with current liabilities, studying their dynamics, analyzing the factors that affect the state of current assets.

The implementation of the process of current assets management is associated with the principles and functions, the implementation of which will ensure the implementation of the

goals and objectives (Table 1) [14].

Table: Principles of management of current assets of the enterprise

Nr	Features	Characteristics of the principles of current assets management
1.	The principle of interconnectedness	Current assets are managed within the general system of financial management of enterprises, as any management decision affects the efficiency of enterprises.
2.	The principle of timeliness	Every management decision on the use and formation of the component of current assets should be made on the basis of obtaining reliable operational information and in a timely manner.
3.	The principle of coordination	Aims to reconcile management decisions in the field of current assets with decisions on current liabilities.
4.	The principle of continuity	Current assets management is seen as an ongoing process that ensures the adoption of a number of management decisions that affect the liquidity, competitiveness, and solvency of the enterprise.
5.	The principle of optimality	The management decision is aimed at finding the optimal amount of current assets and all their components.
6.	The principle of rationality	All components of current assets must be rationally placed between the stages of the reproduction process of the enterprise.

In the practice of foreign and domestic enterprises use different methods of current assets management, among which it is advisable to distinguish: the method of ABC, the coefficient method, methods of rationing, and optimization.

The coefficient method is a method by which indicators are calculated that characterize the state of working capital, as well as the state of sources of working capital and the efficiency of its use.

Rationing methods that can be used only for working capital, finished goods in stock, as well as shipping products for which the settlement documents are not submitted to the bank. The rationing of current assets of enterprises is a determination of the need for working capital, which depends on various factors: the organization of the production process, the conditions of supply of inventory, and the conditions of sale of finished products. ABC method – a method according to which the entire range of stocks used in production, depending on their value, is divided into 3 categories. Group A – stocks that are the most valuable in terms of their value, but are used in small quantities; group B - stocks with an average cost and the average number of their use in the production process; group C – a wide range of stocks, which are also insignificant in terms of their value in monetary terms.

ABC-analysis regardless of its scope (manufacturing, wholesale or retail) is conducted in the following sequence:

1. Selection of the object of analysis. It is possible to detail the areas of analysis by sales channels, market segments.
2. Determining the parameter by which the object will be analyzed.
3. Compilation of a rating list of objects in descending order of importance of the parameter (above are the goods that bring the largest share of turnover; at the bottom of the list - those that bring the smallest).
4. Definition of groups A, B and C.

In order to optimize stocks in practice, along with this method, the XYZ method is used, which divides raw materials into 3 classes, depending on the uniformity of their consumption in production.

XYZ-analysis is performed in the following sequence:

1. Definition of the object of analysis: customer, supplier, product group, nomenclature unit, etc.

2. Determining the parameter by which the object will be analyzed.
3. Determining the period and number of periods for which the analysis will be conducted: week, decade, month, quarter, half-year, year.

In the classic version of XYZ-analysis in the optimization of the range of goods to category X include products characterized by a stable value of sales, small fluctuations in their sales, and high forecast accuracy. The value of the coefficient of variation is in the range from 0 to 10%. Category Y – goods that are characterized by some fluctuations in demand for them (e.g., seasonal) and the average ability to predict them. The value of the coefficient of variation is from 10 to 25%. Category Z – goods, the sale of which is irregular and unpredictable, the accuracy of forecasting is low. The value of the coefficient of variation – more than 25% [12].

Consider the main stages of development of the current assets management system of the enterprise:

I. Analysis of current assets of the enterprise in the previous period:

- Dynamics, growth and growth rate, comparison of volumes;
- The dynamics of the structure of the main types of current assets;
- Duration and structure of the main types of current assets;
- Profitability and integrated ranking indicator;
- The composition of the main sources of funding.

II. Definition of basic approaches to the formation of current assets:

- Conservative approach;
- Moderate approach;
- Aggressive approach.

III. Optimization of current assets:

- Determining the rational structure of current assets;
- Optimization of the volume of certain types of current assets;
- Calculation of the number of current assets.

IV. Optimization of fixed and variable parts of current assets:

- The schedule of the average seasonal wave;
- Coefficients of minimum and maximum levels;
- The amount of the fixed part of current assets;
- The maximum and average sum of the variable part.

V. Ensuring the necessary liquidity of current assets: determining the share of current assets in the form of funds, high and medium liquid assets.

VI. Ensuring increased profitability of current assets: ensuring the timely use of the temporarily free balance of monetary assets.

VII. Ensuring minimization of losses of current assets in the process of their use: minimizing the risk of losses, especially in inflation.

VIII. Optimization of the structure of sources of financing current assets:

- Inventory management subsystem;
- Subsystem of receivables management and credit policy formation;
- Cash assets management subsystem [11]. The process of creating an effective system of current assets management in enterprises is carried out by fulfilling certain goals (Figure 2).

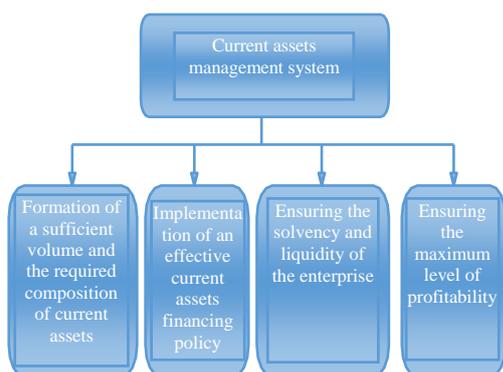


Figure 2 – The effective management system of current assets of the enterprise

There are external (indirect influence) and internal (direct influence) factors that affect the management of current assets. The external ones include competitive environment, degree of financial market development, the legal framework of regulation, non-price determinants of demand, relations with contractors, internal – production technology of the enterprise, accounting policy of the enterprise, qualification of financial managers, the organizational structure of the enterprise, strategic goals of the enterprise.

Based on the analysis of the economic essence of each component of current assets and taking into account foreign and domestic experience, the following areas of management of current assets of domestic enterprises are proposed:

- Cash and current financial management;
- Cash flow management;
- Inventory management;
- Receivables management;
- Management of cash balances and current finances [18].

The financial condition of the enterprise and its stability largely depends on what property the company owns, in which assets the capital is invested and what income they bring to it. The main goal and criterion of effective asset management are to achieve the highest end results with the rational use of all types of assets. The policy of management of current and non-current assets aims at one stable development of the enterprise and increases its profitability. But usually, their goals and objectives have their differences, and it can be concluded that current asset management policy is more tied to financial management, as it has more involvement in cash flow management in the enterprise. However, the importance of these two types of management should not be compared or evaluated – in the system of financial management of the company, they should work comprehensively and mutually organized [13].

5 Conclusion

Summing up, we note that to ensure effective management of current assets of the enterprise we consider it appropriate to implement a set of systemic measures:

- 1) Optimize the composition and structure of current assets by accelerating the turnover of current assets as a whole and their individual elements;
- 2) Optimize the amount of cash by constantly monitoring the number of current assets in cash, absolutely liquid form, as well as by providing the appropriate part of highly liquid assets in the form of current financial investments and other assets that can be quickly transformed into cash, that will allow maintaining at the proper level the solvency of the enterprise;
- 3) Optimize the company's stocks by assessing the total demand for raw materials for the planning period, periodic adjustment of the optimal batch of raw materials, regular monitoring of storage conditions;

- 4) Optimize the structure of goods by reducing the production of goods with low profitability and increase the production of goods with positive profitability and good demand;
- 5) Optimize the level of receivables by monitoring the status of settlements with debtors, assessing the solvency and business reputation of debtors, risk insurance, etc.;
- 6) Reduce the duration of the financial cycle by accelerating the turnover of inventories and receivables and uncritically slowing down the turnover of accounts payable to suppliers;
- 7) Increase the profitability of the enterprise through the timely use of temporarily free balances of monetary assets to form an effective portfolio of current financial investments.

At the present stage, assets are one of the most important factors of any production, their composition and efficiency directly affect the final result of the economic activity of the enterprise. In a market economy, all companies are interested in rhythmic and stable operations. And to achieve high results, you need a clear, sound, and effective financial policy for asset management.

Thus, the process of managing the assets of the enterprise plays an important role in the activities of the enterprise, because it is from the adoption of effective management decisions regarding the assets of the enterprise depends on further financial activities, competitiveness, the solvency of the enterprise. At the same time, one of the most important factors in stabilizing the economy is the rational use of current assets in enterprises, improving their use, taking into account external and internal factors.

The development of a perfect mechanism for managing current assets and its effective application in practice are still very important and pressing issues, as effective formation and regulation of assets will help maintain optimal liquidity, efficiency of production and financial cycles, and hence high solvency and financial stability enterprises, as well as their achievement of important strategic advantages and ensure their competitiveness in the long run.

Literature:

1. Agres, O., Sadura, O., Shmatkovska, T., & Zelenko, S. (2020). Development and evaluation of efficiency of leasing activities in agricultural sector of Ukraine. *Scientific Papers: Series "Management, Economic Engineering in Agriculture and Rural Development"*, 20(3), 53-60.
2. Apostolyuk, O., Shmatkovska, T., Chykal, I., & Husak, A. (2020). Assessment of the rural population economic activity in the system of united territorial communities development: a case study of Volyn Region, Ukraine. *Scientific Papers: Series "Management, Economic Engineering in Agriculture and Rural Development"*, 20(3), 53-60.
3. Binert, O., Sodoma, R., Sadovska, I., Begun, S., Shmatkovska, T., & Balash, L. (2021). Mechanisms for improving economic relations in the milk subcomplex of the agricultural sector: a case study of Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(2), 101-110.
4. Blank, I.O. (2009). *Management of financial security of the enterprise*. Kyiv: Nika-center.
5. Chaliuk, Y., Dovhanyk, N., Kurbala, N., Komarova, K., & Kovalchuk, N. (2021). The digital economy in a global environment. *AD ALTA: Journal of Interdisciplinary Research*, 11, Special issue XVII, 143-148.
6. Dziamulych M., Moskovchuk A., Vavdiuk N., Kovalchuk N., Kulynych M., & Naumenko, N. (2021). Analysis and economic and mathematical modeling in the process of forecasting the financial capacity of milk processing enterprises of the agro-industrial sector: a case study of Volyn region, Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(1), 259-272.

7. Dziamulych, M., Sadovska, I., Shmatkovska, T., Nahirska, K., Nuzhna, O., & Gavryliuk, O. (2020). The study of the relationship between rural population spending on peasant households with the main socioeconomic indicators: a case study of Volyn region, Ukraine. *Scientific Papers: Series "Management, Economic Engineering in Agriculture and rural development"*, 20(2), 217-222.
8. Dziamulych, M., Shmatkovska, T., Gordiichuk, A., & Korobchuk, T. (2020). Estimating peasant farms income and the standard of living of a rural population based on multi-factorial econometric modeling: a case study of Ukraine. *Scientific Papers: Series "Management, Economic Engineering in Agriculture and rural development"*, 20(1), 199-206.
9. Dziamulych, M., Yakubiv, V., Shubala, I., Filiuk, D., & Korobchuk, L. (2020). Analysis and evaluation of the rural labour market and employment of the rural population: a case study of Volyn region, Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 20(4), 165-174.
10. Ermakov, O.U., Velichko, O.V., Bohach, L., & Nahornyi, V.V. (2018). To question of estimation of production potential of agricultural enterprises. *Financial and credit activity-problems of theory and practice*, 3(26), 162-168.
11. Filatova, Z.V., & Rotanova, A.G. (2011). Directions of formation of the current assets management system of the enterprise. *Problems of increasing the efficiency of infrastructure*, 29, 330-335.
12. Iashchuk, D.L. (2010). Research of the methodology of management of current assets of machine-building enterprises in the conditions of crisis. *Bulletin of Transport and Industry Economics*, 32, 252-257.
13. Hutkevych, S.O., & Shamanska, O.I. (2009). Management of economic resources of the enterprise. *Actual problems of economy*, 7, 99-105.
14. Kodatskyi, V.P. (2010). Ways of effective management of current assets of industrial enterprises. *Actual problems of economy*, 4, 271-274.
15. Kulinich, T., Berezina, L., Bahan, N., Vashchenko, I., & Huriievskaya, V. (2021). Application of Project Management: Lean Technologies and Saving Manufacturing (Aspects of Management and Public Administration). *International Journal of Computer Science and Network Security*, 21(5), 57-68.
16. Mamontova, N.A. (2010). New approaches to determining the value of intangible assets. *Actual problems of economy*, 5, 228-235.
17. National Regulation (Standard) of Accounting 1 "General requirements for financial reporting" (2013). *Ministry of Finance of Ukraine*. Accessed on 1 Jul. 2021. Available at: <http://zakon5.rada.gov.ua/laws/show/z0336-13>.
18. Oliinyk, L.V. (2012). Modern approaches to effective management of resources and assets of the enterprise. *Bulletin of Khmelnytsky National University. Economic sciences*, 4(2), 206-209.
19. Pecheranskyi, I., & Revenko, A. (2019). Disruptive digital technologies as a means for destroying the foundations of oligarchomics: world experience and challenges for Ukraine. *Economic Annals-XXI*, 179(9-10), 31-39.
20. Plekhova, Yu.O. (2009). Effective management of current assets of industrial enterprises on the basis of the concept of lean production. *Finance and credit*, 19, 56-58.
21. Prokopenko, O.V. (2011). The motivational mechanism of innovative development: components and the condition of its market structure. *Marketing and Management of Innovations*, 1, 167-175.
22. Prokopenko, O.V., Biloshkurska, N.V., Biloshkurskyi, M.V., & Omelyanenko, V.A. (2019). The role of banks in national innovation system: general strategical analytics. *Financial and credit activity: problems of theory and practice*, 3(30), 26-35.
23. Savitska, O.V. (2006). Analysis of enterprise assets. *Analysis of economic activity of the enterprise*, 23, 438-441.
24. Shmatkovska, T., Dziamulych, M., Gordiichuk, A., Mostovenko, N., Chyzh, N., & Korobchuk, T. (2020). Trends in human capital formation and evaluation of the interconnection of socio-demographic processes in rural area: a case study of Volyn region, Ukraine. *Scientific Papers: Series "Management, Economic Engineering in Agriculture and rural development"*, 20(2), 437-444.
25. Shmatkovska, T., Dziamulych, M., Yakubiv, V., Myshko, O., Stryzheus, L., & Yakubiv, R. (2020). Economic efficiency of land use by agricultural producers in the system of their non-current assets analysis: a case study of the agricultural sector of Ukraine. *Scientific Papers: Series "Management, Economic Engineering in Agriculture and rural development"*, 20(3), 543-554.
26. Shmatkovska, T., Nikolaeva, A., Zabedyuk, M., Sheiko, Yu., & Grudzevych, Yu. (2020). Increasing the efficiency of the labour resources usage of agrosector enterprises in the system of sustainable development of the rural territories: a case study of Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 20(4), 467-476.
27. Sodoma, R., Cherevko, H., Krupiak, I., Andrusiak, H., Brodska, I., & Shmatkovska, T. (2021). Regulation of the lending market and prospects of financial sector stabilization in Ukraine. *Financial and credit activity-problems of theory and practice*, 36(1), 4-13.
28. Sodoma, R., Shmatkovska, T., Dziamulych, M., Vavdiuk, N., Kutsai, N., & Polishchuk, V. (2021). Economic efficiency of the land resource management by agricultural producers in the system of their non-current assets analysis: a case study of the agricultural sector. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(2), 577-588.
29. Stashchuk, O., Boiar A., Shmatkovska, T., Dziamulych M., Skoruk O., Tesliuk S., & Zintso Yu. (2021). Analysis of fiscal efficiency of taxation in the system of filling budget funds in Ukraine. *AD ALTA: Journal of interdisciplinary research*, 11(1) Special Issue XVII, 47-51.
30. Stashchuk, O., Shmatkovska, T., Dziamulych, M., Kovalska, L., Talakh, T., & Havryliuk, O. (2021). Integrated assessment, analysis and management of financial security and stability of joint-stock companies operating in the agricultural sector: a case study of Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(2), 589-602.
31. Stashchuk, O., Shmatkovska, T., Dziamulych, M., Kupyra, M., Vahnovska, N., & Kosinskyi, P. (2021). Model for efficiency evaluation of financial security management of joint stock companies operating in the agricultural sector: a case study of Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(1), 715-728.
32. Tsymbaliuk, I.O., Shmatkovska, T.O., & Shulyk, Y.V. (2017). Tax alternatives to implement the tax capacity of internet activity in Ukraine. *Financial and credit activity: problems of theory and practice*, 22, 336-344.
33. Yanyshyn, Ya., Sodoma, R., Markiv, G., Lypych, L., Shmatkovska, T., & Shidnytzka, G. (2020). Economic efficiency of the nuts complex business in the agriculture of Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 20(2), 531-536.
34. Yakoviyk, I., Chyzhov, D., Karpachova, N., Hlushchenko, S., & Chaliuk, Yu. (2020). National security policy in Ukraine: a change in the system of power relations of the modern world. *Revista San Gregorio*, 42, 224-235.
35. Yermakov, O.U., Hrebennikova, A.A., Nahornyi, V.V., & Chetveryk, O.V. (2019). *Investment Support and Development of Social Responsibility of Agrarian Business Entities*. The 34th International-Business-Information-Management-Association (IBIMA) Conference. Madrid, Spain. 13-14 November 2019, 13260-13266.
36. Zhurakovska, I.V., Sydorenko, R.V., Shmatkovska, T.O., & Brodska, I.I. (2020). Factors of influence on employment in small and medium-sized business in Ukraine. *Financial and credit activity: problems of theory and practice*, 32(1), 109-119.

Primary Paper Section: A

Secondary Paper Section: AE, AH

USAGE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN FOREIGN AND UKRAINIAN PRACTICES IN CONTINUING PEDAGOGICAL EDUCATION OF THE DIGITAL ERA

^aTETIANA MIYER, ^bLARYSA HOLODIUK, ^cVALENTYN SAVOSH, ^dHENNADII BONDARENKO, ^eSVITLANA DUBOVYK, ^fLYUDMILA ROMANENKO, ^gKATERYNA ROMANENKO

^{a,d,e,f,g}*Borys Grinchenko Kyiv University, 18/2, Ihoria Shamo Blvd., 02154, Kyiv, Ukraine*

^b*Municipal Institution "Kirovograd Regional IN-Service Teacher Training Institute named after Vasyl Sukhomlynsky", 39/63, Great Perspective Str., 25006, Kropyvnytskyi, Ukraine*

^c*Volyn Institute of Postgraduate Pedagogical Education, 31, Vinnichenka Str., 43006, Lutsk, Ukraine*

email: ^at.miyer@kubg.edu.ua, ^bgolodiuk_larysa@ukr.net,

^cvalsavosh@gmail.com, ^dh.bondarenko@kubg.edu.ua,

^es.dubovyk@kubg.edu.ua, ^fl.romanenko@kubg.edu.ua,

^gk.romanenko@kubg.edu.ua

Abstract: The digital age is presented in the context of significant civilizational and educational changes. The changes that have taken place in the understanding of the essence of man and in the definition of actions that affect the process of his existence are considered. Moreover, changes are related to the following: 1) education as a specially organized purposeful socialization and acculturation of man; 2) pedagogical activity and revealing a new approach to understanding the essence of the process of cognition, as well as determining the direction of the motives of pedagogical creativity; 3) pedagogical interaction as a two-way process; 4) global destabilization of the socio-economic reality caused by the COVID-19 pandemic; 5) globalization as a consequence of the information society development. Continuing pedagogical education in the digital age is characterized as lifelong learning and the process of prolonged assimilation of sociocultural experience, professional knowledge and skills. This process includes preparatory (vocational), basic (vocational), postgraduate (vocational) stages. The research is focused on the last two stages. Foreign and Ukrainian practices organized in higher pedagogical education institutions and in postgraduate pedagogical education institutions are described as responsive to the development and modernization of information and communication infrastructure, information and communication technologies, means of dissemination of information products and information flows. Various aspects of the use of information and communication technologies in the modern educational process aimed at the formation of information and communication competence of future teachers, and various foreign and domestic practices of teacher training to expand their skills are considered.

Keywords: Advanced training, Continuing pedagogical education, Digital era, Information and communication competencies, Information and communication technologies, Institutions of higher pedagogical education, Institutions of postgraduate pedagogical education.

1 Introduction

The digital age is characterized by essential civilizational and educational changes. Based on the generalization of scientific papers, we can distinguish the following groups of changes:

1. Changes in the understanding of the essence of human and in the definition of actions that affect the process of his existence. We are talking about:

- A change in the view of man, which is manifested in the transition from understanding man as a biosocial being to understanding him as a 'noosphere', 'cosmoplanetary', divine being [27];
- Change in the model of human existence is recorded as a transition from the model of adaptive actions to the model of non-adaptive actions. In turn, this transition led to the replacement of the actions of regulation of the external environment by actions of self-regulation, self-actualization, self-realization, self-reflection, self-development, self-improvement, self-belief [9].

2. Changes related to pedagogical activities and revealing a new approach to understanding the essence of the process of cognition and determining the direction of the motives of pedagogical creativity. It relates to the following aspects:

- A change in the paradigm of cognition, which consists in the transition from focusing on external sociopedagogical reality in the planetary model of education to focus on the depths of their own self-identifying through reflection,

critical thinking, self-awareness in trans- and interdisciplinary model of education [11];

- Change in the motives of pedagogical creativity, which is manifested in the replacement of the current pragmatic attitude of pedagogical activity as a means of ensuring life for a potential spiritual attitude of its implementation as the meaning of life, directed to eternity [27].

3. Changes related to education as a specially organized purposeful socialization and acculturation of man. These processes ensure: succession of generations; preservation of cultural norms with a focus on the future state of culture; creating conditions for the full realization of the inner potential of each person and becoming a member of society. These changes apply to [2]:

- The purpose of education – changes are manifested in the transition from knowledge-centered purpose of education to humanistic-human-centered;
- The mission of education – changes are to replace the process of preparation for life by the process of creating (providing) conditions for the formation of personality, which is in the process of self-improvement and forms the social conditions of human lives;
- Motives of the educational process – changes are recorded as a transition from learning, motivated by external circumstances, to self-learning, which is realized through the internal motivation of participants in the educational process;
- Learning process – changes consist in the transition from the reproductive "school of memory" (knowledge focused on the past) to the creative and productive "school of thinking" (knowledge focused on the future);
- The duration of the educational process – changes are manifested in the transition from a discrete educational route, education "for life", to continuous – in other words, continuing education and lifelong creativity.

4. Changes related to pedagogical interaction as a two-way process in which the exchange of actions, operations, verbal and nonverbal signals between participants, and the exchange of attitudes, emotional states, values, all that affects the inner world of man take place. This group of changes includes [12]:

- Change of the paradigm of pedagogical influence – there is a transition from the formative paradigm of pedagogical influence to the developmental one;
- Change of the subject of influence is manifested in the transition from the perception of the learner, the object of pedagogical influence to the perception of his subject, which transforms external influence and self-influence;
- Change of interaction of participants of educational process is fixed as transition from subject-object interaction as the mechanism of knowledge transfer to subject-subject as the mechanism of joint mastering of knowledge (by means of creativity).

5. Changes related to the global destabilization of the socio-economic reality caused by the COVID-19 pandemic [17]:

- Change in worldview – the correct attitude for the perception of changes that occur;
- Change of attitude – the transition from destructive (anxiety) states (fear, unmotivated aggression, distrust, apathy, depression) to conscious stabilization (harmonization) of the psychological state.

6. Changes related to globalization as a consequence of the development of the information society, which is based on systems of creation, dissemination, storage, processing of information and knowledge. In the context of globalization, the following changes are taking place [21]:

- Change in the exchange of information and knowledge the transition to the coordination of actions of much greater complexity than the interaction between individual actors or groups of people;
- Change of information needs, information resources, information structure the transition to learning, which contributes to the active overcoming of communication barriers and obstacles of technical, linguistic, psychophysiological, symbolic, semantic, situational, social, etc. nature that arise in the global informatization of society in the digital age.

Research problem and focus. Analysis of the learning process in institutions of higher pedagogical education and institutions of postgraduate pedagogical education with an emphasis on foreign and domestic practices of information and communication technologies, formulation of generalized data and conclusions that have theoretical and practical significance for continuing pedagogical education in the digital age.

2 Materials and Methods

In the digital age, continuing pedagogical education is characterized as lifelong learning, the process of prolonged human assimilation of sociocultural experience, professional knowledge and skills.

1. Continuing pedagogical education includes three stages [10; 20]:

- Preparatory or vocational guidance a characteristic professional self-determination, choice of profession and decision-making based on anticipation of own life prospects, forecasting own professional development in accordance with the motives and needs experienced;
- Basic or professional-formative includes the formation of professional competencies in the institution of higher pedagogical education;
- Postgraduate or professional-accompanying it is aimed at the development of professional competencies in institutions of postgraduate pedagogical education.

The learning process at the professional-formative and professional-accompanying stages of continuing pedagogical education, which is organized in the digital age, is determined by other processes, namely:

- Rapid growth of modern knowledge;
- Rapid development of various technological processes;
- Rapid half-life of previously acquired professional competencies;
- Accelerated development of self-awareness and reflection of an adult as a result of global and local crisis phenomena, which destroy the usual role attitudes and create awareness of the need for rapid and effective response to the challenges of the digital age.

In the conditions of dynamic changes of digital age, the progressive a process of “formation – development” of professional competences of the future teacher and already working one is caused by intensive development and modernization of information and communication infrastructure, information and communication technologies, means of distribution of information products and information flows.

3 Results and Discussion

The use of information and communication technologies in foreign and domestic training practices for future teachers is implemented using various modern tools. These are presentations (Google Presentations, Prezi, Libre Office Impress, Power Point and others), video programs (Canva, Powtoon, Pixton, etc.), augmented reality (My Cardiac Coach, Star Walk 2, Google Translate, Wikitude), simulations (Go- Lab), online boards (Padlet; WikiWall, etc.), smart cards (MindMeister, MindMup, Mindomo, Coggle, Draw.io, bubbl.us), infographics

(easel.ly, Visual.ly, etc.), tools to create online tests (LearningApps, Kahoot, Quizlet, etc.), final assessment using Q-codes (Plickers).

Virtual and augmented reality technologies are intensively used in foreign and domestic training practices for future teachers. These are practical classes in classrooms equipped with virtual reality technologies; virtual field research for observation and study of organisms in the natural habitat; virtual studies of the human body; various virtual trips, virtual participation in historical events; virtual observation of physical phenomena; virtual research, etc. [26, 29, 30].

Examples of the use of information and communication technologies in the educational practice of higher education institutions are computer simulators, in particular:

1. Computer rhetorical simulator [1] for practicing oratory skills, including mastering the properties of voice, diction, facial expressions, gestures. The use of a computer rhetoric simulator is complemented by the use of a video camera, video clips of feature films with a high level of oratory of actors, video clips of speeches, exemplary speeches of teachers, information sites on public speaking, fragments of video tutorials, etc.

2. Computer simulator program for the formation of students' civic skills [28]. This simulator consists of an interactive scheme that includes theoretical information; a set of tasks aimed at developing skills, online services for creating interactive exercises and test tasks. In foreign and domestic practices of training future teachers, two types of virtual tours have become widespread [18]:

1. Multimedia virtual tours, which are implemented on the basis of a selection of information review materials, represented by images (photographs, videos), supplemented by animation, sounds and hyperlinks. Multimedia virtual tours are developed using PowerPoint and Windows Movie Maker.

2. Virtual tours based on 3D technology provide a photorealistic demonstration of three-dimensional space and give the image a visual volume.

Both foreign and domestic practices of future teachers training are characterized by the acquisition of mathematical knowledge using information and communication technologies. These are various educational multimedia resources, including reference books of formulas (Mathcad, Mathematica, Maple, HohliBuilder, Creative) [19].

The practice of training future teachers of literary education provided for the creation of the following [14]: book trailers and comics based on works of art; QR-quests based on the texts of works by modern writers; multimedia presentations on Google Drive; mental maps (Mindmeister resource) based on prose plots; literary web encyclopedia; video presentations about writers and their work (resources such as PoowToon, Prezi); visualized plan of works with the help of infographics; intellectual game tasks (LearningApps resource), etc.

The practice of training future foreign language teachers is accompanied by the use of materials that are posted on specially created websites. An example is the website “Do with us, do as we do, do better than us!” (<https://bit.ly/38wXtFz>) [15]. The website operates in the digital center mode and provides future primary school teachers with wide access to theoretical and practical content of media applications. The resources of the media center include theoretical content (fact-file about media, algorithm for selection and evaluation of media for foreign language lessons, media didactic support for mastering foreign languages in primary school, resources for professional growth of teachers, plans for future scientific-methodical circle “Media teacher”), video channel and blog in the form of guidelines for the use of media in foreign language lessons, training materials, workshops, etc.

Moreover, both foreign and domestic development practices of teachers of professional skills are characterized by the following processes:

- Further development of information and communication competence;

- Advanced training on the basis of various institutions (Table 1) [17, 27, 29];
- Introduction of various ways of organizing teacher training to develop the ability to use information and communication competencies in professional activities.

Table 1: Variability of institutions for professional development of European teachers

Advanced training institutions	Austria	Bulgaria	The United Kingdom	The Netherlands	Greece	Spain	Germany	Poland	Romania	Slovakia	Hungary	Finland	Czech Republic	Denmark	Italy	Norway
Centers for advanced training																
Institutions of higher education																
Teachers' Association																
Schools																
Adult education institutions																

Thus, in France, the school administration submits applications to institutions responsible for professional development, for the participation of teachers in various refresher courses [7, 25]. Centers for pedagogical documentation have been established to acquaint French teachers with advanced teaching methods and information and communication technologies. These are institutions with information, technological, and methodological resources that respond quickly to changes in society and the pedagogical sphere. The main tasks of such Centers are as follows: providing teachers with information and technological resources; dissemination of effective pedagogical technologies; publishing activity.

Teachers in Germany improve their professional competence on the basis of self-education and refresher courses [16]. To achieve this, a database of courses that are offered for advanced training in various specialties has been created in the Internet. Further, training is carried out in two main areas: improving the quality of lessons and strengthening the skills of school principals.

The administration of the German school together with the teacher, determine the topic and direction of advanced training. The district administration selects the best teachers who can conduct educational activities on the stated topic. Moderators conduct educational activities that have a practical focus and meet the requirements of the digital age. Moderators are selected annually based on the results of the competition. All moderators who have passed the competitive meeting meet twice a year. Together they develop new topics, test them, organize a thematic event, if necessary, make adjustments to its content and the process, then offer a developed and tested topic to improve the skills of teachers. In the headquarters of the moderators-organizers, according to the requests for each teacher, a program of one or two events is formed. During these school-based events, the use of information and communication technologies by moderators and the development of information and communication competence of teachers within the stated topic is a mandatory attribute.

The system of postgraduate education in England [30] has more than 100 courses, after which a certificate of postgraduate education is issued and the status of Qualified Teacher Status (QTS) is awarded. These courses include the teaching of so-called "integrated courses" to study the teaching of diverse subjects with information and communication technologies. Teachers of England need knowledge of information and communication technologies, the ability to apply them in practice to teach literacy to students, as well as when teaching students with special educational needs, students from non-English families, students with deviant behavior.

In England, there is a portfolio system of teacher training with certain credit units [3]. To achieve this, the teacher annually agrees with the school principal or group leader on goals and priorities. Objectives should relate to professional development, provide for the improvement of teaching skills and include indicators of student achievement, which will indicate the

effectiveness in meeting the objectives. At the end of the year, the results are compared with the stated goals.

To improve the skills of English teachers, short trainings, one-day (two-day) seminars, national weekly seminars, conferences for participants from different provinces are offered. Vocational training, which does not involve obtaining certificates, aims to enabling to get acquainted with new methods, technologies and approaches to teaching subjects (education), various aspects of cooperative learning, educational management, information and communication technologies, monitoring the activities of educational institutions and their development, etc.

In Poland, refresher courses are supplemented [4] by methodological seminars, round tables on the following issues: introduction of network technologies into the educational process, observance of uniform standards of computer technologies; connection to the world wide web of the Internet as many professional institutions as possible.

Teachers in the People's Republic of China are offered a variety of training programs [8]. These are courses for young teachers; level courses in accordance with the professional experience of the teacher; courses on the use of information technology in the field of teaching; refresher courses in the form of "menu" training (the teacher chooses from a variety of proposed disciplines those that have aroused his interest); courses for teachers of rural schools; courses with and without separation from professional activity; short-term and long-term, etc.

In accordance with the program of information society development in the People's Republic of China, the National Internet Alliance for Teacher Education has been established. It is a coordinating body for teacher education, which provides a synthesis of distance, full-time and self-education, and promotes the best educational resources. The purpose of the Internet Alliance is to implement a large-scale, high-quality, cost-effective project of effective postgraduate pedagogical education using modern technologies and various training programs.

Teachers of Japan are focused on permanent educational activities, as the country has established a rule [23] that pedagogical work can be arranged not for the formed ability to perform quality work, but for the desire and willingness to constantly learn, improve professional competence.

For teachers of Ukraine, improving professional skills in the use of information and communication technologies in the educational process is mandatory. In Article 12 "Complete general secondary education" of the Law of Ukraine "On Education" [13], information and communication competence is included in the list of key competencies necessary for every modern person for successful life. Also, mastering information and communication technologies is mandatory for the organization of training in various forms of education.

4 Conclusion

Thus, based on the analysis of foreign and domestic practices that are organized in continuing education, we can formulate the following conclusions:

1. The use of information and communication technologies has become an indispensable attribute of the organization of the learning process in continuing education in the digital age.

2. In the institutions of higher education and institutions of postgraduate pedagogical education in the process of education, the following are provided:

a) Study of the discipline “Modern information and communication technologies” (for institutions of higher education) or deepening knowledge of information and communication technologies and their application in the organization of student learning (institutions of postgraduate pedagogical education);

b) Teaching of other subjects (institutions of higher education) and advanced training in other disciplines (institutions of postgraduate pedagogical education) is organized with the use of information and communication technologies.

3. The use of information and communication technologies in foreign and domestic practices of higher education institutions is simultaneously:

a) A typical process (because it is observed in the activities of each teacher without exception);

b) Individual (because each teacher, organizing educational practices, introduces innovation in the use of information and communication technologies).

Literature:

1. Bondarenko, H.L. (2017). *Features of development of rhetorical skills of junior schoolchildren by means of the computer simulator. Theoretical and methodological problems of education of children and students: a collection of scientific works*. Institute of Problems of Education of the National Academy of Pedagogical Sciences of Ukraine. Kyiv, Issue 21. Book 1. ISSN 2308-3778.
2. Bilyk, N. (2015). *Innovation in the context of globalization of the educational system of professional development of teachers: collection of theses*. I Int. scientific-practical conf. (MARGIHSS), “Multidisciplinary Academic Research and Global Innovation: Humanities and Social Sciences”, (Kyiv, September 10–11, 2015), 11–15.
3. Fachschaft für integriertes Lehramt Uni-Hildesheim. (2021). *Stiftung Universität Hildesheim*. Available at: <http://www.uni-hildesheim.de>.
4. Kaplun, A. (2011). *Development of training systems for qualified robots in Bulgaria and Poland (end of the 19th - 20th centuries)*, PhD thesis in Pedagogy: 13.00.04 – the theory that technique of professionalism. Kyiv, 44.
5. Keator, C. (2021). *The digital era of learning: Novel educational strategies and challenges for teaching students in the 21st century*. Nova Science Pub.
6. Kolikant, Y., Martinovic, D., & Milner-Bolotin, M. (2020). *STEM teachers and teaching in the digital era: Professional expectations and advancement in the 21st century schools*. Springer.
7. Korsak, K., & Graniuk, L. (2001). France: postgraduate education and its achievements. *Postgraduate Education in Ukraine*, 1, 28–31.
8. Kotelnikova, N. (2012). *System of diploma education of readers in China*, PhD thesis in Pedagogy: 13.00.01 – theory and history of pedagogy. Luhansk, 274.
9. Kovalchuk, Z. (2011). The course of pedagogical interaction with different types of professional attitudes. *Psychological and pedagogical problems of rural school: a collection of scientific works of Pavlo Tychyna Uman National Pedagogical University*. Uman: PP, Zhovtyi O.O. 39(2), 214–220.

10. Kravchenko, L. (2009). *Scientific bases of preparation of the manager education in system of continuous pedagogical education*, PhD thesis in Pedagogy: 13.00.04 – theory and methods of vocational education. Poltava.
11. Kremen, V. (2008). Transformation of personality in the educational process of modern civilization. *Pedagogy and psychology*, 2, 5–14.
12. Miyer, T., & Holodiuk, L. (2019). Didactic Triadas “Learning – Teaching – Management” in the Context of Realization in the Educational Process of Innovative Author’s Novations: [of the collective monograph]. *The Actual Problems of the World Today*. London: Science Publishing is part of SCIEMCEE, 2, 140-151.
13. On education. (2017). *Law of Ukraine of 05.09.2017 № 2145-VIII*. Information of the Ukrainian Parliament 2017. No. 38-39. Article 380.
14. Palamar, S.P., & Nezhyva, L.L. (2020). *Literary education of future primary school teachers: European and domestic theoretical principles and applied aspects in e-learning. European and domestic trends in the training of future primary school teachers: thesis theory and variable practice with e-learning*. Germany, Karlsruhe.
15. Petryk, L. (2019). Professional training of future primary school teachers: features of the use of media in foreign language lessons. *Collection of scientific works “Pedagogical Sciences”*. Kherson: Kherson State University, 88, 120-125.
16. Professional Teaching Standards. (2021). *Educational news*. Available at: <http://www.nswteachers.nsw.edu.au/Main-ProfessionalTeaching-Standards/nswprofessional-teaching-standards/>.
17. Psychology and pedagogy in counteracting the pandemic COVID-19. (2020). *Internet manual*. Kyiv: Yurka Lyubchenko LLC.
18. Romanenko, L.V., Romanenko, K.A., & Druts, I.V. (2020). *Preparation of future primary school teachers for the organization of virtual study tours in e-learning: European and domestic accents*. Germany, Karlsruhe.
19. Rudenko, N. (2020). Peculiarities of preparing future primary school teachers for using mind maps in mathematics lessons. *Educological Discourse*, 2(29), 92-104.
20. Savosh, V. (2020). *Professional development of physics teachers in the system of continuous education: theory and practice*. Lutsk.
21. Shvydka, O. (2010). Evolution of the communicative environment as a factor in the development of the information society. *Bulletin of the Kharkiv State Academic Culture*, Kharkiv, 29, 50-59.
22. Stocchetti, M. (2014). *Media and education in the Digital Age: Concepts, assessments, subversions*. Peter Lang GmbH.
23. Synenko, S. (2001). Problems of diploma education of readers in the lands of Western Europe. Pedagogical innovations: ideas, realities, perspectives. *Collection of scientific works*, Kyiv: Logos, 4, 79–85.
24. The digital humanities Manifesto 2. (2021). *Humanities Blast*. Available at: http://www.humanitiesblast.com/manifesto/Manifesto_V2.pdf.
25. Turchyn, A. (2003). *Teacher training for vocational education institutions in Germany*, PhD thesis in Pedagogy: 13.00.04 – theory and methods of vocational education. Ternopil, 279.
26. Virtual and augmented reality: how new technologies inspire learning. (2021). *Osvitoria media*. Available at: <https://osvitoria.media/opinions/virtualna-ta-dopovнена-realnist-yakoyu-mozhe-but-y-suchasna-osvita/>.
27. Vozniuk, O. (2013). *Development of the teacher's personality in the conditions of civilizational changes: theory and practice*. Zhytomyr: Zhytomyr National University Publishing House. I. Franko.
28. Vyshnivska, N.V., & Shkurenko O.V. (2020). *E-learning as a tool of preparation of future teachers for the formation of civic skills in primary school students*. The monograph by Chief Editor, Dr. of Pedagogical Sciences, T.I. Miyer. Germany. Karlsruhe, 182-214.
29. Wake, J.D., & Dysthe, O. (2007). New and changing teacher roles in higher education in a digital age. *International Forum of Educational Technology in Society*, 10(1), 40–51.

30. Zair-Beck, E. (2011). Analysis of European models of professional development of teachers as a source of development of lifelong pedagogical education at a pedagogical university. *Bulletin of Herzen University*, 9. 41.

Primary Paper Section: A

Secondary Paper Section: AM

LEGAL PSYCHOLOGY: MACROPSYCHOLOGICAL VECTOR OF DEVELOPMENT

^aOLENA SERHIENI, ^bOLGA GORINA, ^cVITALII SIZOV,
^dVITA TKACHENKO, ^eIRYNA SYNHAIVSKA, ^fIGOR
VASYLIEV

^{a,b}*Dnipropetrovsk State University of Internal Affairs, 26,
Gagarina Ave, 49005, Dnipro, Ukraine*

^c*Dnipropetrovsk Academy of Music Named after M. Hlinka, 10,
Lyvarna Str., 49000, Dnipro, Ukraine*

^d*Sumy National Agrarian University, 160, Gerasim Kondratiev
Str., 40000, Sumy, Ukraine*

^e*Academic and Scientific Institute of Psychology KROK
University, 30-32, Tabirna Str., 03113, Kyiv, Ukraine*

^f*Institute of Public Administration and Research in Civil
Defense, 18, Rybalska Str., 01011, Kyiv, Ukraine*

*email: ^akamekooanna@gmail.com, ^bgorinaooot@gmail.com,
^cyanina197771@gmail.com, ^dtkachenkovita885@gmail.com,
^eirinasin2222@gmail.com, ^fvasilievigori19@gmail.com*

Abstract: This article focuses on the problems that the general part of legal psychology deals with; its purpose is to prove the need to develop one of the most significant areas of legal psychology – macropsychological vector and approach. The phenomenon of macropsychology is considered, and its connection with global trends in the development of civilization is shown. Methodological problems of the fundamental and applied application of the macropsychological approach in solving urgent problems of legal psychology are addressed.

Keywords: Legal aspect, Legal psychology, Macropsychology, Psyche, Society.

1 Introduction

The study of the human psyche in various types of human activity entailed the separation of individual independent psychological sciences which are mainly of applied value, from Psychology science. The successful conduct of jurisprudence in a civilized society has become impossible without reliance on psychological knowledge. The active introduction of psychology into jurisprudence served to form Legal Psychology at the junction of these two “sciences”. The creation of the first textbooks, monographs, teaching aids made it possible to outline the contours of legal psychology as an independent educational and scientific discipline.

The importance of psychological knowledge that makes up legal psychology is indisputable. After all, an investigator, judge, lawyer, educator of a correctional institution and other law enforcement specialists deal with people whose actions are difficult to analyze logically without relying on knowledge of the psychological patterns of human behavior [7]. However, knowledge alone is not enough to solve professional problems in law enforcement. Methods, techniques, ways of studying human behavior and influencing it are needed. This practical side of legal psychology should be actively developed by psychologists, satisfying the needs of practice.

Legal psychology has traditionally structured its research, starting from the current legal norms. With regard to applied research, especially in the early stages, when psychology was just beginning to look for ways to integrate into law enforcement practice, such an approach was the only possible one and has retained its significance to this day. This happened, for example, with forensic tactics, which, according to the recognition of many prominent lawyers and psychologists, largely began to be based on the achievements of psychological science [45, 53].

True, even then, serious prerequisites were laid for the transition from such an adaptation stage to a reformational one, that is, to the restructuring of individual directions of this activity on the basis of a more complete account of macropsychological phenomena and laws of social development.

When solving strategic tasks – regulating human behavior in society – the legislator initially decides on the nature of this behavior, bypassing which legal decisions and their subsequent implementation cannot be effective by definition. Namely the

value-psychological, humanistic approach becomes the ideological and conceptual basis of state-legal policy in the field of law and order. The complexity of this situation lies in the fact that this conceptual and semantic component of the design of legal reality is understood for the most part at the general cultural level. At the same time, deep professional knowledge in the field of modern human studies, developed in sociology, social, political, ethnic and confessional psychology and other areas of scientific knowledge about the nature of human behavior is required. It would seem that the obvious idea of the need to involve this kind of specialists in lawmaking encounters a certain resistance from the expert legal community.

However, over time, a new area of socio-psychological knowledge is formed – macropsychology, which examines, among its other tasks, the moral state of society. The object of study with this approach is the psychological determinants of the morality of a person and a social group, as well as psychological methods for diagnosing these determinants [9, 10]. The ethical content of personal values, ideals and attitudes, their compliance with socially approved moral and legal norms, the influence of the moral content of individual and group consciousness on the functioning of cognitive and emotional processes, mechanisms of self-regulation, self-control, self-attitude and personality identification are investigated [1, 2, 3, 4, 17]. Assessment of a personality according to the criteria of morality involves the measurement of such personality qualities that relate to the subject of both psychology and ethics: honesty, justice, kindness, hard work, faithfulness to one's word, devotion, etc. In ethics, moral qualities are considered in the paradigms of deontology. Legal psychology studies which moral norms and values (socially approved, narrow-group, egocentric, criminal) dominate, for example, in the mind of a fraudster, determining his real behavior.

The main results of the implementation of the project for the development of a macropsychological approach in legal psychology should be the formation and development of macropsychology as a new area of psychological knowledge that expands its traditional object, the identification and systematization of the psychological components of social processes and phenomena in the context of legal psychology, psychological analysis of the most pressing social problems, determination of opportunities of psychological science and practice in solving them, assessing, including quantitative, the psychological state of modern society, establishing a connection between this state and various social and economic processes.

2 Literature Review

Macropsychology (macropsychological approach) is a relatively new area of psychological science, especially in the aspect of socio-psychological problems. The sphere of its analysis includes a number of basic phenomena of society: the socio-political and spiritual-moral state of society (and its consolidation), its social well-being, basic problems related to the country's security (for example, the problem of corruption, drug addiction and a number of others) [36]. While the traditional objects of psychological research were individual mental processes (memory, attention, thinking, etc.), personality, small and large groups, macropsychology studies psychological phenomena that are relevant to society as a whole. The relative novelty of this area is determined, among other things, by the fact that the works of the founders of social psychology and psychological science (Le Bon, Tarde, Wundt, etc.) were associated precisely with macropsychological problems [53].

For a better understanding of what constitutes the macropsychological approach in modern psychology, let us cite the point of view of theorists of modern psychological science: the macropsychological approach is a psychological study of social processes commensurate with society as a whole, and not more traditional for psychology levels of individual mental processes, personality, small and large groups, although these

levels can be separated only in abstraction, and one should not oppose each other even in abstraction, since what is related to society inevitably concerns its constituent individuals and groups [8, 25]. It is logical to assume that lawmaking, designed to form the legal basis for the regulation of human behavior in society, should take into account this kind of macropsychological phenomena and patterns of social behavior. Otherwise, a gap between the intentions of the legislator and the actually emerging picture of the state of law and order is inevitable.

Today, it is becoming increasingly more clear that the legislative framework is largely divorced from a human not only in purely quantitative characteristics, but also in internal logical consistency (divergence), not to mention the complexity of the wording of many laws and other normative legal acts. The latter circumstance leads to the fact that, according to some jurists, it becomes more and more difficult even for professionals to understand the existing normative legal documents, not to mention ordinary people [11, 16, 18, 20]. According to Lippman, “endless changes have led to the fact that hundreds of laws, thousands of by-laws and regulations began to contradict each other, articles of one override the provisions of the other. It is beyond the power of even a professional lawyer to sort out this confusion, but what to say about an ordinary person?” [25].

A natural question arises: what should be done in order to preserve the really emerging spontaneity (naturalness, immediacy) of human relations, and to avoid large-scale negative consequences of its limitation within the framework of the legal field? The solution to this problem, according to Wrightsman, should begin with putting things in order in the system of legal support for law enforcement [52, 53]. First of all, the existing imbalance between the “coercive bias” of the norms in force in the law enforcement sphere, which, according to the research data, are more than 2/3 of the total, and the norms that stimulate initiative, activity, creativity of citizens, that is, “norms-permissions”, “norms-incentives”, “norms-recommendations”, “norms-guidelines” requires deeper study and evaluation [15]. It is necessary not only to simplify, but also to limit the scope of regulation of naturally developing human relationships, including on the basis of historically established confessional and moral norms, traditions and customs, the principles of folk pedagogy, etc [21, 23, 24]. The displacement of these norms from the system of regulators of human behavior, their replacement only and exclusively with legal norms can lead to its deep moral degradation.

3 Materials and Methods

It should be noted that the specific features of the conditions and activity of the object of cognition in legal psychology determine the methodological peculiarities. Firstly, there are certain limitations in the cognition of an object, which are reflected in specific normative, procedural, moral and material measures, methodology and methods. In particular, the methods of cognition of objects of legal psychology do not fully correspond to the specific properties of the object. In other words, the validity of the methods of legal psychology is somewhat “truncated”. Secondly, the multi-parameter nature of the object and the unlimited information field of cognition make it difficult to “plot” information about the individual qualities and properties of the object [27-32, 37]. Thirdly, the veiledness of the object, its active conflict and confrontation, disguise and latency restrict direct cognition, which, as it were, “rolls up” individual cognitive actions. Fourth, the difficulties of direct, “field”, activity-based study of an object model the study of the object in laboratory conditions, not natural for the object of cognition, which largely reflect not the actual object in the activity, but the opinion of the object of cognition about a specific activity [33, 54-56].

This aspect forms a new qualitative methodological feature going beyond the immediate information, which consists in the fact that it is necessary to identify the defining features of a certain category of functionally equivalent objects. In the presence of these signs in a new counterpart, it is necessary to

conclude whether this second belongs to the signs of the category we have chosen [34, 35, 38]. However, it is much more important when the new object differs from the previously encountered representatives of this category in the number of features. In such cases, in the presence of many defining properties or signs, they go beyond their limits and a conclusion is made about the belonging of the object not for all, but for a number of signs [14].

With regard to the cognition of an object in legal psychology, the methodology for going beyond the limits of direct information has not been developed; at the same time, in this area of activity, such a methodological aspect is determined by extreme necessity.

4 Results and Discussion

Recently, there has been a certain shift in the awareness of the need to overcome the accumulated lag in social transformations, science-intensive technologies and the spiritual sphere. The increased attention to the innovativeness of thinking and actions at all levels and, above all, at the level of requirements for management systems (management of a governmental body and related organization, its department, and, ultimately, each leader) has become a kind of sign of the times. This task has been put forward as the most important condition for ensuring the country's national security and competitive advantages in the 21st century.

From our point of view, legal psychology should also make a significant contribution to the solution of these grandiose tasks, and, especially, some of the promising directions of its development, the relevance of which is due to a number of previously difficult to grasp realities.

The main direction of research in legal psychology is the analysis of relationships in the system “human-law”; at present, it is one of the least developed areas of research. An analysis of the most authoritative studies in legal psychology indicates the preference of their authors to study professional activities in the field of law and order rather than the prevailing trends in the field of lawmaking and the functioning of the legal system itself.

The main methodological weakness of many works in legal psychology is, in our opinion, in the fact that the ratio “person – law” is taken as the initial unit of analysis. This was most clearly formulated by Kovera and Borgida (2010): “Juridical - psychological phenomena are phenomena that characterize the subjective image of legal reality, this is the world of law in a person and a person in the world of law” [22]. For all the apparent evidence and fairness of this formula, in our opinion, it does not reflect the essential aspects of the relationship between human and law. In this context, let us consider some counterarguments.

Within the framework of this artificial methodological structure, which serves as the initial unit of analysis, both human and law “suffer” in the same way. The attitude of a person to law can neither be deduced nor correctly understood if outside of this binary construction those realities are not visible, the ordering of relationships with which law serves. These realities are other people, sociocultural and natural environment. In addition, a person has both relations mediated by law and “direct” ones, not mediated by law, connections with these realities [19]. This is the perception of the world, understanding and interaction with it, these are myths, legends, faith, this is the history of an ethnos and a country, these are the conditions of everyday socio-cultural life and much more that goes beyond the boundaries of relations regulated by law [39-42, 58, 59]. The presence of the reality behind the law and this part of the socio-cultural and natural world that is not “nourished” in a legal respect is not indifferent to human perception of law [43, 44, 50]. Moreover, law is perceived precisely in the context of these ties of a person with the world, which sets the value dimension and meaning (personal and social) to a particular norm or legal institution.

Accordingly, the mechanism for regulating human behavior and activities cannot be derived solely and exclusively from the "subjective image of legal reality" or from legal consciousness, understood as knowledge of legal norms and attitude towards them. The legal reality reflected by human psychology enters into the mechanism for regulating human behavior, participates in its functioning, but does not replace it, as it logically follows from the above formula "the world of law in human and human in the world of law" [6]. The mechanism for determining behavior is much more complex. A person's value measurement of his attitude to another person, cultural, material and natural objects of the world determines the very attitude to law, elevating it as mandatory for compliance with the norms of behavior or turning it into an anti-value. In other words, the law does not close a person to himself, but mediates (refracts, regulates) his relationship with the world [46-49, 51]. The exclusion of the sociocultural and natural world from the subject of analysis, as it actually appears in the formula "human – law", not only impoverishes it, but also leads to serious methodological errors. Only in the triune context "human – law – world" can the real relationship of a person with law be understood [3, 9].

The deeper integration of law and psychology is not facilitated by ideas about the fundamental incompatibility of their subjects, each of which supposedly has its own history of formation, methodology and research methods, purposeful aim, etc. in which psychology is assigned mainly an expert role in solving some problems of law enforcement practice. If we proceed from the idea of the interaction of law and psychology understood in this way, then the subject of legal psychology acts as a specialization of general psychology in relation to the solution of certain law enforcement problems for example, when taking into account the psychological characteristics of a person in order to determine the measure of his guilt in a committed crime when passing a judicial verdict.

There is widely accepted attitude that the need for the formation of a new branch of legal and psychological knowledge does not arise when solving such problems. A certain specialization in general psychology and some other psychological disciplines is quite enough. For psychology, in this case, law acts only as a source of social order for a specific problem. It is difficult to agree with this position. Indeed, in this case, the psychological laws and mechanisms of regulation of human behavior would be understood as an extra-legal reality. Interaction in this case could only be discussed at the formal legal level, but not at the scientific level, since psychological variables are only taken into account when making legal decisions. In doing so, at least psychologically, a serious mistake is being made. The mechanism of regulation of human behavior and activity is considered as a purely psychological reality without any relation to the sociocultural factors included in it. In other words, law and other socio-cultural norms are removed from the mechanism of regulation of behavior and activity. However, then this mechanism is interpreted only and exclusively on the basis of psychological and even psychophysiological concepts [57, 60].

When many well-known researchers declare the need to study the psychological patterns of human behavior and activities in the field of law and order, the law remains only as a 'customer' of purely psychological information on certain elements of crimes or methods of their investigation [43, 44]. In other words, law and psychology interact, but as completely independent scientific practices. But then a completely legitimate question arises: why create legal psychology as a special branch of scientific knowledge, if this interaction can be realized without it?

One of the most authoritative answers to this rather complex question is the provision that lawmaking and law enforcement practice sets before psychology such tasks that are not yet sufficiently developed in it. Accordingly, in order to satisfy these demands (of practice, and not theory of law), psychologists must specialize in solving the problems posed by this practice. This specialization of psychologists allows saying that they solve

purely psychological problems of law enforcement within a special branch of knowledge legal psychology as a branch of exclusively psychological knowledge that does not intersect with the sphere of law [12-14]. Obviously, this is what is meant when it comes to the subject of legal psychology, understood as the interaction of law and psychology, and not their integration in a single mechanism for regulating social behavior and activity.

In fact, this is only a kind of direction that has received the name "psychology for lawyers" in legal psychology, with the only proviso that it is not about psychological education of the legal community, but about providing targeted, necessary for certain tasks of legal regulation, psychological information for direct practical use. After all, the interaction of psychology and law is carried out in the case of psychological education. In a word, in this case we can talk about the interaction of law and psychology, understood as the fulfillment of practical 'orders' from the side of law. Sometimes, psychologists can refine the terminology when preparing new editions of certain normative legal acts. But legal psychology understood in this way is forced, according to the words of the leaders of the European psychological science, said in relation to social psychology, "to pick up remnants that have not been used by other sciences close to it" [13].

5 Conclusion

None of the most acute problems of confronting crime (extremism, terrorism, corruption, ethnic and confessional conflicts, etc.) today can be solved if legal psychology is based solely on the methodology of only general psychology and a personality approach. Today it is not even the socio-psychological approach that is coming to the fore, but the cultural-psychological and even civilizational one.

Law, as the most important component of human culture, is part of the mechanism for regulating human behavior and activities. In the case of a criminal act, the question should be not only about the psychological characteristics of the individual, which should only be taken into account only when determining the measure of his guilt and choosing a punishment, but also about why the legal institutions, which the outstanding minds of mankind have been improving for more than one century, do not work. The answer to this question cannot be given only on the basis of the achievements of legal science. It requires the inclusion of the entire complex of human studies disciplines, among which the most important place belongs to psychology in its macropsychological vector.

Thus, either legal psychology delves into the "purely psychological" subtleties of human behavior in a situation of committing a crime, in order to determine the measure of responsibility and punishment in more differentiate way, or it raises the question of the reasons for the inability of the existing system of law and law enforcement to act as a reliable regulator of human behavior and activity. The fundamental formulation of the problem of the inextricable relationship (and not just interaction) of law and psychology gives grounds for the formation of legal psychology as a truly integrative science. The foregoing does not mean that legal psychology should abandon its applied tasks of developing significant problems for the sphere of law. It seems unreasonable that today the subject of legal psychology is within the tough framework of general psychology, which specializes in "servicing" episodic orders coming from law enforcement practice. Therefore, the macropsychological vector of development is seen as the only correct and only possible in the legal environment of the post-industrial era.

Literature:

1. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations*, 2, 206-220. doi: 10.21272/MMI.2020.2-15.

2. Bakhov, I., Byrkovych, T., Makarchuk, O., Varyvonchik, A., Turchak, L., & Soichuk, R. (2021). Enhancing cross-cultural competence of students under conditions of limited social communication. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 51-56.
3. Bartol, C., & Bartol, A. (2014). *Psychology and law: Research and practice*. SAGE Publications.
4. Bashtannyk, A., Akimova, L., Kveliashvili, I., Yevdokymov, V., Kotviakovskiy, Y., & Akimov, O. (2021). Legal bases and features of public administration in the budget sphere in Ukraine and foreign countries. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 63-68.
5. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of covid-19 and its impact on the financial and economic situation of the state. *Collection of scientific papers Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. DOI: 10.18371/FCAPTP.V1I36.227770.
6. Brooks-Gordon, B., & Freeman, M. (2007). *Law and psychology: Current legal issues. Volume 9*. Oxford University Press.
7. Cole, A., & McGarry, C. (2017). *Criminology & psychology today: Peering inside criminal minds. Uncovering the complex relationships between criminals, psychology, neuroscience & neuro-criminology*. GRIN Verlag.
8. Costanzo, M., & Krauss, D. (2020). *Forensic and legal psychology: Psychological science applied to law*. Worth Publishers.
9. Esteban-Guitart, M., & Ratner, C. (2014). A macro cultural psychological theory of identity. *Journal of Social Distress and the Homeless*, 20(1-2), 1-22.
10. Fernandes, O., et al. (2021). The macro cultural psychology understanding of the constitution of a Yepa Mahsā person. *Culture & Psychology*, 27(2), 253-247.
11. Filippova, V., Lopushynskiy, I., Artemyev, O., Maltsev, U., Sikorskiy, M., & Andrievskiy, O. (2021). Mechanisms of interaction between the state and territorial communities in the management of assets. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 57-62.
12. Folke, T., & Kennedy, W. (2021). Agent-Based Modelling: A Bridge Between Psychology and Macro-social Science. Project: *Supporting the Cognitive Modeling Community agent-based modeling of complex crises*.
13. Garcia-Lopez, E. (2018). Behavioral sciences and forensic criminology in the Accusatory System. *Acta Colombiana de Psicología*, 21(2), 303-304.
14. Gomberg, L. (2018). *Forensic Psychology*. Springer.
15. Grisso, T. (1991). A developmental history of the American Psychology-Law Society. *Law and Human Behavior*, 15, 213-231.
16. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267 – 279. doi: 10.21272/MMI.2017.3-25.
17. Isaieva, N., Akimova, A.I., & Akimova, A.N. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*, 28(2), 56-81. doi: 10.31470/2309-1797-2020-28-2-56-81.
18. Kalyayev, A., Efimov, G., Motornyy, V., Dziaany, R. & Akimova, L. (2019). 'Global Security Governance: Conceptual Approaches and Practical Imperatives,' Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: *Education Excellence and Innovation Management through Vision 2020*, 10-11 April 2019, Spain, Granada, 4484-4495.
19. Kapardis, A. (2010). *Psychology and law: A critical introduction*. Cambridge University Press.
20. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), XV, 56-62.
21. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. doi:10.14254/2071-789X.2020/13-3/3.
22. Kovera, M., & Borgida, E. (2010). Social psychology and law. In: *Handbook of Social Psychology*.
23. Levytska, S., Krynychnay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development *Financial and credit activity: problems of theory and practice*, 25(2), 122–127. doi: 10.18371/FCAPTP.V2I25.136476.
24. Levytska, S.O., Akimova, L.M., Zaiachkivska, O.V., Karpa, M.I., & Gupta, Sandeep Kumar. (2020). Modern analytical instruments for controlling the enterprise financial performance. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 314-323. doi: 10.18371/FCAPTP.V2I33.206967.
25. Lippman, M. (2020). *Law and society*. SAGE Publications.
26. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. doi: 10.21272/MMI.2019.4-26.
27. Liudmyla Akimova, Oleksandr Akimov, & Olha Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
28. Liudmyla Akimova, Oleksandr Akimov, Iryna Mihus, Yana Koval, & Vasilij Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: <https://doi.org/10.18371/fcaptop.v4i35.21969>.
29. Liudmyla Akimova, Olga Osadcha, Vitalii Bashtannyk, Natalia Kondratska, & Catherine Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice*, 32(1), 434-443. DOI: 10.18371/FCAPTP.V1I32.200606.
30. Liudmyla Akimova, Olha Osadcha, & Oleksandr Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice*, 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
31. Liudmyla Akimova, Svitlana Levytska, Constantine Pavlov, Volodymyr Kupchak, & Marta Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice*, 30(3), 64-70. DOI: 10.18371/FCAPT.P.V3I30.179501.
32. Liudmyla Akimova, Victoria Reinska, Oleksandr Akimov, & Marta Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
33. Lukina, T., Shevchenko, S., Shulga, N., Fast, A., Pravosud, O., & Bashtannyk, O. (2021). State educational policy for ensuring the quality of pedagogy: global trends and Ukrainian experience. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 38-44.
34. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
35. MacLachlan, M., & McVeigh, J. (Eds.) (2021). *Macropsychology: A population science for sustainable development Goals*. Springer.
36. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. doi:10.14254/2071-789X.2020/13-2/19.
37. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduev, M., Romaniuk, N., & Akimov, O. (2021). Innovative tools for public management of the development of territorial

- communities. *Ad Alta: Journal of interdisciplinary research*, 11(1). XVII. 33-37.
38. Nataliia Akimova, & Alina Akimova. (2018) Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. doi: <https://doi.org/10.31470/2309-1797-2018-24-1-27-46>.
39. Oliynyk, O., Bilan, Y., Mishchuk, H., Akimov, O., & Vasa, L. (2021). The Impact of Migration of Highly Skilled Workers on The Country's Competitiveness and Economic Growth. *Montenegrin Journal of Economics*, 17(3), 7-19. doi: 10.14254/1800-5845/2021.17-3.1.
40. Onyshchuk, S., Filippova, V., Borshch, H., Vasylyshyn, O., & Iakobchuk, V. (2020) Innovative solutions of improving efficiency in public management. *Revista San Gregorio*, 42, Special Edition-2020, 215-223.
41. Osadcha, O.O., Akimova, A.O., Hbur, Z.V., & Krylova, I.I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 27(4), 193-200. doi: 10.18371/FCAPTP.V4I27.154194.
42. Ratner, C. (2006). *Cultural psychology: A perspective on psychological functioning and social reform*. CRC Press.
43. Roesch, R., Hart, S., & Ogloff, J. (1999). *Psychology and law: The state of the discipline*. Springer.
44. Sales, B., & Krauss, D. (2015). *The psychology of law: Human behavior, legal institutions, and law*. Law and Public Policy: Psychology and the Social Sciences Series, APA.
45. Shamne, A., Dotsevykh, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. doi: 10.31470/2309-1797-2019-25-1-384-408.
46. Shpektorenko, I., Vasylevska, T., Bashtannyk, A., Piatkivskyi, R., Palamarchuk, T., & Akimov, O. (2021). Legal bases of public administration in the context of European integration of Ukraine: questions of formation of a personnel reserve. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 76-81.
47. Shytyk, L., & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. doi: <https://doi.org/10.31470/2309-1797-2020-27-2-361-384>.
48. Skliarenko, O., Akimova, Al., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2). 321-340. doi: 10.31470/2309-1797-2019-26-2-321-340.
49. Smyrnova, I., Akimov, O., Krasivskyy, O., Shykerynets, V., Kurovska, I., Hrusheva, A., & Babych, A. (2021). Analysis of the Application of Information and Innovation Experience in the Training of Public Administration Specialists. *IJCSNS International Journal of Computer Science and Network Security*, 21(3), March 2021, 120-126.
50. Vorobei, O., Akimova, A., & Akimova, A. (2021). Metaphorical Conceptualization of WAR in Chinese Sports Discourse. *Psycholinguistics*, 29(2), 25-45. <https://doi.org/10.31470/2309-1797-2021-29-2-25-45>.
51. Voronenko, M., Naumov, O., Naumova, L., Topalova, E., Filippova, V., & Lytvynenko, V. (2020). Analysis of the Effectiveness of an Investment Project Using Statistical Bayesian Networks, 2020 10th *International Conference on Advanced Computer Information Technologies (ACIT)*, 2020, 408-411, doi: 10.1109/ACIT49673.2020.9208982.
52. Wrightsman, L.S. (2006). *The psychology of the Supreme Court (American Psychology-Law Society Series)*. Oxford University Press.
53. Wrightsman, L.S., Nietzel, M., & Fortune, W. (2001). *Psychology and the legal system*. Wadsworth Publishing.
54. Yakymchuk, A.Y., Valyukh, A.M., & Akimova, L.M. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), 1, 170-178. doi: 10.25140/2410-9576-2017-1-3(11)-170-178.
55. Yakymchuk, A.Y., Akimova, L. M., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), 2, 170-177. doi: 10.25140/2410-9576-2017-2-2(10)-170-177.
56. Yakymchuk, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), 2, 70-75. doi: 10.25140/2410-9576-2017-2-1(9)-70-75.
57. Yurevich, A., & Ushakov, D. (2009). Quantitative estimate of the macropsychological state of modern Russian society. *Psychology in Russia*, 2. Available at: http://psychologyinrussia.com/volumes/pdf/2009/02_2009_urievich_ushakov.pdf.
58. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. doi: <https://doi.org/10.18371/fcaptop.v2i33.207230>.
59. Zahorskyi, V.S., Lipentsev, A.V., Yurystovska, N.Ya., Mazii, N.H., & Akimov, O.O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. doi: <https://doi.org/10.18371/fcaptop.v3i30.179717>.
60. Zhuravleva, A.L., & Yurevich, A. (2009). *Macropsychology of modern Russian society*. Moscow, Institute of Psychology RAS.

Primary Paper Section: A

Secondary Paper Section: AG, AN, AQ

PROJECT MANAGEMENT AS A TECHNOLOGY FOR OPTIMIZING RESOURCES IN TERMS OF REFORMING SOCIO-ECONOMIC RELATIONS

^aOLHA RUDENKO, ^bVOLODYMYR BULBA, ^cVIKTOR OROBEI, ^dOLGA POLYAKOVA, ^eOLEG KULINICH

^aNational University "Chernihiv Polytechnic", 95, Shevchenko Str., 14035, Chernihiv, Ukraine

^{b,c,e}Kharkiv Regional Institute of Public Administration of the National Academy for Public Administration under the President of Ukraine, 75, Moskovskiy Prosp., 61000, Kharkiv, Ukraine

^dBuilding Integrity Training and Education Centre of the National Defence University of Ukraine named after Ivan Cherniakhovskiy, 28, Povitroflotsky Ave., 03049, Kyiv-049, Ukraine

email: ^aolhamrudenko@gmail.com, ^bbulbavvgi@meta.ua, ^cviktoro-orobeij@ukr.net, ^dolyap.polakovai@gmail.com, ^eovkuliniichi@gmail.com

Abstract: Project management is based on a systematic approach that corresponds to the post-industrial stage of development, which allows to productively implement the investment for innovations that ensure the development of organization; however, in assessing the effectiveness of project management, there are reserves that make it possible to make project management more perfect at all stages of their life cycle. The article discusses the concept of "project management", its content and essence in the context of resource management. Special attention is paid to the Agile project management methodology. It is substantiated that the assessment of the effectiveness of project management and project groups can be carried out from different positions: project managers; performers (groups of performers) of individual works and their aggregates; project customers, who are usually also "operators" of project results. The interests of these groups are partially different, which in the general case may require the development of compromise solutions.

Keywords: Agile, Institutionalization, Planning, Project management, Resources.

1 Introduction

Project management in the last decade has become a powerful technology for change management in a highly competitive world. Effective application of project management methods and tools allows implementing successfully any project in accordance with high quality standards, achieving goals on time, saving time and reducing risk. With the globalization of the world economy, project-oriented management is becoming one of the most important factors in a company's victory in the competition and in conquering new markets.

The relevance of the article lies in the fact that today it is the key concept of modern management science, for which a project is a way of organizing activities, that opens up huge opportunities for the embodiment of the most daring ideas and the achievements of the most ambitious results. Nowadays, projects are necessary tools not only in industry and construction, but also in culture, science, education, as well as in the social sphere, medicine, and business. That is why project management is the most important tool in modern socio-economic conditions.

Many are accustomed to believe that management, in principle, is, in a certain sense, an algorithmic process, thanks to which, there is a certain amount of human and material resources, some activity can be planned and performed in an expressively scheduled and short time frame. However, project management is not an algorithm, but a creative process that takes into account a lot of various factors.

The ongoing transformation of the economy into a qualitatively new state, the growing competition of companies, the need for them to quickly adapt to a complex and constantly changing market, the pressure of new complex technologies distributed among different owners indicates the need to focus the activities of companies on constant development and improvement, which should ensure, maintain and increase their competitiveness both in the domestic and foreign markets [40].

That is why the most urgent task in the field of management is to increase the level of adaptability and efficiency of development of organizations, that is, their ability to respond faster, more economically, more clearly and more adequately to market

changes by releasing new or modernized products, introducing new production and marketing technologies, restructuring, improving the system of internal management and the use of the latest marketing strategies. As a result, development becomes an effective market management tool and one of the company's competitive advantages. The company itself, its internal processes, market and business become objects of development in order to increase competitiveness in the long term [54]. A closer examination of the problems of managing the development of companies showed that it needs to be formalized, streamlined, managed, with monitoring and measuring results, and based on available resources. Project resource planning is a very important process, which is the basis not only for determining resource requirements over time, but also the basis for planning the supply of resources, the basis for determining the possibility of providing resources for the conclusion of contracts for the procurement of resources, and also the basis for prudently distributing the resources already purchased resources for the works of the project.

2 Materials and Methods

Today, the scientific paradigm of project management is the theory of managing an organization in conditions of limited resources, time, with the obligation to ensure the agreed quality of the project product. Modern science has at its disposal significant developments (in theoretical and practical areas) of methods and means of managing an organization. However, a significant part of projects end in failure, which is understood as varying degrees of exceeding the planned budget, execution time, and also not ensuring the required quality. At the same time, all projects go through standard procedures of initiation, planning, control, and management, however, at none of the stages, predictive indicators of failure were detected [39, 45, 50]. It is obvious that the existing paradigm platform for research and modeling of project management processes is not able to adequately describe the processes occurring in the project management system.

The study of the system properties of projects led to the formulation of the laws of project management [5, 7], which were first put forward for public discussion in September 2008 at the IV international conference on project management. The law of project initiation, the law of the "power of dreams", the law that "market chooses the best" [41], the law of proportionality to the expected benefits and real losses to the level of risk, the law of continuous improvement of project processes, the law of project completion – these laws are associated with the names of outstanding scientists in the field of project management: S. D. Bushuev, Hiroshi Tanaka, V. A. Vaisman, I. L. Vorobyev, K. V. Koshkin, etc.

However, the presented laws did not reveal the features of projects as open systems. The use of evolutionary algorithms for project management is proposed in for modeling project resource management processes, but not all project resources are consumable [12]. For example, such project essence as knowledge or "know-how" are characterized by the concept of accessibility, not exhaustion [8].

In existing programs for managing projects and sets of projects, the choice of resources is usually carried out without taking into account the dependence of the quality of the final results obtained on the composition (set) of the resources planned for use. However, in practice, the choice of resources (both labor and material) can significantly affect the quality of performance of individual work and the results of the project (group of projects) as a whole, although the formal goals of project implementation are achieved in all cases. For example, when developing a software tool with the formal provision of a given, that is, reflected in the terms of reference (TOR), development functionality, its quality can be determined by such factors as the

speed of the software; its requirements for RAM and other computer resources; convenience (intuitiveness) of the user interface; the probability of the presence of logical errors in the software that were not detected during testing and acceptance tests; visibility of presentation of the results of the work of the software the level of information security during the life cycle of the substation operation, etc. [2]. Thus, the quality of software development, with formal observance of the conditions for successful completion of the project from the point of view of its users, will affect the "usefulness" of the software, risks during its implementation [10, 12], operation, etc. Therefore, the purpose of our study was to analyze a set of issues related to the impact of the quality of work performance on the "usefulness" of the results achieved and the risks associated with the planning and implementation of projects.

In general, by interest in projects (project results), the following groups of individuals and entities can be distinguished: organizations in which PM specialists work; specialists directly implementing PM; performers of work involved in the implementation of projects (including group leaders); organizations/departments interested in using the results obtained during the implementation of projects. The latter can be both "external" customers (organizations) and "internal divisions" of those organizations in which projects are being implemented [12].

Each of the listed groups has some expected positive effects from the implementation of projects; estimated costs of their implementation; expected levels of quality and timing of work; risks associated with the implementation of projects (they can be estimated in monetary units) [59, 60]. It is important to note that in most of the available publications in relation to the effectiveness of project implementation, these groups are not divided, although such a differentiation seems appropriate. Obviously, it is easier to carry out "alignment of interests" in the case when projects are "internal" for the organization [19]. In the general case, the solution to the issues of "reconciliation of interests" is of a compromise nature.

In the course of solving the set tasks, the following are used as the main methods: the method of historicism, which reveals the formation and development of project management as a management paradigm and a system of social practices; the method of structural and functional analysis, which made it possible to identify institutional elements in the system of social practices related to project management, the main directions and forms of institutionalization of these practices; formal-logical methods that allow recreating the integrity of the project management system by revealing its elements and their interconnection; a systemic method that provides consideration of the object of research in the form of a system, identifying its integrity, analyzing the interaction of system elements, constructing system models; a method of contextual analysis, consisting in the study of materials presented in scientific research literature, their analysis and comparison.

3 Results

Modern project management as a management paradigm and a system of social practices is a product of the post-industrial era. Its socio-historical background includes acceleration of innovation processes; informatization of production; globalization of the economy; change of modern culture to postmodern culture [56-58]. Moreover, the specificity of project management at the present stage is that for the first time in the history of mankind it turns into an independent profession and acquires an institutional base.

The use of a project management system has a number of advantages: determination and analysis of investment efficiency, centralized storage of information on the schedule of work, resources and costs, the ability to regulate project management procedures, providing a structure for monitoring the execution of projects, accounting and management of project risks, management and control of supplies and contracts when

providing project activities, determining information flows of project activities, the ability to quickly analyze the impact of changes in the schedule, resource provision and financing on the project plan, the use of mathematical methods for calculating the time, resource, cost parameters of projects, ensuring quality control of work, supporting the use of the project archive and accumulation knowledge, the ability to automatically generate reports and graphical diagrams, develop project documentation.

By bringing management processes to a controlled loop, introducing standards, providing participants with the necessary automation tools, it is possible to more clearly plan timelines and resources, improve execution, disseminate best practices, and provide timely solutions. This will undoubtedly have a positive effect on implementation, but it does not guarantee either a reduction in timelines or a reduction in budgets [16].

In order for the project to be successful, it is necessary to be able to manage the project resources. Resource management is a section of project management that reflects only those processes that are sufficient and necessary to ensure the goals of the project through the optimal use of available resources.

Resource planning is the main component of project management. It is not only the development and analysis of resources and works that are aimed at achieving the goals of the project, but it is also the development of a resource allocation system, control over the progress of work (comparison of actual and planned work parameters, selection of corrective actions), selection of performers.

Project resource management includes the following: project resource management processes; basic principles of project resource planning; resource procurement management; supply chain management; inventory management; logistics [40].

In addition to resources such as raw materials, the project has human resources. Project HRM is an integral part of the art of project management. In fact, project human resources management is a process during which the effective use of the project's human resources is ensured. By human resources of the project, we mean any project participants: subcontractors, company departments, customers, sponsors, project team.

Accordingly, the benefits of resource management are as follows:

1. Avoiding unforeseen complications: by knowing the initial state of resources and planning their use, one can avoid their shortages and prevent possible difficulties.
2. Preventing burnout: effective resource management allow avoiding overburdening employees or resource "dependencies" by collecting information about the workload of team members.
3. Safety net: for example, if the project failed due to lack of resources. Resource planning and management ensures that the best was made.
4. Transparency of information: other teams are informed about the amount of work that can be done by the definite team and make plans based on its ability to take on new projects.
5. Performance indicators: By having an accurate understanding of what is needed to manage and execute a future project, one will be able to effectively plan and measure financial results.

Research shows that the following misconception is very common: "The sooner we launch a project, the sooner we finish" [41]. This is true in the only case: if there is no other job. If a team can devote all its time solely to one task, then, of course, the sooner it starts it, the sooner it finishes it. However, this is not true if there are multiple projects or multiple tasks in a project for one resource at the same time. Too many tasks performed in parallel will simply increase the project execution time.

This paradigm drives the rule/policy created by top management [43]:

a. Launch projects as soon as they are “received and assigned.”

Of course, it can be understood that launching a project internal or the one for a client is a complex process that itself is subject to delays in decision-making and approvals. Once the ‘signal’ to start is given, there is tremendous pressure to start immediately and show some progress [32, 34, 37, 49]. Any suggestion to delay launch seems unacceptable and so the project starts up, causing harmful multitasking with projects already running. This practice never ends, and, in fact, wasted lead time is enormous and capacity is idle.

The intuitive answer is to reduce the load and only then launch projects into the system at a speed so that they have time to execute [21, 22, 31]. The first step to this is to “freeze” temporarily the work on some projects. This means that unfrozen projects will start moving faster, and in a short period of time, all projects will be completed earlier than if the organization had not managed their launch.

b. If to miss the due date for one or more tasks, it is necessary to start them immediately, as soon as possible.

The same pressure to show progress is caused by the aforementioned behavior on resources, where, as is known in advance, due to the high level of uncertainty, numerous changes occur, and there is a high chance of need for rework [36, 46, 48, 53]. The same phenomenon is observed in the production of physical products and “intellectual” products.

A solution exists and can be achieved in projects by adopting a “full set” of policies where no significant task can be started until the full set of inputs is available. This allows avoiding wasted effort by increasing resource efficiency and speeding up projects.

Also, it is necessary to distinguish the difference between multitasking and “harmful multitasking”. We all intuitively understand that pressure on people is rarely justified and really undesirable if a permanent team in a multi-project environment is needed. People are supposed to multitask and this leads to the assumption/paradigm that multitasking is effective [17, 20, 23]. This is true only if there is no harmful multitasking, which we define as “switching to another task even when the current task might have been completed”. This practice simply delays the completion of most tasks and, therefore, projects.

It is possible to increase the efficiency of project resource management, for example, using the Simple Business CRM system, which also allows managing personnel, accounting, communications, customer base, document flow, website, etc. The program is universal for any area of business, new versions of the product are regularly released.

4 Discussion

While in the 1980s the main focus in companies was on quality, in the 1990s on globalization, then in the 2000s the speed of implementation of initiatives came to the fore. To stay ahead of the competition, organizations are constantly faced with the need to develop complex products under very tight deadlines. To solve this problem, nothing has yet been invented more efficiently than project management, which is becoming increasingly more popular day by day.

The formation of the main features of a post-industrial society and the related globalization of social life have had a significant impact on the system of social practices. Traditional social practices based on the long-term relationship of the employee with the corporation, providing status growth depending on the length of service and transmitted as a family professional tradition, were eroded at the end of the 20th century and were replaced by the mobility and personal creative significance characteristic of the postmodern consciousness of the new

society. A person as a social subject considers his personal strategy in the conditions of the ever-increasing dynamism of social life and is oriented towards finding not a permanent job, but the most effective niches for personal growth and the associated mobile retraining, as well as the ability to work in changing collectives-teams.

A fundamentally new social professional consciousness is being formed – project consciousness. The subject enters as a member of the project executing team, successfully implements the project and moves on to a new project, carried out with another team. The value of personal experience and creative skills, the ability to work in a new team, a higher degree of personal responsibility and the independent formation of a personal portfolio are increasing.

This social process also affects the structure of the professional activities of corporations. Corporations built on functional principle cope with the challenges of innovative development that require synergy and networking. All over the world, since the second half of the 20th century, a new institution of project management has been actively developing as a new social practice of management.

A new social practice – project management – is gaining wider application. The introduction of the principles and mechanisms of project management has become one of the key conditions for the competitiveness of companies in many sectors of the economy and the national economy as a whole, the most important factor in increasing the efficiency of government and management bodies at all levels – from municipal to national, the basis for new methods of management of non-profit, public, and social-political organizations.

Modern project management as a management paradigm and a system of social practices is the result of centuries of development of management practices. In a single process of development of traditions and management technologies, the stages of dominance of “functional” and “project” tendencies alternated [18, 24-30]. The purpose of this process is not purely project management (this would be a return to ‘childhood’ of human civilization), but such a system for managing the organization’s activities, which, in an optimal way combining elements of functional and project management and using specially developed effective techniques and tools, serving the implementation of such a combination, to the maximum extent meets the requirements of the time.

Thus, the true product of the post-industrial era is not project management as such, but a modern project management system, in which both the technical component using modern information technologies and the humanitarian component, which embodied the recognition of the high importance of the human factor, characteristic of the post-industrial era, are of equal importance.

The socio-historical prerequisites for the formation of this management system are associated with the transition from industrial capitalism, first to industrial, and then to post-industrial society. These include such phenomena as globalization, the acceleration of the innovation process; informatization and the formation of the information society; the overgrowth of the culture of modernity into the culture of postmodernity with its characteristic individualism, pluralism of values, the predominance of synergetic ties over systemic and structural ones.

Today, project management is one of the most effective management technologies based on planning, motivation, flexible organizational structure, and optimal communications within the project. However, one of the most important features of project management should be noted separately – the desire for the most efficient resource management.

The effective use of a project management system depends on many factors that need to be given special attention, in

particular, the process of project development, implementation, and only after that scaling the solution to assess and analyze the effectiveness of the project.

To accurately assess and effectively use a project management system, a broad aspect of the criteria must be considered. There are many approaches and methods for evaluating the effectiveness of the project management system (Project Management Value), which are based on the experience and methodology of different organizations, collected for use in various sectors of the economy [19].

Evaluation of effectiveness is considered according to certain qualities, which in turn are based on the definition and selection of criteria. The definition and selection of criteria depend on the scope of the organization, the composition of the system and the characteristics of the applied project.

When assessing the effectiveness of project management, it is necessary to consider an extensive set of aspects-criteria. Evaluation of effectiveness is based on the definition, selection of criteria for reviewing and evaluating the system for these qualities. The set of criteria may depend on the scope of the organization, the characteristics of the projects and the composition of the system. Criteria, indicators and assessments can be roughly divided into two groups: qualitative and quantitative [4, 13-15]. Quantitative assessments provide an easily tangible indicator of performance, but they do not always give a complete picture of the full benefits of using a project management system. When assessing efficiency, it is necessary to consider a set of indicators for various aspects of project activities, such as financial, time, methodological, organizational, etc. One of the methodologies for the qualitative assessment of efficiency is based on expert assessment of the Critical Success Factors, the implementation of which is necessary for the successful implementation of the project [43].

The consistent development and implementation of project management systems in organizations allows different teams and structures of the organization to work together to define plans and implement projects to bring products to market, synchronizing their schedules, coordinating resources and efforts to implement the organization's strategy [33, 35, 38, 44]. The corporate project management system (CPMS) allows project teams to create and exchange information on projects in real time, fully realizing the potential of the organization. With the help of such systems, it is possible to provide access to information about the project anywhere in the world for project teams, employees of supporting departments, partners and clients – with the aim of ensuring the quick and efficient implementation of projects.

At the macro level, organizations are motivated to introduce project management tools to effectively implement their initiatives of any scale. At the micro level, the corporate project management system, among other things, solves the following tasks [52]:

- Reducing the costs of implementing initiatives
- Creation of conditions in the organization for the work of the project team
- Informing top management about the status of strategically important projects of the organization
- Ensuring sufficient and effective project workflow
- Compliance with project deadlines.
- There is no doubt that competition between companies is much fiercer today than ever, and the uncertainty and turbulence of the environment is extremely high. This creates a need to improve the stability and efficiency of organizations in all sectors of the economy.

This can be achieved through the implementation of best practices to optimize the management process and resource allocation. However, it has been proven that operational and project management require completely different approaches to management, and when implementing practices, it is necessary to clearly understand the needs of the organization [42, 47].

Project management has two key benefits. First, project management, in contrast to operational management, is aimed at achieving goals, and not at ensuring the process. Secondly, project management focuses on communicating and managing stakeholder expectations to improve stakeholder satisfaction.

A study by Roberts and Furlonger showed that the use of a detailed and formalized project management methodology can improve project implementation efficiency by an average of 20-30%. Moreover, the use of a formalized design structure allows [55]:

- Define the content of the project more clearly;
- Define and agree on the goals and objectives of the project;
- Facilitate the identification of the resources required to successfully complete a project;
- More transparent and clear distribution of responsibilities between project roles;
- Focus the team's efforts on achieving the ultimate benefits from the project.

In addition, according to this studies, 85-90% of projects do not meet the deadline, budget or cannot achieve the required content or quality level of the project. The main reasons for this are as follows [11, 51]:

- Poor justification (business case) of the project;
- The goals of the project are not defined or defined not clearly;
- Lack of communication and stakeholder management;
- Benefits and results of the project are insufficiently defined or not measurable;
- Insufficient quality control;
- Unrealistic estimate of the cost and duration of the project;
- Roles in the project are not defined;
- Lack of leadership;
- Lack of resources and inadequate management of them.

Applying a project management methodology based on best practices allows improving the efficiency of project management, avoiding most of these problems (of course if properly implemented and used). In addition, it is important to understand that a project that is overspending or not meeting deadlines is not necessarily a failure. The issue of "success" of the project requires a separate discussion, but here we are only talking about the effectiveness of project management. At the same time, resources affect almost all the main parameters of the project (cost, timing, quality), ultimately determining the possibility or impossibility of its implementation.

There is no perfect project management system for every type of project. Also, there is no system that would fit every leader and be convenient for all team members. However, during the existence of project management, many effective approaches, methods and standards have been created. These methods represent, in fact, concepts, approaches to project management and, accordingly, imply different approaches to measuring performance and managing resources.

Today, the well-proven method of a flexible (Agile) iterative-incremental approach to project and product management is very popular – it focused on the dynamic formation of requirements and ensuring their implementation as a result of constant interaction within self-organizing working groups consisting of specialists of various profiles. There are many methods based on Agile ideas, the most popular of which are Scrum and Kanban.

Agile's greatest strength is its flexibility and adaptability. It can adapt to virtually any organization's environment and processes. This is what determines its current popularity and how many systems for various areas have been created on its basis.

One of the principles of Agile sounds as follows: "Reaction to change is more important than following the plan" [8]. Namely this quick and relatively 'painless' response to change is why many large companies strive to make their processes more

flexible. In addition, Agile is excellent solution for open-end projects such as launching a service [55].

Agile's 'domain' is the development of new, innovative products. There is a high degree of uncertainty in projects for the development of such products, and information about the product is disclosed as the project progresses. In such conditions, it becomes impossible to implement the classical "waterfall" project there is no information for planning.

Unlike PRINCE2 and PMBOK, Agile is neither a methodology nor a standard. Rather, Agile is a set of principles and values. The weak point is that each team will have to independently compose their own management system, guided by the principles of Agile. This is a difficult and time-consuming process that will require changes throughout the organization, from procedures to core values. This is a thorny path and not all organizations can do it [2].

This path will require from the change leader not only knowledge and perseverance, but also serious administrative resources and costs. Fortunately, there are out-of-the-box practice kits that facilitate the Agile transformation of an organization [1, 3, 6, 9, 11]. These sets include the Scrum framework, the Kanban method, and many others Crystal, LeSS, SAFe, Nexus. Modern software tools for project management using the Agile method allow keeping focus on project goals, predict project completion dates based on Agile metrics, recommend changing the project plan based on the critical chain methodology, and automatically calculate the critical chain scheduling with resource constraints [50].

Another popular, but more traditional, approach to "classic" project management is the 6 sigma method. It included more design to save resources, reducing the volume of failures and difficulties, made it possible to improve quality. The customer's delight in the quality of raw, achieved thanks to the smooth operation of all project concepts, created by means of painstaking research of parameters this is the main result of the project.

In classic project management, a Gantt chart indicates the main tasks and the timing of the start and completion of their solution. This approach, at first glance providing resource optimization, lacks flexibility, and in a modern turbulent environment can lead to the failure of the entire project. Suffice it to recall the beginning of the COVID-19 pandemic many companies in the process of implementing projects, especially expensive and large-scale ones, appeared not ready for the sudden need for change.

Whatever the chosen methodology, resource management will conceptually look like this system (Figure 1):



Figure 1 – Resource planning in project management

Resource planning is not the most creative task, and the actualization of the resource plan is perceived by many as an

'inevitable evil', but the optimal use of resources, as one of the main goals of project management, depends on it.

5 Conclusion

Project management is a tool that allows an organization to implement planned initiatives as efficiently as possible. However, the use of project management, the presence of a corporate project management system and the application of best practices does not guarantee that all of the company's projects will be successful. However, a properly selected project management methodology, tailored to the needs of the organization, taking into account the industry and regional characteristics, as well as the corporate culture of the organization, allows avoiding many mistakes during the implementation of projects and increasing significantly the chance of their successful implementation. One of the increasingly popular techniques is flexible project management is Agile, which allows ensuring the optimization of resource management even in the event of unforeseen changes.

A company where resource planning is well established is more likely to be an efficient company, and vice versa if resource planning is 'lame', then the company is constantly experiencing either a deficit or an excess of resources and the cost of a man-hour, compared to a company of the first type, with all other things being equal, is significantly higher, which means that the profit that could be directed to development of the company is lower, with all the ensuing consequences.

Literature:

- Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations*, 2, 206-220. doi: 10.21272/MMI.2020.2-15.
- Antlova, K. (2014). Agile approach in the project management of the Czech companies. *Procedia Technology*, 16, 929-933.
- Bakhov, I., Byrkovych, T., Makarchuk, O., Varyvonchik, A., Turchak, L., & Soichuk, R. (2021). Enhancing cross-cultural competence of students under conditions of limited social communication. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 51-56.
- Bashtannyk, A., Akimova, L., Kveliashvili, I., Yevdokymov, V., Kotviakovskiy, Y., & Akimov, O. (2021). Legal bases and features of public administration in the budget sphere in Ukraine and foreign countries. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 63-68.
- Berkun, S. (2006). *The art of project management*. O'Reilly Media.
- Bobrovska O.Y., Lysachok A.V., Kravchenko T.A., Akimova L.M., & Akimov O.O. (2021). The current state of investment security in Ukraine in the context of covid-19 and its impact on the financial and economic situation of the state. *Collection of scientific papers Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. DOI: 10.18371/FCAPT.V1I36.227770.
- Burnett, K. (1998). *The project management paradigm*. Springer.
- Cervone, H.F. (2011). Understanding agile project management methods using Scrum. *OCLC Syst. Serv.*, 27, 18-22.
- Filippova, V., Lopushynskiy, I., Artemyev, O., Maltsev, U., Sikorskiy, M., & Andrievskiy, O. (2021). Mechanisms of interaction between the state and territorial communities in the management of assets. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 57-62.
- Frimpon, M.F. (2012). A project approach to enterprise resource planning implementation. *International Journal of Business and Management*, 7(10), 116-133.
- Goodpasture, J.C. (2016). *Project management: The Agile way*. J. Ross Publishing.
- Gren, L., Wong, A., & Kristoffersson, E. (2018). *Choosing Agile or plan-driven enterprise resource planning (ERP) implementations – A study on 21 implementations from 20 companies*. Proceedings of STPIS'18, 4th International

- Workshop on Socio-Technical Perspective in IS development, Tallinn, Estonia, June 12, 2018.
13. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267 – 279. doi: 10.21272/MMI.2017.3-25.
 14. Hermawan, H., Sarno, R., & Anshari, M. (2016). Project management approach on the adaptive enterprise resource planning. *International Journal of Advanced engineering, Management and Science*, 2, 239709.
 15. Isaieva, N., Akimova, Al., & Akimova, An. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*, 28(2), 56-81. doi: 10.31470/2309-1797-2020-28-2-56-81.
 16. Jonsson, M. (2016). *Resource planning in a multiproject organization*. Linköping University.
 17. Kalyayev, A., Efimov, G., Motornyy, V., Dziahy, R. & Akimova, L. (2019). 'Global Security Governance: Conceptual Approaches and Practical Imperatives,' Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: *Education Excellence and Innovation Management through Vision 2020*, 10-11 April 2019, Spain, Granada, 4484-4495.
 18. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), XV, 56-62.
 19. Kogon, K., Blakemore, S., & Wood, J. (2015). *Franklin Covey project management for the unofficial project manager*. Ben Bella Books.
 20. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. doi:10.14254/2071-789X.2020/13-3/3.
 21. Levytska, S., Krynychay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development *Financial and credit activity: problems of theory and practice*, 25(2), 122–127. doi: 10.18371/FCAPTP.V2I25.136476.
 22. Levytska, S.O., Akimova, L.M., Zaiachkivska, O.V., Karpa, M.I., & Gupta, Sandeep Kumar. (2020). Modern analytical instruments for controlling the enterprise financial performance. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 314-323. doi: 10.18371/FCAPTP.V2I33.206967.
 23. Liubchenko, V. (2016). *A Review of Agile Practices for Project Management*. Proceedings of Conference: XI International Scientific and Technical Conference "Computer Science and Information Technologies", Lviv.
 24. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. doi: 10.21272/MMI.2019.4-26.
 25. Liudmyla Akimova, Oleksandr Akimov, & Olha Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
 26. Liudmyla Akimova, Oleksandr Akimov, Iryna Mihus, Yana Koval, & Vasilii Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: <https://doi.org/10.18371/fcaptop.v4i35.21969>.
 27. Liudmyla Akimova, Olga Osadcha, Vitalii Bashtannyk, Natalia Kondratska, & Catherine Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice*, 32(1), 434-443. DOI: 10.18371/FCAPTP.VI132.200606.
 28. Liudmyla Akimova, Olha Osadcha, & Oleksandr Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice*, 1(24), 64-70. DOI: 10.18371/FCAPTP.VI124.128340.
 29. Liudmyla Akimova, Svitlana Levytska, Constantine Pavlov, Volodymyr Kupchak, & Marta Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice*, 30(3), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
 30. Liudmyla Akimova, Victoria Reinska, Oleksandr Akimov, & Marta Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
 31. Lukina, T., Shevchenko, S., Shulga, N., Fast, A., Pravosud, O., & Bashtannyk, O. (2021). State educational policy for ensuring the quality of pedagogy: global trends and Ukrainian experience. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 38-44.
 32. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
 33. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. doi:10.14254/2071-789X.2020/13-2/19.
 34. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduiiev, M., Romaniuk, N., & Akimov, O. (2021). Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVII, 33-37.
 35. Nataliia Akimova, & Alina Akimova. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. doi: <https://doi.org/10.31470/2309-1797-2018-24-1-27-46>.
 36. Oliynyk, O., Bilan, Y., Mishchuk, H., Akimov, O., Vasa, L. (2021). "The Impact of Migration of Highly Skilled Workers on The Country's Competitiveness and Economic Growth", *Montenegrin Journal of Economics*, 17(3), 7-19. doi: 10.14254/1800-5845/2021.17-3.1.
 37. Onyshchuk, S., Filippova, V., Borshch, H., Vasylchyshyn, O., & Iakobchuuk, V. (2020). Innovative solutions of improving efficiency in public management, 42, *Revista San Gregorio. Special Edition-2020*, 215-223.
 38. Osadcha, O.O., Akimova, A.O., Hbur, Z.V., & Krylova, I.I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 2018. 27 (4). 193–200. doi: 10.18371/FCAPTP.V4I27.154194.
 39. Petersen, D. (2021). *Transforming project management: An essential paradigm for turning your strategic planning into action*. McGraw-Hill Education.
 40. Pollack, J. (2007). *The changing paradigms of project management*. Wiley.
 41. Ruhe, G., & Wohlin, C. (Eds.). (2014). *Software project management in a changing world*. Springer-Verlag.
 42. Sabini, L. (2014). *The institutionalization of project management*. PhD Thesis submitted by LUCA SABINI on 11 April 2014, LUISS Guido Carli University, Rome, Italy.
 43. Shamne, A., Dotsevych, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. doi: 10.31470/2309-1797-2019-25-1-384-408.
 44. Sheptorenko, I., Vasylevska, T., Bashtannyk, A., Piatkivskiy, R., Palamarchuk, T., & Akimov, O. (2021). Legal bases of public administration in the context of European integration of Ukraine: questions of formation of a personnel reserve. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 76-81.
 45. Shytyk, L., & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. doi: <https://doi.org/10.31470/2309-1797-2020-27-2-361-384>.

46. Silber, A. (2017). *Adaptive project management: Leading complex and uncertain projects*. Booklocker.
47. Skliarenko, O., Akimova, A.I., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2), 321-340. doi: 10.31470/2309-1797-2019-26-2-321-340.
48. Smyrnova, I., Akimov, O., Krasivskyy, O., Shykerynets, V., Kurovska, I., Hrusheva, A., & Babych, A. (2021). Analysis of the Application of Information and Innovation Experience in the Training of Public Administration Specialists. *IJCSNS International Journal of Computer Science and Network Security*, 21(3), March 2021, 120-126.
49. Sowaidan, A. (2016). *The impact of Agile project management on the effective delivery of innovative products*. PhD Thesis submitted in partial fulfilment of the requirements for the degree of MSc Project Management. Faculty of Business, the British University in Dubai.
50. Stewart R.B. (2010). *Value optimization for project and performance management*. Wiley.
51. Tanaka, H. (2014). Toward project and program management paradigm in the space of complexity: a case study of mega and complex oil and gas development and infrastructure projects. *Procedia - Social and Behavioral Sciences*, 119, 65-74.
52. Vorobei, O., Akimova, A., & Akimova, A. (2021). Metaphorical Conceptualization of WAR in Chinese Sports Discourse. *Psycholinguistics*, 29(2), 25-45. <https://doi.org/10.31470/2309-1797-2021-29-2-25-45>.
53. Voronenko, M., Naumov, O., Naumova, L., Topalova, E., Filippova, V., & Lytvynenko, V. (2020). Analysis of the Effectiveness of an Investment Project Using Statistical Bayesian Networks, *10th International Conference on Advanced Computer Information Technologies (ACIT)*, 408-411, doi: 10.1109/ACIT49673.2020.9208982.
54. Wu, T. (2020). *Optimizing project management*. CRC Press.
55. Wysocki, R.K. (2019). *Effective project management: Traditional, agile, extreme, hybrid*. Wiley.
56. Yakymchuk, A.Y., Valyukh, A.M., & Akimova, L.M. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), 1, 170-178. doi: 10.25140/2410-9576-2017-1-3(11)-170-178.
57. Yakymchuk, A.Y., Akimova, L. M., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), 2, 170-177. doi: 10.25140/2410-9576-2017-2-2(10)-170-177.
58. Yakymchuk, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), 2, 70-75. doi: 10.25140/2410-9576-2017-2-1(9)-70-75.
59. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. doi: <https://doi.org/10.18371/fcftp.v2i33.207230>.
60. Zahorskyi, V.S., Lipentsev, A.V., Yurystovska, N.Ya., Mazii, N.H., & Akimov, O.O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. doi: <https://doi.org/10.18371/fcftp.v3i30.179717>.

Primary Paper Section: A

Secondary Paper Section: AE, AH

MANAGEMENT OF STATE FINANCIAL POLICY IN THE CONTEXT OF THE COVID-19 PANDEMIC

^aOLEG DENYSOV, ^bNATALIIA LITVIN, ^cANDRII LOTARIEV, ^dTETYANA YEGOROVA-GUDKOVA, ^eLIUDMYLA AKIMOVA, ^fOLEKSANDR AKIMOV

^{a,b,c}"KROK" University, 30-32, Tabirna Ave., 03113, Kyiv, Ukraine

^dOdessa I.I. Mechnikov National University, 2, Dvoryanskaya Str., 65000, Odessa, Ukraine

^eNational University of Water and Environmental Engineering, 11, Soborna Str., 33000, Rivne, Ukraine

^fInterregional Academy of Personnel Management, 2, Frometivska Str., 03039, Kyiv, Ukraine

email: ^aOleggDEi@krok.edu.ua, ^bLitvinnMi@krok.edu.ua,

^cLotareewLi@krok.edu.ua, ^dTatiana_yeegi@rambler.ru,

^eL_akimova@ukr.net, ^f1970aaa@ukr.net

Abstract: The Covid-19 pandemic has added an unprecedented element of unpredictability to the global economy. States are trying to fight the epidemic economic and social consequences by taking drastic measures, including financial intervention, in an attempt to stabilize markets. The article draws analogies with the crisis periods of the past, like the Great Depression of the 1930s, and shows that the current crisis has significant differences, which makes it difficult to apply any proven models of public financial policy to mitigate the consequences of the crisis. The necessity of strengthening the investment activity of the state, as well as the activity of the Central Bank to prevent financial panics, is substantiated, which should be carried out simultaneously with structural reforms.

Keywords: COVID-19 pandemic, Crisis, Financial policy, Investment, Structural transformation.

1 Introduction

An economic crisis, including one caused by political or social reasons, is a profound disruption of regular economic activity, accompanied by the destruction of the usual economic ties, a decrease in business activity, the inability to pay off debts, and the accumulation of debt obligations. This phenomenon of a market economy, which repeats at a specific frequency, and depending on the scale, can relate to a certain state and be of global importance. The crisis is accompanied by a sharp decline in production, the bankruptcy of enterprises, a fall in the gross national product, a large-scale increase in unemployment, and often the depreciation of the national currency. Crises like the current pandemic cannot be avoided, but their impact on the life of the country can be mitigated by taking adequate and timely financial policy measures.

According to Frederic Jenny, Chair of the OECD Competition Committee, the COVID-19 epidemic has hit the world with exceptional speed, severity, and reach. Globalization has contributed to the rapid spread of this modern 'plague' to all corners of the world. The international market mechanisms that countries have relied on upon over the past three decades to promote economic growth and prosperity, possessing the flexibility to withstand exceptional and unexpected events, have failed to provide the assistance expected of them in a timely manner, slowing the actions of many governments in their desperate attempts to fight with the spread of the virus [9]. A lack of foresight of the possibility of such an event, coupled with market disruptions for some of the most important commodities needed to combat the disease, has left many governments with uncertainty about how to respond, and this has often limited their ability to choose strategic options.

The economic impact of the COVID-19 pandemic on emerging market economies has been far greater than the global financial crisis [60]. Unlike past crises, these countries' policy responses have been as strong as those in advanced economies. Meanwhile, traditional measures are almost exhausted, and non-traditional ones come with risks.

The economic impact has been even more severe as multiple shocks have hit emerging market economies. In addition to the consequences caused by the restriction of domestic economic

activity, the situation is exacerbated by a drop in external demand. The decline in tourist flows has particularly affected the countries dependent on tourism and the oil-exporting states, faced with a collapse in commodity prices. In such conditions, a competent financial policy was one of the main tools for saving the economy and social sphere and preserving national security in many of its aspects [27, 61].

2 Literature Review

The coronavirus pandemic has become the most severe challenge facing humanity in the 21st century, a threat to the entire global economy. As a result, the growth of the world economy will be 2.3% instead of the expected 2.5%. From an economic point of view, the negative role is played not so much by the number of infected as by the consequences associated with the measures taken against its spread [67].

2.1 On Some of the Consequences of the Coronavirus Epidemic for the Global Economy

Decrease in economic forecasts. The growth of the world economy in 2020 is set at 2.4%, which is lower than the previous forecast of 2.9% growth. The growth of the largest Asian economy in China will amount to 4.9% this year, which is less than the previous forecast of growth by 5.7% [70].

Falling oil prices. The shutdown of enterprises, air transportation by 90%, and decreased car traffic by 20-40% led to a decrease in demand for oil and oil products. At this time, oil wholesalers did not agree to cut oil production but, on the contrary, started a price war on the hydrocarbon market. This led to a sharp drop in oil prices [13].

Chaos in the stock markets. In 2020, all the stock markets of the world fell. The collapse in stock prices on the stock exchanges led to a stock market crash. The stock market crash was the result of panic and chaos in all financial markets. As a result of the fact that the players realized the global economic and health disaster, there was a sale of securities on the Russian and world stock markets. The shares of air carriers, hotel chains, mining companies fell in price. At the same time, there was an increase in quotations of shares of gold mining companies [14].

A decrease in production activity and a drop in the revenue of enterprises. A large number of large enterprises have significantly reduced or completely stopped production. It happened for two reasons: to protect employees from the spread of the coronavirus, as well as falling demand [22].

The most affected industries include air transportation, tourism, hospitality, transport in general. For example, tourism, one of the largest industries in the world economy, has revenues of \$5.7 Trillion. About 319 million people work in the tourism sector (10% of the working population of the planet) [22]. Due to the decrease in the number of tourists, the revenue of hotels and the entertainment industry fell. But some spheres have suffered less, such as communications, online grocery retail, etc. As a result of a decrease in demand for many goods, employment has shifted to sectors that are recovering faster.

An increase in unemployment. The world has seen a significant increase in unemployment, especially among women. Using data from the consulting company McKinsey & Company, it can be noted that the share of women in the global labor market is 39%. As of July 2020, there were 54% of unemployed women. It can be explained by the fact that industries such as services, retail trade, restaurant business, etc., where more women are employed, were more affected during the pandemic. In addition, many women refused to work because schools and kindergartens were closed [25].

A decrease in the population's income and an increase in the number of the poor. As a result of the pandemic, part of the population was left without a livelihood [27].

The transition of current business activity to the virtual environment and the Internet. The decrease in demand for business transportation, business hotels, and everything related to business trips occurred because many issues began to be resolved remotely [27].

Structural changes in sectors of the economy. Demand for cars, clothing, and footwear, etc., has fallen, but at the same time, the demand for household goods, food delivery services, etc., has increased. The demand for the services of companies solving issues remotely, including home entertainment (online games, board games), education, and video conferencing applications (Zoom, Microsoft Teams, and their analogues) [30].

The emergence of new professions. For example, such as a digital curator helping citizens to set up their virtual environment, a virtual business tour creator, a business consultant, a digital curator, a voice interface designer, a telemedicine coordinator, a lifelong education coordinator, an applied robotics specialist, etc [14].

Growing demand for digital services. Digitalization began to gain unprecedented momentum; healthcare, education, the entertainment industry, etc., now need it [14].

The formation of digital skills and competencies for the development of the digital economy. For many companies, it is crucial to organize the work of employees remotely, which began to rebuild to the new digital realities [22].

The growth of psychological, social distancing was expressed in a change in the consumption model: to watch a movie at home, not in a cinema; order food remotely, and not go to a hypermarket; run outside, not work out in the fitness room [25]. On whose economies the coronavirus has put severe pressure, many countries have taken coordinated measures to support the population and business [4-6, 10, 17, 23, 26]. They included: one-time non-refundable payments to citizens, small and medium-sized enterprises; regular supplements to social benefits during the epidemic; compensation of employees' wages to enterprises; fiscal measures to ease the credit burden, cut rates and provide soft loans.

3 Materials and Methods

Since the global financial crisis of 2008-2009, the world economy and politics have been in a state of volatile uncertainty, which culminated in a full-scale explosion – the novel coronavirus pandemic. Therefore, further socio-economic development of the whole world and individual countries (developed and leading developing ones) will be determined by how the lessons of the past 12 years in general and 2020 will be studied, interpreted, and mastered.

The events of 2020 are compared with various crisis periods of the past, mainly with economic ones: with the Great Depression of the 1930s, the structural crisis of the 1970s, the Great Recession of 2008-2009. These comparisons are valid, especially when comparing their quantitative characteristics, such as the depth of the recession, the scale of unemployment, etc.

We can distinguish two groups from the point of view of the impact of the pandemic on the work of enterprises and organizations [31]:

1. Business decline:

- Without the possibility of adaptation, the demand for goods and services in this group dropped to zero (beauty salons, dentistry, hotels, etc.);
- With the ability to adapt, the demand for goods and services has dropped significantly (education, IT, retail, restaurants, etc.).

2. Business expansion:

- With the ability to use a remote sales format (retail, pharmacies, delivery services, etc.);
- With the ability to continue their activities, for example, at strategic enterprises.

Measures that can increase the likelihood of surviving an economic crisis include the following [52]:

1. Encouraging business to maintain the regular number of employees.
2. Cancellation or reduction of rent and deferral of payments on accounts payable for the first group of businesses.
3. Creation of a safe working environment for the second group of businesses [13].

For the understanding of the current situation and determine ways to overcome the crisis, an analysis is needed that goes beyond the framework of historical analogies (for all their importance), and beyond the boundaries of economic plots and arguments per se.

As part of the development of financial science and the changing requirements for the target settings facing organizations, the tasks of a quantitative assessment of management decisions should be solved [47]. The evolution of the relationship of financial indicators with the targets of organizations' activities is presented in Table 1.

Table 1: Evolution of the relationship between financial indicators and targets

Period	Financial indicators	Target setting
	Profit (EBIT, NOPAT and others)	Receiving a profit
20s of the twentieth century	DuPont models, factor analysis	Sales growth, development
50-60s of the twentieth century.	ROI, ROA, WACC	Return on investment efficiency
90s of the twentieth century	EVA (Economic Value Added), SVA (Equity Value Added)	Increasing business value

4 Results

From the picture of the historical cross-section of the evolution of financial indicators, it is clear that from the traditional analysis of financial results, management is moving to an analysis of the effectiveness of return on investment and then to a long-term forecast of cash flows and company value. The concept of value management is associated with a change in the management paradigm, which does not consider profit maximization as the company's primary goal. Instead, the most crucial objective is to maximize value, and the main distinguishing feature of management is focused on the future.

The new management technology (Value Based Management) is based on management based on an integrated financial indicator. However, the practical application of the new management technology in our country is currently not widespread, including the high complexity of processing the existing information base.

The introduction of value management by domestic enterprises and digital technologies could significantly improve management efficiency [57]. The company's value is a comprehensive criterion for assessing the company's activities, which allows the management to build levers for managing the organization according to this integrated indicator and respond promptly to changes in the external environment quantitatively evaluate management decisions [19-21, 26, 28].

Government policies in advanced economies and emerging market economies obtained some space for maneuvering to cushion the impact of economic shocks. In contrast to past experience, when emerging market economies tended to tighten policy to stave off rapid capital outflows and counter the impact of a depreciating currency on inflation, this time the emerging market crisis response has turned out to be similar to measures

taken in developed economies [14]. Most emerging market economies have moderately used capital buffers to allow for more significant exchange rate adjustments, with many economies providing liquidity as needed to keep the market functioning. In addition, countries such as Poland and Indonesia have resorted to further easing macroprudential measures to support the economy [29, 32-35, 36-41].

Like more developed economies, many emerging market economies, including Thailand, Mexico, and South Africa, have resorted to monetary easing during this period. In some cases, countries have resorted to unconventional policies for the first time against a backdrop of limited room to further lower interest rates and market volatility [42-46, 48-51]. These include purchases of government and corporate bonds, although their volumes to date have remained small compared to larger developed economies [54-56]. As for the measures to curb capital outflows, they have, on the contrary, been applied very limited so far.

A similar picture applies to fiscal policy measures. Emerging market economies have resorted to fiscal easing to tackle the health crisis, support populations, and businesses, and offset economic shocks. While these efforts were smaller than those in advanced economies, they far surpassed those taken during the global financial crisis [64-66].

Limited space for economic activity will force some countries to resort to more unconventional measures, from price controls and trade restrictions to more unconventional monetary policies and regulatory easing on lending and financing [24]. Some of these measures, which are also used in several advanced economies and low-income countries, are very costly, mainly if they are actively applied [68, 69]. For example, export restrictions can severely destabilize the multilateral trading system, while price controls can slow the flow of goods to those who need them most. At the same time, the effectiveness of other unconventional policies will depend on the soundness of institutional structures [24].

5 Discussion

Almost all developed and leading developing countries were ready to invest heavily in stopping the socio-economic consequences of the crisis. According to current estimates, by mid-April 2020, restorative measures in the total amount of about \$11 trillion were announced globally [15]. The funds were mainly intended to solve three groups of problems: support for citizens (including direct payments to households and a moratorium on debt servicing), preserving jobs, and helping businesses, especially small and medium-sized ones.

Several options (models) of anti-crisis policy can be distinguished that were implemented in different countries in 2020. They largely depend on the structure of the economy (including the share of the private sector and especially small business), the financial capabilities of the state, the effectiveness of monetary policy institutions, and also, which is especially important, on political preferences and the model of economic and political development of a particular country [16]. Considering the above factors and an understandable degree of conventionality, three types of responses to the pandemic challenges can be distinguished: market-liberal, market-regulated (social-democratic), and inherent in modern emerging markets. Naturally, they have different short and medium-term implications for the well-being of people and the economic development of countries.

Countries with a regulated market are energetically helping people and businesses, i.e., protect jobs and ongoing economic activity [52]. However, this restrains the growth of economic efficiency, which will affect lower rates of economic growth in the medium term. These include most European countries with a stable socio-economic tradition and South Korea [13]. However, it would be wrong to see budgetary populism in this policy. On the contrary, the very possibility of such a policy is based on

sound macroeconomics, including tight control over budget expenditures and a good institutional environment.

Countries that are more focused on free-market values face increased current risks, but they have more room for structural maneuver in the medium term. Here, government assistance is focused not on business (including workers) but on people (households). In other words, in market economies, social spending is dominant in anti-crisis policy measures, reaching in some cases 15% of GDP [18]. This is understandable if to consider those large corporations play a significant role in such economies, which, as a rule, do not need direct support.

Countries with emerging economies affected by the pandemic most often face the problem of a significant informal sector, which plays a vital role in ensuring socio-economic dynamics and political stability, but which, due to its nature, is very difficult to become an object of government support. Another feature of the situation is the limited financial resources that the state can attract from the market on acceptable terms (considering the inflationary and credit history of these countries).

During a typical recession, the central bank (CB) tries to stimulate the economy and stabilize inflation. Thus, it fulfills one of its main tasks smoothing out short-term economic fluctuations. At the same time, long-term growth does not have to be sacrificed because monetary policy usually cannot influence it [2, 11, 30]. Now, during the quarantine caused by the pandemic, the goals and capabilities of the Central Bank turn upside down: it has almost no influence on the short-term recession, and its main goal is to reduce the long-term damage to the economy [58, 59, 63]. One of the main tasks of central banks is to prevent financial panics. The CB issues loans, accepting reliable but illiquid assets as collateral. Thus, it allows financial companies to pay off their debts later but cannot pay them right now not to go bankrupt. This function of the Central Bank is becoming especially relevant now. A major economic downturn like the current one makes many investors nervous and trying to get their investments back, which could lead to financial panic without the intervention of the Central Bank. A liquidity crisis during quarantine will only exacerbate the already difficult situation for many companies and lead to disastrous consequences. Therefore, providing liquidity and ensuring the smooth functioning of financial markets is now very important.

6 Conclusion

Robust budget execution processes ensure timely and efficient resource provision to the service delivery units to fulfill their (additional) obligations [1]. Formulated and understandable procedures for prioritized actual disbursement of funds are to ensure timely release of budget funds and processing of claims [3]. The idea is not to circumvent established controls but to create a flow of funds to cover priority items and expedite approval of expenditures. A balanced approach will help resolve the tension between powers and effectiveness; to achieve higher efficiencies, it may be worth considering certain calculated risks [7].

Let us highlight the main processes in order to support and improve the financial condition of the country during the COVID-19 pandemic:

- Adopting a risk-based approach to control measures. Thus, the attention of a preliminary audit can be focused only on high-risk payments, while relatively less risky payments can be subject to a retrospective audit [47];
- When feasible, consider increasing the delegation of financial authority (both for reallocating funds and approving payments) to frontline ministries such as the ministry of health;
- The use of Real Time Gross Settlement (RTGS) whenever possible enables the rapid movement of funds in a country's financial system. Such systems can be aimed primarily at the implementation of large transactions between financial organizations. However, treasury

authorities should discuss with the central bank the possibility of using them in cases where they are not already in use. RTGS is especially useful for the safe and rapid transfer of resources to subnational governments and frontline public and private agencies;

- Direct deposits through banking channels are likely to be the fastest, safest, and most reliable way in case the government decides to subsidize the wages of large sections of the population affected by the pandemic and provide them with cash transfers. Having an account and being able to receive direct deposits will be critical for those affected by the crisis. For individuals without a bank account, mobile payments and prepaid cards with a recharge mechanism are appropriate alternatives. These methods, however, require preliminary preparation and cannot be implemented immediately. Early action by the authorities, especially at the local level, is essential to ensure the effectiveness of such massive disbursement systems [31];
- The most difficult task is likely to be the identification of the beneficiaries and the prevention of fraud. Recipient identification/registration processes should be carefully planned to ensure that all available information is utilized and used with an acceptable degree of risk. The exchange of information between public and private departments is essential to facilitate the authentication process. Governments should start doing this early to minimize the preparatory period before payments can begin, as the process of registering and authenticating beneficiaries can be time-consuming [53];

Proper tracking and recording of advances and ensuring their use and prompt repayment are essential [8, 62]. Advances should be approved by a specialized official body and reflected in the register of advances (preferably automated) at the time of submission, clearly indicating the amount, destination, recipient, and person responsible for closing the advance. Records should be kept in such a way that at any time, it was possible to conduct a line-by-line analysis of advances. This will help to monitor the advances issued and their timely repayment.

Literature:

1. Alberola, E., Arslan, Y., Cheng, G., & Moessner, R. (2020). The fiscal response to the Covid-19 crisis in advanced and emerging market economies. *BIS Bulletin*, 23. Available at: <https://www.bis.org/publ/bisbull23.pdf>.
2. Allen, F., & Carletti, E. (2010). An overview of the crisis: Causes, consequences, and solutions. *International Review of Finance*, 5, 1-26.
3. Alvarez, F., David, A., & Francesco, L. (2020). *A simple planning problem for COVID-19 lockdown*. Mimeo.
4. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations*, 2, 2020. 206-220. doi: 10.21272/MMI.2020.2-15.
5. Atkeson, A. (2020). *What Will Be the Economic Impact of COVID-19 in the US?* Rough estimates of Disease Scenarios. NBER working paper series, No 26867.
6. Bakhov, I., Byrkovych, T., Makarchuk, O., Varyvonchyk, A., Turchak, L., & Soichuk, R. (2021). Enhancing cross-cultural competence of students under conditions of limited social communication. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 51-56.
7. Baldwin, R., & Weder, M. (2020). *Economics in the Time of COVID-19*. London: Centre for Economic Policy Research. Available at: <https://voxeu.org/system/files/epublication/COVID-19.pdf>.
8. Baldwin, R., & Weder, M. (Eds.). (2020). *Mitigating the COVID economic crisis: Act fast and do whatever it takes*. A CEPR Press.
9. Bartsch, E., Boivin, J., & Hildebrand, P. (2020). Preparing for a higher inflation regime. *SUERF Policy Note*, Issue 211, December, SUERF – The European Money and Finance Forum. Available at: https://www.suerf.org/docx/f_b3f9a0026fb6e31d468ed053f43eb6fb_18939_suerf.pdf.
10. Bshatnyk, A., Akimova, L., Kveliashvili, I., Yevdokymov, V., Kotviakovskiy, Y., & Akimov, O. (2021). Legal bases and features of public administration in the budget sphere in Ukraine and foreign countries. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 63-68.
11. Beck, T. (2020). *Finance in the times of coronavirus*. London: Centre for Economic Policy Research. Available at: <https://voxeu.org/system/files/epublication/COVID-19>.
12. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of covid-19 and its impact on the financial and economic situation of the state. *Collection of scientific papers Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. DOI: 10.18371/FCATP.V1I36.227770.
13. Brück, T., Ferguson, N.T.N, Justino, P., & Stojetz, W. (2020). *Trust in the time of Corona IZA Discussion*. Paper 13386, Institute of Labor Economics (IZA). Available at: <https://www.iza.org/publications/dp/13386/trust-in-the-time-of-corona>.
14. Chamorro-Premuzic, T. (2020). Are women better at managing the Covid19 pandemic? *Forbes*. Available at: <https://www.forbes.com/sites/tomaspremuzic/2020/04/10/are-female-leaders-better-at-managing-the-covid19-pandemic/#2d122dd428d4>.
15. Dabrowski, M. (2020). *Fighting the COVID-19 Pandemic: Economic Dilemmas and Choices*. Valdai Club Expert Opinions, 30 November, 2020. Available at: <https://valdaiclub.com/a/highlights/fighting-the-covid-19-pandemic-economic-dilemmas/>.
16. Dabrowski, M. (2021). *Thinking beyond the pandemic: Monetary policy challenges in the medium- to long-term*. Policy Department for Economic, Scientific and Quality of Life Policies Directorate-General for Internal Policies. Monetary Dialogue Papers, March.
17. Demertzis, M. (2021). *Continuing fiscal support and the risk of inflation*. Bruegel Blog, 17 February. Available at: <https://www.bruegel.org/2021/02/continuing-fiscal-support-and-the-risk-of-inflation/>.
18. Eichenbaum, S.M., Rebel, S., & Trabandt, M. (2020). The Macroeconomics of Pandemics. *National Bureau of Economic Research*, Working Paper 26882.
19. Filippova, V., Lopushynskiy, I., Artemyev, O., Maltsev, U., Sikorskiy, M., & Andrievskiy, O. (2021). Mechanisms of interaction between the state and territorial communities in the management of assets. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 57-62.
20. Fornaro, L., & Martin, W. (2020). *Covid-19 Coronavirus and Macroeconomic Policy*. Technical Report. CEPR.
21. Furman, J. (2020). *Global Economic Prospects: COVID-19 and Labor Markets*. Presentation at the PIIE Virtual Event on “Global Economic Prospects: Fall 2020”, 8 October, Peterson Institute for International Economics. Available at: <https://www.piie.com/system/files/documents/furman2020-10-08gepppt.pdf>.
22. Gozgor, G. (2021). Global Evidence on the Determinants of Public Trust in Governments during the COVID-19. *Applied Research Quality Life*. DOI: <https://doi.org/10.1007/s11482-020-09902-6>.
23. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267 – 279. doi: 10.21272/MMI.2017.3-25.
24. Hedenigg, S. (2019). Caring Economics and the Nordic Model. *Interdisciplinary Journal of Partnership Studies*, 6(2), Article 2. DOI: <https://doi.org/10.24926/ijps.v6i2.2086>.
25. Huck, S. (2020). *Behavioral economics must also learn from the Corona crisis*. Available at: <https://wzb.eu/de/forschung/corona-und-die-folgen/auch-die-verhaltensoekonomie-muss-aus-der-corona-krise-lernen>.
26. Isaieva, N., Akimova, A.I., & Akimova, A. (2020). Categorization of Personality Traumatic Experience in Chinese Women’s Diary Narrative: The Frame-Scenario Model.

- Psycholinguistics*, 28(2), 56-81. doi: 10.31470/2309-1797-2020-28-2-56-81.
27. Jorda, O., Singh, S.S., & Taylor, A.M. (2020). *Longer-run economic consequences of pandemics*. Mimeo.
28. Kalyayev, A., Efimov, G., Motornyy, V., Dzianyy, R. & Akimova, L. (2019). 'Global Security Governance: Conceptual Approaches and Practical Imperatives,' Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: *Education Excellence and Innovation Management through Vision 2020*, 10-11 April 2019, Spain, Granada, 4484-4495.
29. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), XV, 56-62.
30. Koh, W.C., et al. (2020). *Debt and financial crisis. Policy Research Working Paper*. World Bank Group.
31. Kohlrausch, B., & Zucco, A. (2020). The corona crisis hits women twice. Less earned income and more care work. *Policy Brief WS*, 40. Hans Böckler Stiftung. Available at: https://www.boeckler.de/pdf/p_wsi_pb_40_2020.pdf.
32. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. doi:10.14254/2071-789X.2020/13-3/3.
33. Levytska, S., Krynychay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development *Financial and credit activity: problems of theory and practice*, 25(2), 122-127. doi: 10.18371/FCAPTP.V2I25.136476.
34. Levytska, S.O., Akimova, L.M., Zaiachkivska, O.V., Karpa, M.I., & Gupta, Sandeep Kumar. (2020). Modern analytical instruments for controlling the enterprise financial performance. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 314-323. doi: 10.18371/FCAPTP.V2I33.206967.
35. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. doi: 10.21272/MMI.2019.4-26.
36. Liudmyla Akimova, Oleksandr Akimov, & Olha Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
37. Liudmyla Akimova, Oleksandr Akimov, Iryna Mihus, Yana Koval, & Vasiliy Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: <https://doi.org/10.18371/fcaptp.v4i35.21969>.
38. Liudmyla Akimova, Olga Osadcha, Vitalii Bashtannyk, Natalia Kondratska, & Catherine Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice*, 32(1), 434-443. DOI: 10.18371/FCAPTP.V1I32.200606.
39. Liudmyla Akimova, Olha Osadcha, & Olexsandr Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice*, 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
40. Liudmyla Akimova, Svitlana Levytska, Constantine Pavlov, Volodymyr Kupchak, & Marta Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice*, 30(3), 64-70. DOI: 10.18371/FCA PTP.V3I30.179501.
41. Liudmyla Akimova, Victoria Reinska, Olexsandr Akimov, & Marta Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
42. Lukina, T., Shevchenko, S., Shulga, N., Fast, A., Pravosud, O., & Bashtannyk, O. (2021). State educational policy for ensuring the quality of pedagogy: global trends and Ukrainian experience. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 38-44.
43. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
44. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. doi:10.14254/2071-789X.2020/13-2/19.
45. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduiev, M., Romaniuk, N., & Akimov, O. (2021). Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVII, 33-37.
46. Müller, H. (2020). Economic consequences of the Corona pandemic. The world after the crisis. Spiegel. Available at: <https://www.spiegel.de/wirtschaft/unternehmen/corona-krise-und-wirtschaft-die-wirtschaftlichen-folgen-der-pandemie-kolumne-a-542e8a73-273f-4e2b-958b-bea91c94d472>.
47. Nataliia Akimova, & Alina Akimova. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. doi: <https://doi.org/10.31470/2309-1797-2018-24-1-27-46>.
48. Oliinyk, O., Bilan, Y., Mishchuk, H., Akimov, O., & Vasa, L. (2021). The Impact of Migration of Highly Skilled Workers on The Country's Competitiveness and Economic Growth, *Montenegrin Journal of Economics*, 17(3), 7-19. DOI: 10.14254/1800-5845/2021.17-3.1.
49. Onyshchuk, S., Filippova, V., Borshch, H., Vasylchshyn, O., & Iakobchuk, V. (2020). Innovative solutions of improving efficiency in public management. *Revista San Gregorio*, 42, Special Edition-2020, 215-223.
50. Osadcha, O.O., Akimova, A.O., Hbur, Z.V., & Krylova, I.I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 27(4), 193-200. doi: 10.18371/FCAPTP.V4I27.154194.
51. Padhana, R., & Prabheesh, K. (2021). The economics of COVID-19 pandemic: A survey. *Economic Analysis and Policy*, 70, 220-237.
52. Sarker, P. (2020). COVID Crisis: Fiscal, Monetary and Macro-financial Policy Responses. *SSRN Electronic Journal*, 3(624), 41-54, DOI: <http://dx.doi.org/10.2139/ssrn.3601524>.
53. Shamne, A., Dotsevyh, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. doi: 10.31470/2309-1797-2019-25-1-384-408.
54. Shpektorenko, I., Vasylevska, T., Bashtannyk, A., Piatkivskyi, R., Palamarchuk, T., & Akimov, O. (2021). Legal bases of public administration in the context of European integration of Ukraine: questions of formation of a personnel reserve. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 76-81.
55. Shytyk, L., & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. doi: <https://doi.org/10.31470/2309-1797-2020-27-2-361-384>.
56. Siallagan, W. (2021). The role of fiscal policy in the crisis: A literature review. *CosmoGov*, 6(2). DOI: <http://dx.doi.org/10.24198/cosmogov.v6i2.29509>.
57. Skliarenko, Olesia, Akimova, Alina, & Svyrydenko, Oksana. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept «MACHT» in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2), 321-340. doi: 10.31470/2309-1797-2019-26-2-321-340.
58. Smyrnova, I., Akimov, O., Krasivskyy, O., Shykerynets, V., Kurovska, I., Hrusheva, A., & Babych, A. (2021). Analysis of the Application of Information and Innovation Experience in the

- Training of Public Administration Specialists. *IJCSNS International Journal of Computer Science and Network Security*, 21(3), March 2021, 120-126.
59. Stock, J.H. (2020). *Data Gaps and the Policy Response to the Novel Coronavirus*. NBER Working Paper.
60. Stupak, J.M. (2019). Fiscal policy: Economic effects. *Congressional Research Service Report*, 1–11.
61. Thomas, L. (2011). *The financial crisis and Federal reserve policy*. Palgrave Macmillan.
62. Vorobei, O., Akimova, A., & Akimova, A. (2021). Metaphorical Conceptualization of WAR in Chinese Sports Discourse. *Psycholinguistics*, 29(2), 25-45. <https://doi.org/10.31470/2309-1797-2021-29-2-25-45>.
63. Voronenko, M., Naumov, O., Naumova, L., Topalova, E., Filippova, V., & Lytvynenko, V. (2020). Analysis of the Effectiveness of an Investment Project Using Statistical Bayesian Networks, *10th International Conference on Advanced Computer Information Technologies (ACIT)*, 408-411, doi: 10.1109/ACIT49673.2020.9208982.
64. Yakymchuk, A.Y., Valyukh, A.M., & Akimova, L.M. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), 1, 170-178. doi: 10.25140/2410-9576-2017-1-3(11)-170-178.
65. Yakymchuk, A.Y., Akimova, L.M., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), 2, 170-177. doi: 10.25140/2410-9576-2017-2-2(10)-170-177.
66. Yakymchuk, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), 2, 70-75. doi: 10.25140/2410-9576-2017-2-1(9)-70-75.
67. Yu, Z., Xiao, Y., & Li, Y. (2020). The response of the labor force participation rate to an epidemic: Evidence from a cross-country analysis. *Emerg. Mark. Finance Trade*, 56(10), 2390-2407, DOI: 10.1080/1540496X.2020.1787149.
68. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. doi: <https://doi.org/10.18371/fcaptop.v2i33.207230>.
69. Zahorskyi, V.S., Lipentsev, A.V., Yurystovska, N.Ya., Mazii, N.H., & Akimov, O.O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. doi: <https://doi.org/10.18371/fcaptop.v3i30.179717>.
70. Zhang, D., Hu, M., & Ji, Q. (2020). Financial markets under the global pandemic of COVID-19. *Finance Res. Lett.* Article 101528. DOI: 10.1016/j.frl.2020.101528.

Primary Paper Section: A

Secondary Paper Section: AE, AH

ON THE QUESTION OF THE LEGAL ASPECT OF THE STAY OF UNITS OF THE ARMED FORCES OF ANOTHER STATE ON THE TERRITORY OF UKRAINE

^aVOLODYMYR TYMOSHENKO, ^bSERHIY DROMOV,
^cANDRII TYMOSHENKO

^a*National University Defense of Ukraine named after Ivan Chernyakhovsky, 30, Vozdukhoflotsky Prosp., 03186, Kyiv, Ukraine*

^b*JSC "Ukrzaliznytsia", 5, Jerzy Giedroyc Str., 03150, Kyiv, Ukraine*

^c*State Customs Service of Ukraine, 11-g, Degtyarevskaya Str., 04119, Kyiv, Ukraine*

email: ^av.tymosshenko@ukr.net, ^bdryomovvi@ukr.net,
^ctymoshenko.kyivi@gmail.com

Abstract: The article proposes the results of a study of the problem of legislative regulation of the presence of foreign state military formations on the territory of Ukraine as a factor that can have a significant impact on the state of national security. The issues of legal grounds for making a decision on granting a permit for such stay, the procedure for admission of units of armed forces of other states to the territory of Ukraine, conditions of stay in Ukraine for units of other states armed forces, the procedure for monitoring their activities during stay in Ukraine are considered. The analysis of separate legislative norms regulating the issues of foreign military presence on the territory of Ukraine is carried out, and recommendations on the measures to be taken to eliminate the identified shortcomings in the formation and implementation of state policy in this area are formulated.

Keywords: Armed forces, Constitution of Ukraine, Foreign military bases, Independence, Legal regulation, Multinational exercises, Sovereignty, Territorial integrity.

1 Introduction

Sovereignty and independence of the state, enshrined in Article 1 of the Constitution of Ukraine, have always occupied and will occupy a prominent place among the fundamental principles of the state system of Ukraine. At the same time, the legal essence and content of sovereignty, as a constitutive feature of any civilized state, provide undisputed supremacy, completeness, integrity, inalienability and independence of power within the state border, as well as equality and independence of the state in relations with other actors of international legal relations [12].

In parts one and three of Article 2 of the Constitution of Ukraine, it is written that the sovereignty of Ukraine extends to its entire territory, which within the existing border is integral and inviolable. According to the first part of Article 17 of the Basic Law of Ukraine, the protection of the sovereignty and territorial integrity of Ukraine is the most important function of the state, as well as the affair of the entire Ukrainian people. In view of this, part seven of this article stipulates among the guarantees of sovereignty that the location of foreign military bases on the territory of Ukraine is not allowed.

2 Materials and Methods

The theoretical basis of the work consisted of the works of domestic and foreign scientists who studied the problems of military bases on the territory of foreign countries, including V. Antipenko, O. Babikov, S. Bilotsky, M. Buromensky, L. Volova, I. Gorodysky, V. Denisov, A. Dmitriev, O. Zadorozhnyi, N. Zelinska, B. Klymenko, B. Koretsky, M. Lazarev, V. Lysyk, O. Merezko, Y. Nogovitsyna, A. Prilipko, K. Savchuk, V. Skibitsky, V. Steshenko, B. Tarasyuk, L. Chekalenko, V. Chornovil, and others [2, 4, 5, 6, 8, 9].

However, as the events that led to the illegal annexation of Crimea by the Russian Federation in 2014 have shown, these problems remain inexhaustible and require further scientific research.

The purpose of this publication is to unveiling the results of a study on the legal aspects of the presence of units of the armed forces of another state on the territory of Ukraine.

3 Results

The issue of the stay of foreign military bases on the territory of Ukraine is referred to by the domestic legislator as those that are regulated exclusively by the Constitution and laws of Ukraine.

In addition, it seems extremely important that the above constitutional provisions of the third part of Article 8 of the Basic Law of Ukraine are referred to the norms of direct action, which means an imperative prohibition on the location of foreign military bases in Ukraine.

However, the norms of the national legislation of Ukraine allow temporary stay of units of the armed forces of other states on the territory of Ukraine. At the same time, according to paragraph 2 of the second part of Article 92 of the Constitution of Ukraine, the admission and stay of units of the armed forces of foreign states on the territory of Ukraine is established only by the laws of Ukraine. Therefore, the approval of such a decision by paragraph 23 of Article 85 of the Constitution of Ukraine is referred to the exclusive powers of the Verkhovna Rada of Ukraine [7].

The Law of Ukraine "On the Procedure for Admission and Conditions of Stay of Units of Armed Forces of Other States on the Territory of Ukraine" is basic in the normative and legal regulation of this issue [2]. This Law, in particular, establishes the following:

- The procedure for admission of units of the armed forces of other states to the territory of Ukraine;
- Conditions of staying in Ukraine for units of the armed forces of other states;
- The procedure for exercising control over their activities during their stay on the territory of Ukraine.

Article 1 of the Law of Ukraine "On the Procedure for Admission and Conditions of Stay of Units of Armed Forces of Other States on the Territory of Ukraine" states that a unit of armed forces of another state is sent to Ukraine for a specific purpose specified by an international treaty of Ukraine.

According to Article 3 of this Law, the purpose of units of the armed forces of other states on the territory of Ukraine may be as follows:

- Participation in joint military exercises with other units of the Armed Forces of Ukraine and other military formations formed in accordance with the laws of Ukraine and other measures to improve combat training, exchange of experience under agreements (treaties) on international military cooperation, including training of joint military units created within the framework of military cooperation under international agreements of Ukraine;
- Transit movement of units of the armed forces of other states through the territory of Ukraine. In this case, the terms of movement of these units through the territory of Ukraine may not exceed 10 days, unless otherwise provided by an international agreement of Ukraine;
- Providing Ukraine, at its request, with military assistance in repelling (stopping, termination) of armed aggression by a third country (third countries);
- Providing Ukraine, at its request, with assistance in eliminating the consequences of emergencies caused by natural and man-made consequences;
- Servicing of military units temporarily stationed on the territory of Ukraine in accordance with international agreements of Ukraine;
- Providing Ukraine, at its request, with assistance in the form of an international peace and security operation on its territory based on a UN and/or EU decision.

Thus, the Law of Ukraine “On the Procedure for Admission and Conditions of Stay of Units of Other States Armed Forces the Territory of Ukraine” connects the admission to the territory of Ukraine of units of armed forces of other, i.e., foreign, states, with their implementation of a number of temporary measures on Ukrainian territory. At the same time, part one of Article 5 of this Law establishes a list of necessary conditions to be met by an international agreement of Ukraine on the procedure for admission and conditions of stay on the territory of Ukraine of units of the armed forces of other states.

According to the Law, the conditions of stay of units of the armed forces of other states on the territory of Ukraine are as follows:

- Temporality;
- Compliance of such stay with the national interests of Ukraine;
- Absence of obstructing the development of Ukraine's relations with third countries and the strengthening of international collective security due to this state;
- Observance of the laws of Ukraine by units of the armed forces of other states, persons of military and civilian personnel who are members of them, as well as members of their families, refraining from any political activity in Ukraine, as well as from other activities incompatible with its national interests;
- Non-use of units of the armed forces of other states contrary to the military-political and other interests of Ukraine, the requirements of the UN Charter on actions to maintain peace and security, and other norms of international law.

The correct and uniform interpretation of these legislative requirements, as well as their exact practical application seem to be extremely important for creating appropriate conditions for ensuring the national security of Ukraine. Therefore, the decision on admission of other states armed forces to the territory of Ukraine should be made only in compliance with all the conditions specified in part one of Article 5 of the Law of Ukraine “On admission and conditions of stay of units of other states armed forces in the territory of Ukraine”. In view of this, it seems expedient to conduct an analysis of the implementation in practice of the conditions of stay of units of other states armed forces determined by the legislation of Ukraine.

1. The temporary nature of staying of units of the armed forces of other states on the territory of Ukraine means a clear definition and limited time to achieve the goal of such a stay.

It should be noted that the legislation of Ukraine does not contain a definition of “temporary”, which creates significant problems in the application of the rules on the presence on the territory of Ukraine of units of the armed forces of other states. The authors of the Academic Explanatory Dictionary of the Ukrainian Language suggest to understand by temporary the one that lasts, exists, or acts for some time; opposite to constant [2]

This definition seems too concise and brief, but even in such a truncated form, it allows distinguishing the defining feature of the category of “temporary”. As well as permanent, temporary lasts in time. However, this time is limited.

In our opinion, the restriction of the time spent on the territory of Ukraine by units of the armed forces of other states is targeted. Such a restriction should be aimed at ensuring national security, namely state and territorial unity, the integrity of the country, the stability of its political regime and state system.

In addition, the Law of Ukraine “On the Procedure for Admission and Conditions of Stay of Units of Other States Armed Forces on the Territory of Ukraine” links the admission to the territory of Ukraine of units of armed forces of other, i.e., foreign, states with the implementation of a number of temporary measures on Ukrainian territory.

The Law of Ukraine “On Approval of the Decision of the President of Ukraine on Admission of Units of Other States Armed Forces to Ukraine in 2017 for Participation in Multinational Exercise” seems to be an example of compliance with the condition of temporary stay of units of armed forces of other states on the territory of Ukraine.

Having adopted this Law, the Parliament allowed the holding of multinational exercises with the participation of units of the Armed Forces of Ukraine on the territory of Ukraine and their participation in multinational exercises outside Ukraine for 2017. This document also defines the procedure for admission of units of the armed forces of other states to the territory of Ukraine that year to participate in such exercises.

According to the approved plan, in January-December 2017, up to 3,000 troops with armaments and military equipment, up to 6 aircraft and helicopters of the United States, other NATO member states and member states of the Partnership for Peace were admitted for up to 365 days were allowed to enter the territory of Ukraine to participate in multinational exercises such as the Ukrainian-American exercises “Sea Breeze-2017” and “Rapid Trident-2017”, with the involvement of other parties in the framework of military cooperation [10].

It should be added that the holding of multinational military exercises was planned to support at the appropriate level the defense capabilities of the Ukrainian state, the combat capability of the Armed Forces of Ukraine, and other military formations. Such exercises are conducted taking into account the obligations of Ukraine in accordance with international agreements in the military sphere.

The Verkhovna Rada of Ukraine also supported the proposal of the President of Ukraine to admit units of other states to the territory of Ukraine to participate in multinational exercises to be held in 2018.

Units of the Armed Forces of Ukraine and other military formations of Ukraine will be involved in six multinational exercises. It is planned to involve more than 14 thousand servicemen of Ukraine in these exercises. About 8,000 foreign participants are expected to be involved from our partners.

According to the plan for military exercises this year, the parliament approved the admission of units of the US armed forces and other NATO member states in the framework of military cooperation.

According to the plan, up to 3,000 servicemen with weapons and military equipment, up to 6 planes and helicopters for up to 365 days in January-December 2018 will be admitted as part of a multinational training of armed forces units.

Also the admission of units of NATO member states and member states of the “Partnership for Peace” in the number of up to 2,000 servicemen with weapons and military equipment, up to 20 aircraft and helicopters is approved for up to 16 days in June-November 2018 under the Ukrainian-American training “Rapid Trident – 2018”.

In addition, the Rada approved the admission of other military forces to participate in the Ukrainian-American exercises “Sea Breeze – 2018” for up to 25 days in June-October 2018. Also, foreign soldiers are allowed to participate in the exercises “Light Avalanche – 2018”, “Clear Sky – 2018”; Ukrainian-Romanian exercise “Riverian – 2018” [11].

4 Discussion

Thus, all of the above gives grounds to suggest that the temporary stay of units of the armed forces of other states on the territory of Ukraine should be understood as clearly defined and limited in time staying of units of the armed forces of other states on the territory of Ukraine. At the same time, the restriction of the stay on the territory of Ukraine of units of the armed forces of other states should not contradict other

obligations of the state, adopted in accordance with international law. Otherwise, the measures taken may be ineffective and violate international law.

2. Another condition for the stay on the territory of Ukraine of units of the armed forces of other states is the compliance of the stay on the territory of Ukraine of units of the armed forces of other states to the national interests of Ukraine. This requirement seems to be insufficiently formulated. This conclusion can be reached on the basis of a careful analysis of the legislation of Ukraine and subsequent judgments.

Article 1 of the Law of Ukraine "On the Fundamentals of National Security of Ukraine" defines national interests as vital material, intellectual, and spiritual values of the Ukrainian people as the bearer of sovereignty and the only source of power in Ukraine, determining the needs of society and the state and its progressive development.

As can be seen, the legislator attributed to the national interests the vital values of the Ukrainian people of a material and intangible nature. It is, obviously, first of all, about universal, social, and group values.

Universal values include values that take precedence over all others, because they are the basis of human existence and are perceived as axiomatic. Among these, there are life, freedom, dignity, justice, and more.

Group values reflect the mood of the collective. They are common to a group of people within certain organizational entities.

Social values are values that are preventive for a particular society. Further in the definition, it is about the defining needs of society and the state, the implementation of which guarantees the state sovereignty of Ukraine and its progressive development.

Thus, the international agreement of Ukraine on the procedure for admission and conditions of stay on the territory of Ukraine of units of the armed forces of other states must have provisions that indicate specific important material, intellectual, and spiritual values of the Ukrainian people, as well as defining needs of society and the state, implementation of which guarantees sovereignty of Ukraine and its progressive development.

However, the lack of a legally fixed definition of "vital values of the Ukrainian people (material, intellectual and spiritual)", "defining needs of society and the state" created the preconditions for their arbitrary and unequal interpretation, which eventually led to the annexation of Crimea by the Russian Federation in 2014 and subsequent occupation of Donetsk and Luhansk regions, which continues to this day.

One of the decisive stages in the development of the Russian Black Sea Fleet and the subsequent annexation of Crimea seems to have been the signing on April 1, 2010 in Kharkiv of the Agreement between Ukraine and the Russian Federation on the Russian Black Sea Fleet's stay in Ukraine in exchange for a reduction of gas prices [13]. According to Article 1 of this agreement, the stay of the Russian Black Sea Fleet in Sevastopol was extended from 2017 to 2042 with an automatic extension for 5 years, if either party does not object, and the rent fee is set [5]. The Parties also extended the Agreement between Ukraine and the Russian Federation on the status and conditions of the Russian Black Sea Fleet on the territory of Ukraine of May 28, 1997, the Agreement between Ukraine and the Russian Federation on the parameters of the Black Sea Fleet of May 28, 1997, and the Agreement between the Government of Ukraine and the Government of the Russian Federation on mutual settlements related to the division of the Black Sea Fleet and the stay of the Black Sea Fleet in the territory of Ukraine from May 28, 1997 for twenty-five years from May 28, 2017, followed by automatic extension for subsequent five-year periods, if neither Party shall notify the other Party in writing of its termination no later than one year before the expiry date [13].

Interpreting the concept of "determining needs of society and the state" at his own discretion, at that time the Chairman of The Verkhovna Rada of Ukraine V. Lytvyn noted that Ukraine receives as rent for the stay of the Black Sea Fleet of the Russian Federation on its territory only \$97 million 700 thousand in year. According to him, this amount is needed to repay the gas debt to the Russian Federation, which at that time amounted to \$2 billion 300 million. After signing and ratifying the agreement to extend the Black Sea Fleet's stay in Ukraine, it was to receive \$35-40 billion for ten years [3].

As time has shown, the signing of the Kharkiv agreements in April 2010 was a huge mistake of Ukraine in diplomatic relations with the Russian Federation, which became possible due to brutal violations of constitutional norms and legislation by the then leadership and, in essence, is a betrayal of geopolitical interests of the country "for the sake of a "ghostly concession in the price of Russian gas".

Thus, obtaining temporary material benefits over time cost Ukraine the Crimean peninsula. After all, namely the Black Sea Fleet of the Russian Federation played a significant role in the annexation of part of the territory of Ukraine.

3. Absence of hinder the development of Ukraine's relations with third states and the strengthening of international collective security due to the presence of units of the armed forces of other states on the territory of Ukraine.

This condition of the presence of units of the armed forces of other states on the territory of Ukraine corresponds to the principles of collective security of different states, which, in turn, is based on such basic principles as the following:

- Indivisibility of security, when aggression against one State Party is considered aggression against other States Parties;
- All States Parties are equally responsible for maintaining security;
- Non-interference in internal affairs and taking into account the interests of all participants in the collective security system;
- Member states guarantee collective defense;
- Decisions on fundamental issues of collective security are made on the basis of consensus.

It is obvious in this sense that Russia's military presence on Ukrainian territory and Ukraine's membership in NATO are incompatible, as such a presence is contrary to the principle of collective defense of Allies. Thus, the process of Ukraine's membership in NATO requires the development of a number of specific mechanisms that would ensure the withdrawal of the Russian Black Sea Fleet from the territory of Ukraine, which includes the Autonomous Republic of Crimea, now occupied territory. Such mechanisms should be implemented both at the international level and at the level of bilateral interstate relations.

4. Observance of the laws of Ukraine by units of the armed forces of other states, persons of military and civilian personnel who are part of them, as well as members of their families, refraining from any political activity in Ukraine, as well as from other activities incompatible with its national interests.

International practice shows that the vast majority of agreements on foreign military presence are aimed at ensuring joint defense measures. In this case, a state that provides its territory for foreign troops has the right to extend exclusive jurisdiction to servicemen and civilian personnel of these troops in respect of crimes related to the security of this country. At the same time, a country that sends its troops to another state undertakes to protect it from aggression by third countries, as well as to adhere to the following principles:

- Respect for the sovereignty, independence, territorial integrity and national interests of the country in which these troops will be stationed;

- Compliance with the national legislation of the state in whose territory it deploys its troops;
- Non-interference in internal affairs and refraining from political activity in a country that provides its territory for the deployment of foreign troops.

In addition, military and civilian personnel are not entitled to claim citizenship and permanent residence in the country in which this contingent of troops is located.

The state providing its territory shall exercise control over the mass distribution of printed publications and other mass media belonging to a foreign military contingent, as well as over its commercial and economic activities.

It should be noted that non-compliance with the agreements by the Russian military has become commonplace since the beginning of their stay in Ukraine. An example of this is the recorded repeated violations of the order of movement of troops of the Black Sea Fleet of the Russian Federation on the territory of Ukraine. Thus, in 2005, an unauthorized landing of personnel and military equipment was made from the landing ship of the Black Sea Fleet of the Russian Federation "M. Filchenkov" in the area of Cape Opuk.

Another clear example of non-compliance with the agreements on the order of stay of the Black Sea Fleet in Ukraine is the illegal seizure of property, such as navigation and hydrographic facilities lighthouses in the area from Cape Tarkhankut to Cape Ayu-dag while the court ruled on them belonging to Ukraine.

During all previous years, numerous other violations of the legislation of Ukraine and the concluded agreements from the side of the military formations of the Black Sea Fleet of the Russian Federation were recorded. In particular, it concerns the obstruction of the proper legal registration of leased land plots and infrastructure facilities, as well as the exercise of control over their condition by the authorized state bodies of Ukraine; non-payment of taxes by economic entities of the Black Sea Fleet of the Russian Federation; creating threats to the environmental security of Ukraine, conducting activities not related to the performance of the main functions of the fleet (including conducting information and advocacy work among the local population), etc.

5. The most glaring in terms of socially dangerous consequences were the annexation of Crimea, in which the Russian Black Sea Fleet played a key role, and the subsequent occupation of certain areas of Donetsk and Luhansk regions. This violated another important condition for the presence of units of the armed forces of other states on the territory of Ukraine, defined by the legislation of Ukraine, namely, non-use of units of the armed forces of other states contrary to Ukraine's military-political and other interests, as well as norms of international law.

It is considered necessary to pay special attention to the fact that the measures taken by the representatives of the then authorities of Ukraine did not have a significant impact on the situation. This increased offenders' sense of impunity and permissiveness, and encouraged even more defiant behavior. Thus, the former Chairman of the Verkhovna Rada of Ukraine V. Lytvyn, based on his own considerations, came to the conclusion that there are no foreign military bases in Ukraine at all. He motivated this conclusion by the fact that Article 17 of the Constitution of Ukraine prohibits the deployment of foreign military bases on the territory of our state. Instead, the current paragraph 14 of the Transitional Provisions of the Basic Law of Ukraine allowed the temporary stay of foreign troops on military bases of Ukraine on the basis of relevant agreements. Therefore, according to the ex-speaker of the Verkhovna Rada of Ukraine, it is necessary to distinguish between the terms "location of foreign military bases" and "temporary stay of foreign troops on Ukrainian military bases". In his opinion, this is the same as if, in accordance with national legislation, we cannot allow a foreigner to build a house in Ukraine, but we can lease a house to him on mutually beneficial terms.

Commenting on the Kharkiv agreements, Mr. V. Lytvyn was also extremely critical of the position of those politicians who considered the signing of these agreements to be ignoring and betraying the national interests of Ukraine. At the same time, he categorically ruled out the existence of a military threat to Ukraine due to the extension of the Russian Black Sea Fleet's base in Ukraine [3].

The position of the judiciary of Ukraine on the issue of the presence of the Black Sea Fleet of the Russian Federation on the territory of Ukraine seems no less impressive. It is, first of all, about the Constitutional Court of Ukraine, which should have said its weighty word in this case, but did everything possible to evade this mission.

Thus, on December 26, 2000, the Constitutional Court of Ukraine rendered Resolution №65-u/2000 in case №2-66/2000 refusing to open constitutional proceedings in the case on the constitutional petition of 50 deputies of Ukraine on the constitutionality of the Law of Ukraine "On ratification of the Agreement between Ukraine and the Russian Federation on the status and conditions of the Black Sea Fleet of the Russian Federation on the territory of Ukraine, the Agreement between Ukraine and the Russian Federation on the parameters of the Black Sea Fleet and the Agreement between the Government of Ukraine and the Government of the Russian Federation Of the Black Sea Fleet and the stay of the Black Sea Fleet of the Russian Federation on the territory of Ukraine".

This decision of the Constitutional Court of Ukraine is motivated by the fact that the authors of the constitutional petition substantiate the unconstitutionality of the Law on Ratification of Agreements on the Black Sea Fleet by referring to the fact that a number of provisions of these Agreements do not comply with the Constitution of Ukraine (Articles 8, 9, 13, part seven of Article 17, Articles 18, 58, item 14 of the Transitional Provisions of the Constitution of Ukraine). However, the analysis of the case file in this part led to the conclusion that the issues raised in the constitutional petition do not concern the Law on Ratification itself, but the text of international treaties ratified by it, i.e., issues to which other entities have the right to apply (the first part of Article 151 of the Constitution of Ukraine).

On April 20, 2010, the Constitutional Court of Ukraine issued Resolution No.27-u/2010 in case No.2-27/2010 refusing to open constitutional proceedings in the case on the constitutional petition of 50 people's deputies of Ukraine regarding the official interpretation of the provisions of paragraph 14 of Section XV "Transitional Provisions" Of the Constitution of Ukraine in systematic connection with part seven of Article 17 of the Basic Law of Ukraine.

The subject of the right to a constitutional petition applied to the Constitutional Court of Ukraine with a request to give an official interpretation of the provisions of paragraph 14 of Section XV "Transitional Provisions" of the Constitution of Ukraine in systematic connection with part seven of Article 17 of the Basic Law of Ukraine. The authors of the petition people's deputies of Ukraine asked the Constitutional Court of Ukraine to answer the question "whether the provisions of paragraph seven of Article 17 of the Basic Law of the state apply to the provisions of paragraph 14 of section XV "Transitional Provisions" of the Constitution of Ukraine, according to which temporary stay of foreign military formations is possible on lease in the manner prescribed by international treaties of Ukraine ratified by the Verkhovna Rada of Ukraine, temporarily, i.e., unconditionally one term defined in the international treaty of Ukraine concluded on the basis of this paragraph and cannot be extended in time".

According to the deputies of Ukraine who appealed to the Constitutional Court of Ukraine, the provisions of Section XV "Transitional Provisions" of the Constitution of Ukraine apply "to a specific case, i.e., once", and after the expiration of Section XV "Transitional Provisions" of the Constitution of Ukraine should be applied only those provisions of the Basic Law of Ukraine which are contained in its main part and have a basic character" [12].

The Constitutional Court of Ukraine ruled that the people's deputies of Ukraine did not apply for an official interpretation of the provisions of the Constitution of Ukraine, but for the practical application of the Basic Law of Ukraine in the future, which is in fact a law enforcement consultation. According to the judges of the Constitutional Court of Ukraine, the official interpretation and application of legal norms are different types of legal activity. Providing consultations or explanations on the application of legal norms to a specific case, search and analysis of such norms for the purpose of their application is a law-enforcement activity and does not belong to the powers of the Constitutional Court of Ukraine.

In view of this, the Constitutional Court of Ukraine refused to initiate proceedings because the issues raised in the constitutional petition are not within the jurisdiction of the Constitutional Court of Ukraine, which is grounds for refusing to initiate constitutional proceedings in accordance with Article 45 §3 of the Law of Ukraine "On the Constitutional Court of Ukraine".

On February 10, 2010, President Yushchenko addressed the Constitutional Court of Ukraine with a constitutional petition requesting a formal interpretation of the provisions of paragraph 14 of Section XV "Transitional Provisions" of the Constitution of Ukraine in systematic connection with part seven of Article 17 of the Basic Law of Ukraine. This raised the question: "whether in terms of the provisions of part seven of Article 17 of the Basic Law of the state the provision of paragraph 14 of section XV "Transitional Provisions" of the Constitution of Ukraine applies, according to which the use of existing military bases in Ukraine for temporary stay of foreign troops is possible on lease, defined by international treaties of Ukraine ratified by the Verkhovna Rada of Ukraine, temporarily, i.e., unconditionally one term, which is defined in the international treaty of Ukraine concluded on the basis of this paragraph, and cannot be extended in time".

The submission emphasized that the Basic Law of Ukraine provides for the possibility of exclusively temporary use of existing military bases on the territory of Ukraine for the stay of foreign military formations (paragraph 14 of Section XV "Transitional Provisions").

On April 20, 2010, the Constitutional Court of Ukraine issued Resolution No.26-u/2010 in case №2-26/2010 refusing to open constitutional proceedings in the case on the constitutional petition of the President of Ukraine on the official interpretation of the provisions of paragraph 14 of Section XV "Transitional Provisions" of the Constitution of Ukraine in systematic connection with part seven of Article 17 of the Basic Law of Ukraine.

The court concluded that in fact the head of state had raised the issue not of an official interpretation of the provisions of the Constitution of Ukraine, but of their application in the future, i.e., the provision of advice on law enforcement. According to the judges of the Constitutional Court of Ukraine, providing consultations or clarifications on the application of legal norms to a particular case, search and analysis of such norms for their application in a particular case is law enforcement activity and does not belong to the powers of the Constitutional Court of Ukraine of March 31, 2010 No. 15-u/2010).

Thus, the Constitutional Court of Ukraine has never started considering the case in its essence, but limited itself to issuing a ruling on the refusal on formal grounds to open constitutional proceedings in the cases on the said constitutional submissions.

5 Conclusion

In view of all the above, we consider it appropriate to draw the following conclusions.

1. Foreign military bases have always been and remain one of the most effective levers of influence on the foreign policy relations of states. Deployment of military bases is carried out,

primarily in politically and economically unstable regions, in order to stabilize the situation in troubled territories, to achieve peace and law and order in international relations. However, the main condition for achieving a positive result from a foreign military presence is strict observation of international law and strict compliance with obligations under relevant international treaties.

Violation of agreements on the location of foreign military bases and their conditions of stay, as seen in the example of Ukraine, can lead to armed conflicts that affect peace and stability in a particular region and the world as a whole.

Thus, although military bases are capable of performing defense and security functions, they can also act as a factor of negative impact on the state of national security, as well as a tool for illegal expansion of geopolitical space for aggressor countries.

2. The location of foreign military formations on the territory of Ukraine is an extremely important factor influencing the state of national security. Throughout the process of establishing Ukraine as an independent state, the issue of the Black Sea Fleet of the Russian Federation was problematic for the development and formation of interstate relations. This issue has gone through a certain evolutionary path from the division between Ukraine and the Russian Federation of the Black Sea Fleet of the former USSR to determining the conditions of temporary stay of the Black Sea Fleet of the Russian Federation on the territory of Ukraine.

This issue became especially acute when the Russian Federation linked the signing and ratification of the basic Treaty of Friendship, Cooperation, and Partnership between Ukraine and the Russian Federation of May 31, 1997 with the conclusion and ratification of agreements on the division of the USSR Black Sea Fleet.

The issue of compliance with the legislation of Ukraine and the concluded bilateral agreements by the military formations of the Russian Black Sea Fleet has always been problematic. The influence of the Ukrainian authorities on this situation was insufficient, which increased the offenders' sense of impunity and permissiveness.

3. The stay of foreign military bases on the territory of Ukraine is regulated exclusively by the Constitution and laws of Ukraine. In accordance with part seven of Article 17 of the Basic Law of Ukraine, the location of foreign military bases is not allowed on the territory of Ukraine. However, paragraph 2 of the second part of Article 92 of the Constitution of Ukraine provides that the admission and stay of units of the armed forces of foreign states on the territory of Ukraine is established only by the laws of Ukraine.

The Law of Ukraine of February 22, 2000 "On the Procedure for Admission and Conditions of Stay of Units of Armed Forces of Other States on the Territory of Ukraine" establishes the procedure for admission of units of armed forces of other states to the territory of Ukraine, conditions of stay of units of armed forces of other states in Ukraine, as well as carrying out control of their activities.

The results of a study conducted taking into account the Russian aggression against Ukraine, in the implementation of which the location of the Russian Black Sea Fleet in our country played an important role, give grounds to conclude that these laws need significant rethinking and proper refinement.

4. The imperfection of legislative provisions and norms of international treaties, which regulate certain issues of foreign military presence on the territory of Ukraine, together with arbitrary interpretation of relevant constitutional and legal provisions had a very negative impact on Ukraine's national security, which in turn led to significant negative consequences Ukraine's loss of part of the territory (the Crimean peninsula and the ongoing armed conflict in the east).

The development of Ukrainian-Russian relations was negatively affected by the lack of proper political will of the previous leadership of our state and the openly wait-and-see attitude of the judiciary, in particular the Constitutional Court of Ukraine. Russia's military presence on Ukrainian territory and Ukraine's membership in NATO are incompatible, as such a presence is contrary to the principle of collective defense of Allies. Thus, the process of Ukraine's membership in NATO requires the development of a number of specific mechanisms that would ensure the withdrawal of the Russian Black Sea Fleet from the Autonomous Republic of Crimea, which is currently the occupied territory of Ukraine. Such mechanisms should be implemented both at the international level and at the level of bilateral interstate relations.

5. In view of all the above, the President of Ukraine considers it expedient to apply to the Constitutional Court of Ukraine with a constitutional petition in accordance with part two of Article 147, paragraph 2 of part one of Article 150 of the Constitution of Ukraine, Articles 13, 39, 41 and 93 of the Law of Ukraine "On the Constitutional Court of Ukraine regarding the official interpretation of the norm of paragraph 14 of Section XV "Transitional Provisions" of the Constitution of Ukraine in its systemic relationship with part seven of Article 17 of the Basic Law of Ukraine.

The basis for such a constitutional submission will be the need to clarify and officially interpret the norm of paragraph 14 of Section XV "Transitional Provisions" of the Constitution of Ukraine in its systematic relationship with part seven of Article 17 of the Basic Law of Ukraine, which will create conditions for their uniform further application.

6. Given the need to improve the legislation of Ukraine in the context of significant changes in the security environment, the President of Ukraine should consider preparing and submitting to the Verkhovna Rada of Ukraine a new version of the Law of Ukraine "On the procedure for admission and conditions of units of armed forces of other states".

In order to develop the provisions of the relevant draft law, it is expedient to create a working group, which should include leading experts in the field of national security, constitutional and international law.

Literature:

1. Academic explanatory dictionary. (1981). *Dictionary of the Ukrainian language (1970-1980)*. Available at: <http://sum.in.ua/s/tymchasovyj>.
2. Chornovil, V. (1996). Declaration of the faction of the People's Movement of Ukraine (to the drive of the special order of the Chornomorsk Ukraine of Russia). *Voice of Ukraine*, 31, 6.
3. Donbass news. (2021). *Lytvyn did not find foreign military bases in Ukraine*. Available at: <http://novosti.dn.ua/news/111020-lytvyn-ne-nashel-ynostrannykh-voennykh-baz-v-ukrayne>.
4. Gorodiskiy, I.M. (2008). *The current state of international attitudes and the problem of the attitudes of powers*. Ukrainian statehood, history and modernity: Collection of materials of the 5th All-Ukrainian scientific and practical conference of young people. Mariupol, 261-263.
5. Gorodiskiy, I.M. (2011). Continuing the term of the base of the Chornomorsk Fleet of Russia in the territory of Ukraine: the legal aspect of the problem. *Our Right*, 1(1), 161-167.
6. Nosov, V. (2010). Military presence as an instrument of foreign policy of Russia and the United States: PhD thesis in Political Sciences: 23.00.04. Bishkek, 2010.
7. On the procedure for admission and conditions of stay of units of the armed forces of other states on the territory of Ukraine. (2000). Law of Ukraine of February 22, 2000 No. 1479-III. *Bulletin of the Verkhovna Rada of Ukraine (VVR)*, 17, 122.
8. Prylipko, A. (2009). Food for admission and transfer of children of foreign military-naval forces in the territory of Ukraine and those specialties before the hour of the conflict. *Call of Trade: Law and Economy*, 6(47), 103-107.

9. Steshenko, V.M. (2001). *Lease of the Territory in the International Public Law*. PhD thesis in Political Sciences: 12.00.11. National Law Academy of Ukraine named after Yaroslav the Wise. Kharkiv.

10. The President signed a law on the admission of foreign troops for multinational exercises. (2017). *Radio Svoboda*. Available at: <https://www.radiosvoboda.org/a/news/28261648.html>.

11. Verkhovna Rada approved the decision of President Petro Poroshenko on the admission of units of other states to the territory of Ukraine to participate in multinational exercises to be held in 2018. (2021). *Ukrinform*. Available at: <https://www.ukrinform.ua/rubric-polytics/2384982-rada-shvalila-dopusk-inoze-mnih-vijskovih-na-navcanna-v-ukraini.html>.

12. Verkhovna Rada of Ukraine. (2005). Charter of the United Nations and Charter of the International Court of Justice of 26.06.1945. Available at: http://zakon2.rada.gov.ua/laws/show/995_010.

13. Verkhovna Rada of Ukraine. (2010). *Agreement between Ukraine and the Russian Federation on the stay of the Black Sea Fleet of the Russian Federation on the territory of Ukraine from 21.04.2010*. Available at: http://zakon4.rada.gov.ua/laws/show/643_359.

Primary Paper Section: A

Secondary Paper Section: AD, AG

PUBLIC POLICY IN THE FIELD OF STATE-PRIVATE PARTNERSHIP

^aNADIYA KALASHNYK, ^bOLEKSANDRA KHUDOBA,
^cIRYNA KOLOSOVSKA, ^dDIANA ZAYATS, ^eTETIANA
PANFILOVA

^{a-e}Lviv Regional Institute for Public Administration of the
National Academy for Public Administration under the President
of Ukraine, 16, Sukhomlyns'koho Str., 79491, Lviv-
Bryukhovychi, Ukraine

email: ^akalashnyknns@gmail.com, ^bkhudoobai@gmail.com,
^ckira2007amaill@ukr.net, ^ddianazzaji22@gmail.com,
^epanfilova_tt@academy.lviv.ua

Abstract: The article attempts to comprehensively describe development trends, essential features, peculiarities, and forms of the mechanism of public-private partnership. The analysis of the functions of public-private partnership is presented with the actualization of the main goals of public and private partners. The article presents the attempt to reveal the main positive effects of public-private partnership, as well as possible difficulties for both the public partner and the private partner. It is shown that the current high interest in public-private partnership (PPP), its various schemes and mechanisms is determined by the fact that the cooperation of public authorities with the private sector in various fields can offer and provide a number of benefits and attractive opportunities. The results of the study can be taken into account by state and municipal authorities, both in the development of state strategy for the development of PPP, and in the formation of the legal framework in this area.

Keywords: Education, Healthcare, Investment, Policy, Property, Public-private partnership.

1 Introduction

The global financial crisis of 2008 and even more so the current crisis related to the COVID-19 pandemic showed that one of the reasons for the negative consequences of the crisis was the sharpening of the fundamental contradiction of the existing management system between the objective need to strengthen its public character and the growing level of alienation of objects of management from subjects of making administrative decisions. The main mechanism for its resolution is the creation of an effective system of public administration, the core element and adequate institutional and structural form of object certainty of which is competently organized public-private partnership (PPP).

In the economics science of the early 21st century, the studies of the above problem became especially relevant and important, as they pave the way for the formation of a modern paradigm of public administration due to changed realities in economic relations of public authorities, civil society, and business environment [1, 7, 40]. In the structure of these relations, and, as a consequence, in the system of public administration, there are changes dictated by the need to develop new transparent actions of the state, contributing to the strengthening of the public nature of governance. In this regard, today it is necessary to transform the existing system of government into a qualitatively new model of public administration, based on the interests and needs of civil society in general and entrepreneurship in particular [49]. One of the effective mechanisms for implementing the new model of public administration and its adequate economic nature is namely public-private partnership.

The interaction between the state and the private sector to solve socially significant problems has a long history. However, if earlier such interaction was manifested through the organization of individual events and procurement, in recent decades it has taken a legally established form of cooperation based on the use of public-private partnership mechanisms [8]. The need for public-private partnership arises, first of all, in those areas for which the state is traditionally responsible public facilities (education, health care, etc.).

Public-private partnership, by its economic nature, provides a practical implementation of a mixed model (when the financing of facilities is carried out on the principles of subsidiarity of public and private funds) and enables the development of traditional mechanisms of economic relations between government and private sector to develop, plan, finance, build

and operate infrastructure facilities [59]. Therefore, the partnership between the state and the private sector should be characterized as a long-term interaction in order to attract additional sources of funding. The main goal of public-private partnership is the development of infrastructure in the interests of society by combining resources and experience of each party, the implementation of socially significant projects with the lowest costs and risks, under conditions of the provision of high-quality services to economic entities.

2 Literature Review

It should be noted first of all that the term "PPP" is usually used in several senses [7, 8, 40, 52]:

1. Broadly as any form of interaction between the state and business in order to solve socio-economic problems (to avoid confusion, it is also proposed to use the term "public-private interaction");
2. In a narrow sense as a special form of cooperation between the state (municipality) on the one hand and a private investor on the other, aimed at implementing a joint investment project in relation to the object in the sphere of public interest and control (usually public infrastructure) [2- 4, 6, 13, 16]. The specificity of this form of public-private interaction is determined by a number of features, including the pooling of resources and a particularly balanced distribution of risks. The latter implies, on the one hand, the transfer to a private partner greater risks in comparison with the purchase of goods, works, or services for public use and, on the other hand, less risks than rent on investment terms. This balance of risks is usually enshrined in law in the form of specific types of long-term contracts: concession agreements, public-private partnership agreements. One could argue about the possibility of classifying other contractual types as PPPs, but all this has no legal, and, therefore, great practical significance.
3. In an even narrower sense, it can be seen as a special contractual form of PPP, which has a number of significant differences in relation to the concession agreement. States approach the distinction between concession and PPP agreements differently, but in world practice, concession is often understood as an investment project structured on the principles of PPP, in which the return on investment of a private partner (concessionaire) is carried out through direct collection of fees from consumers, in contrast to the PPP agreement, according to which a private partner does not usually collect fees from consumers in its favor, but receives from the state a regular fee for the operational readiness of the facility ("availability payments") [17-19]. There are also other approaches. It is also important to keep in mind that too broad interpretation of "public-private partnership" is undesirable due to the possible confusion between PPP and public procurement.

In PPP theory, it is considered as a tool to intensify the implementation of infrastructure and other projects [10]. Involvement of interested private partners in the implementation of projects by the state with their financial, organizational, intellectual resources, complementing the state's capabilities, multiplies the resulting effect, allowing to significantly intensify the implementation of infrastructure and other projects, significantly reduce the time of providing consumers with certain infrastructure opportunities [1].

PPP mechanisms have significant potential for the creation and implementation of infrastructure projects that allow for more efficient use of public resources and opportunities, partially free up public resources and opportunities for other projects and offer conditions for government agencies to achieve better ratio of cost and quality by improving risk allocation, innovation, as well as improved asset use and management practices [7].

This is ensured by using the experience of the private sector in the planning and implementation of projects, by reducing the initial projected budget costs for project implementation by attracting private investment. At the same time, infrastructure projects implemented within the framework of PPP, in themselves, act as powerful incentives to minimize costs throughout the life cycle of the infrastructure project, which is extremely difficult to achieve within the established model of public procurement.

3 Materials and Methods

The theoretical basis of the study included the works of the authors in the field of public administration, scientific achievements in the field of institutional and evolutionary economics, management theories, public and project management, as well as public-private partnership. The methodological basis of the study was a dialectical method that allows identifying the principles, contradictions, patterns of phenomena and processes in their relationship and development.

Public-private partnership is defined as aimed at achieving a socially significant goal, sustainable and institutionalized cooperation between business entities and the state based on the division of responsibilities and risks, a harmonious combination of private and public interests [20-24, 44]. This concept of PPP is most consistent with such economic forms as the supply of products for public needs (contract system), concession (if the grantor is the state in the person of the authorized body or organization), as well as the creation of joint private-public enterprises, associations or projects. It is important to note that in addition to the two participants in public-private interaction, the non-profit sector, represented by non-profit organizations and institutions, is often an important partner. These are educational institutions that are interested in becoming platforms for PPP, and various foundations, social movements and associations that pursue the goals of educational development and ensure their own development [8].

PPP allows to significantly increase the financial and other resource provision of infrastructure projects, which allows implementing larger, innovative and efficient projects in a significantly shorter time.

According to the European Economic Commission's Practical Guide to Good Governance in Public-Private Partnerships, PPPs provides the government with access to alternative private sources of capital, allowing for important and urgent projects that would otherwise be unlikely possible [47].

PPP provides complementarity in terms of enabling access to new sources of funding and overcoming structural problems to ensure a higher level of investment in the addition of government assets to certain projects [25-29, 45]. In theoretical and methodological terms, against the background of a large-scale surge in popularity and increased attention to the phenomenon of PPP, science today increasingly and on a larger scale captures, but insufficiently describes and analyzes the situation of public-private partnership with practically flexible content and functions (the nature of the conflict of interests of the state and business, the concentration and localization of government resources, etc.), which necessitates an in-depth analysis of the public nature of governance in the development of public-private partnership.

4 Results and Discussion

Public-private partnership is a fairly flexible legal instrument that allows implementing projects in various areas of public infrastructure. Specific infrastructure sectors or objects of agreements may be fully or not fully defined in national law [43, 46, 48, 51]. An open list of infrastructure areas where a PPP project is possible is the most advanced approach, but it places a greater responsibility on the government to monitor the efficiency of public resources (budget, land, and other treasury assets) involved in such projects.

At the same time, it should not be forgotten that PPP is a mechanism for the development of state and municipal infrastructure, and not a tool for state support of private commercial projects [30-35]. Therefore, certain regulatory restrictions on the range of eligible PPP projects still need to be established. Otherwise, abuses in the form of use of the provided rights, privileges, budgetary funds and real estate for creation of private objects which are not the state infrastructure are possible.

At the same time, it is important for the legislator to understand what should be the object of PPP. Thus, in a number of countries, including some CIS countries, a mandatory element of the object of both the concession agreement and the PPP agreement, as a general rule, is real estate, which the investor must either build or reconstruct [36-39, 42]. Movable property may be only a part of the object of the agreement (together with one or more real estate objects) and only provided that it is technologically connected with the real estate object and is intended for carrying out the activity provided by such agreement. This does not mean that movable property cannot be involved in the activities of the agreement, but the possibility of budget financing of the costs of a private partner for its creation (acquisition) will be severely limited [52, 56].

At the same time, at the present stage of economic development, in post-industrial society, such an approach should be considered irrational, as it cuts off the possibility of implementing a large number of projects in information technology, public transport, and all other projects and operation of expensive movable property. The balance of resources and risks allocated in the PPP project is largely dictated by the functions performed by each party to the agreement. From the functions, it is possible to construct various models of PPP (BTO, BOOT, ROOT, BOLT, BOO, ROO, DBTO and many others), however, quite often the national legislation, for prevention of abuses and mixing of PPP, first of all, with state purchases and privatization, fundamentally limits the range of models that can be structured both in the form of concessions and in the form of PPP agreements.

With the right level of legal regulation of PPP, it is interesting for a private partner, first of all, based on the possibility of co-financing the project from the state or municipal budget, as well as in terms of attracting cheaper bank loans (financing PPP projects is considered low risk, which is positively reflected in national regulation requirements for bank reserves) [41]. In addition, PPP involves the possibility of transferring part of the financial and operational (in the case of PPP) risks to the public partner, including obtaining a number of guarantees and preferences provided by legislation in this area to protect investors from bad faith actions of the public partner, adoption of new regulations which change the 'rules', or other significant changes in the terms of the project (in particular, the possibility of including in the agreement the obligation of the public party to provide a minimum guaranteed income of a private investor, financial guarantees in case of termination of the agreement, etc.). In addition, investors are attracted by clearly regulated and very tight deadlines for response and approval of the project by the authorities, as well as the hypothetical possibility of obtaining a plot of land or object for reconstruction without bidding.

PPP does have many advantages for a public partner, but this does not mean that one should try to build on this model absolutely all investment projects. Even if the infrastructure object falls under the statutory lists of PPP objects (concessions), this does not imply in itself that the project needs to be implemented according to the PPP model. PPP is by no means a universal remedy, it is not a 'panacea for all ills'. This mechanism implies the involvement of various participants (authorities, state/municipal enterprises, banks, investors, builders, operators, consumers, the population), in the preparation and implementation of the project, the need to take into account different opinions and interests, clearly balanced allocation of resources and risks. In fact, public-private partnerships represent a complex and expensive tool that, if mishandled, can at best lead to the bankruptcy of a private

partner and, in a more negative scenario, destroy the region's economy. On the other hand, PPPs 'in good hands' can effectively solve a complex infrastructure problem, create hundreds and even thousands of jobs, attract billions of private investment, not to mention those cases where PPP is simply the only possible solution to the problem.

When preparing a PPP project, the authorities often forget that the project must be effective, first and foremost, for the investor, and the latter must evaluate it against simpler mechanisms that do not involve such a close tandem with the state such as investment leasing. The lease offers a clear distribution of investment and operational risks – they are entirely imposed on the investor, who is much less controlled by the public. If an investor needs, for example, only a plot of land and does not need a partner in the person of the state, then perhaps this is a sure sign that PPP is not the best option for such a project. Of course, the public side can insist on the use of public-private partnership if the issue (type of infrastructure) is very sensitive to the territory and the public side would not want to lose control, but in this case the project must be guaranteed to be effective and beneficial to the investor, and its profitability should be calculated with a large margin – the project should not become a social burden for a private partner, it should always remain optimistic and interested in further participation in the project, should strive to maintain stability and efficiency of the facility [59]. Ensuring this is the task (risk) not only of the private partner, but also of the public side, so the latter must pay serious attention to this issue during the preparation of the project and carefully analyze all components of its financial model.

PPP works where, firstly, the state (specific region or individual municipality) as a whole has a clear and objective need for a certain infrastructure and, secondly, the budget does not have the funds to implement the project without attracting private investment. If the budget has the capacity, it will be easier and cheaper to hire a private operator using an outsourced public procurement model (including, if applicable, life-cycle contracts), and if there is no clear interest, sooner or later a private investor risks not receiving from a public partner what he expected when concluding the PPP agreement (budget funding, guarantees, preferences, assistance, other support measures), because the authorities can easily lose the incentive and interest in the project. Here, taking into account the long-term nature of PPP projects (usually 15-30 years), the problem of succession of power, changeability and rotation in the leadership of the region (municipality) arises.

In addition, for PPP to make real sense, the private partner must have a clear basis for transferring some of the risks to the public partner. Most often, the financial and legal models of the project show that for its implementation it is necessary to transfer to the public partially the risk of project financing and (or) the risk of receiving revenue, which is expressed in providing capital and operating grants to a private partner, providing a minimum guaranteed income (subsidy), sovereign guarantees. The distribution of risks between the private and public parties is reflected in the detailed risk matrix of the project, and the relevant obligations of the parties are enshrined in the text of project agreements (concession agreement, PPP agreement, direct agreements between private, public partners and funding organization) [53-55]. At the same time, it should be understood that each decision has a side effect: in the case of PPP, for a private partner, it manifests itself in the fact that the investor loses a significant share of independence, he falls under strict control of the public side, which due to project transparency, access to documents and financial information, has the opportunity to examine the project and the private partner 'under the microscope' and take appropriate operational measures.

Thus, the success of the PPP project is largely determined by its quality preparation, which should identify all potential problems and risks with a view to several decades ahead, identify and take into account the interests of all project participants (above, stakeholders, including consumers and the public), capable of

influencing the implementation of the project; a competent technical and operational solution should be proposed, a clear and well-calculated financial model should be prepared, as well as a clear, balanced risk matrix and project agreements. However, even with proper project preparation, the human factor remains decisive. In this regard, the experience, qualifications, and reputation of the investor (operator), as well as the presence of a qualified project team both in private and public partner are crucial.

In the modern world, one of the leaders in the use of the PPP mechanism is the United Kingdom, where the so-called Private Financing Initiative took shape in the late 1990s. The essence of this mechanism is to attract private investment for the construction of large public facilities. Reimbursement of the private partner's expenses is carried out subsequently either at the expense of operating revenues or at the expense of payments from the budget. Very often, the investor is involved in the further operation of the facility and the organization of its activities. Educational institutions can also be objects of this PPP mechanism. According to the OECD, partnerships with businesses in the field of state property management allow the UK to reduce 15-20% of public spending [49].

In terms of the use of PPP mechanisms, for example, the education sector, on the one hand, is characterized by a large number of transactions compared to the utilities sector, but on the other – by relatively small amounts. The reason is that in the field of education there is a need to build or reconstruct a significant number of individual facilities (schools, other educational facilities), while in the field of transport infrastructure it is about capital-intensive projects, such as the Channel Tunnel or the London Underground.

It should be noted that public-private partnership is an important tool for the development of education. The application of this mechanism has many advantages, including: reduction of the expenditure part of the state budget, increase of the number of implemented projects with a high level of efficiency, increase of quality of services. Public-private partnership has several types, in particular, there are contract types: management of public schools, investment in infrastructure, the provision of part of educational services on a commercial basis, carrying out of scientific research, etc. [5]. The state does not perform management functions effectively enough in most public schools, so the non-governmental sector is involved in the management of the educational institution through the conclusion of a contract. Examples of these contracts are as follows [5, 11, 14, 15, 50]:

- Public schools, which are established on the basis of the charter (contract for a period of 3-5 years) in the United States;
- Alegria program in Latin America – a non-governmental organization controlled by the Jesuit Order of the Catholic Church. In addition to managing pre-school, primary and secondary education, the organization promotes vocational training for citizens in the poorest communities in Spain and Latin America, as well as its activities to provide quality education to the poor;
- Contract schools, having a number of features: they are managed by a private structure, while ownership and funding obligations are assigned to the state; training there is free.

In addition, the development of a world-wide continuing education system that meets international standards is impossible without the interaction of the public and private sectors of the economy. In this direction, such forms of public-private partnership as joint preparation of advanced training programs, participation in the development of a national qualification framework, creation of a certification center in the form of a non-governmental non-profit organization, and others are relevant.

In the field of healthcare, public-private partnerships can be implemented in various areas: the fight against common/chronic

diseases; coordination of efforts in the field of R&D and stimulation of drug development in accordance with the needs of the health care system, the structure of morbidity; creation of an information base for making regulatory decisions; assistance to countries with limited resources (international partnership), etc.

The PPP mechanism in the health sector, considered as an alternative to the privatization of medical organizations that can attract private funding, contributes to the following results [12, 15, 35]:

- Attracting additional funding to the industry and thus optimizing the costs of state and regional budgets;
- Distribution of project implementation risks between the state and the private sector;
- Access to technological, science-intensive and intellectual resources;
- Investing additional resources in the reconstruction of existing medical organizations;
- The formation of digital medicine.

Given that one of the main tasks of this type of interaction is the solution of social security issues by the state, the prevalence of PPP in health care in the European region and the United States is quite high. In particular, during the financial and economic crisis of 2008-2012, the largest rating agencies recommended that Western European countries carry out a more radical reform of the social sphere, which, above all, means the development of PPP (including in health care). In other words, the urgency of improving PPPs in health care is higher than ever. The phenomenon of the global crisis, the reduction of financial and economic resources encourages governments to more actively address issues of improving the social security system. The coronavirus pandemic (COVID-19) has posed a serious challenge to the health system and made PPP projects even more in demand.

Analysis of the experience of PPP use shows that in the G7 countries, PPP projects in health care are on the 1st place in terms of feasibility (184), and on the 2nd place, there are projects in education (138), on the 3rd place – roads construction (615 projects). In the United Kingdom, 123 projects out of 352 PPP projects in the country are being implemented in the health sector, and 113 out of 352 projects in the field of education; in Germany, education projects account for 24 of the 56 projects [49].

The priority areas for PPP mainly include: health and social services; funding of research with prospects for commercialization; development of innovation infrastructure; development of production and transport infrastructure; housing and communal services [57, 58].

In general, the PPP mechanism promotes the establishment of multilateral relations between the state and representatives of civil society and entrepreneurship, in order to involve the population in the management of public affairs. It enables development of partnership relations between the state and private entrepreneurs on the basis of a clear division of risks and responsibilities of the parties, as well as contributes to increasing the transparency of public administration bodies' activities.

5 Conclusion

The modern economy is too complex to be governed solely by policy-making methods and too multilayered to function effectively through private investment. The reduction of budget funding for various spheres of activity in many countries has led to the search for mechanisms for the joint functioning of the state and business, because they were and continue to be the main economic entities of any country. In modern conditions, business, relying on its internal potential, can operate in different scenarios, within one control center and network of infrastructure facilities, within several control centers, in tandem with the state, or self-sufficient, fulfilling its obligations within the legal field of chosen organizational-legal form of management. However, public-private partnership in the last

three decades has become the most popular way of interaction between the state and business in the implementation of various projects aimed at improving the social sphere and strengthening the national security of the state in many respects.

The attractiveness of PPP schemes is due to the fact that even in conditions of limited public financial resources for a project or sudden difficulties for the state to raise funds for the next stage of the project, the continuity of its implementation, development will be provided by the necessary planned pace through funding by private partners.

PPP represent an effective way to optimize risk allocation and enable high efficiency of risk management, based on the need to ensure that each party bears the risk that it is best able to manage, at the lowest cost. Accordingly, the success of PPP development as a factor of modernization and a tool for the implementation of officially established goals and objectives of the country's development correlates with the need for a conceptual change in the model of public administration (towards the "activating state"); development of measures for decentralization of state property and its management; implementation of planned activities to minimize political and administrative risks; creating incentives for the development of corporate social responsibility; the formation of a system of professional development of officials in the field of PPP (the model of "power as business"), which is especially relevant at the level of regions and municipalities.

Literature:

1. Akintoye, A., & Beck, M. (Eds.) (2008). *Policy, management and finance of public-private partnerships*. Wiley.
2. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations*, 2, 2020. 206-220. doi: 10.21272/MMI.2020.2-15.
3. Bakhov, I., Byrkovych, T., Makarchuk, O., Varyvonchik, A., Turchak, L., & Soichuk, R. (2021). Enhancing cross-cultural competence of students under conditions of limited social communication. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII. 51-56.
4. Bashtannyk, A., Akimova, L., Kveliashvili, I., Yevdokymov, V., Kotviakovskiy, Y., & Akimov, O. (2021). Legal bases and features of public administration in the budget sphere in Ukraine and foreign countries. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII. 63-68.
5. Baum, D.R. (2018). The effectiveness and equity of public-private partnerships in education: A quasi-experimental evaluation of 17 countries. *Education Policy Analysis Archives*, 26, 105-118.
6. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of covid-19 and its impact on the financial and economic situation of the state. *Collection of scientific papers Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. DOI: 10.18371/FCAPT.V1I36.227770.
7. Cornea, S., & Cornea, V. (2012). Public-private partnership: between legal requirements and the real needs. *Juridical Tribune*, 2(2), 181-193.
8. De Vries, P., & Yehoue, E. (2013). *The Routledge companion to public-private partnerships*. Routledge.
9. Delmon, J. (2011). *Public-private partnership projects in infrastructure: An essential guide for policy makers*. Cambridge University Press.
10. Engel, E., Fischer, R., & Galetovic, A. (2014). *The economics of public-private partnerships: A basic guide*. Cambridge University Press.
11. Fennell, S. (2010). *Public-private partnerships and educational outcomes: New conceptual and methodological approaches*. Research Consortium on Educational Outcomes and Poverty, No.37. Working Paper.
12. Ferreira, D. C., & Marques, R. C. (2020). Public-private partnerships in health care services: Do they outperform public hospitals regarding quality and access? Evidence from Portugal.

- Socio-Economic Planning Sciences*, 73, 1-14. DOI: <https://doi.org/10.1016/j.seps.2020.100798>.
13. Filippova, V., Lopushynskiy, I., Artemyev, O., Maltsev, U., Sikorskiy, M., & Andrievskiy, O. (2021). Mechanisms of interaction between the state and territorial communities in the management of assets. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 57-62.
 14. Ginsburg, M. (2012). Public private partnerships, neoliberal globalization and democratization. *Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalizing World*, 63-78.
 15. Grazzini, L., & Petretto, A. (2014). Public-Private Partnership and Competition in Health-Care and Education. *Italian Antitrust Review*, 2, 91-116.
 16. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*. 3. 267 – 279. doi: 10.21272/MMI.2017.3-25.
 17. Isaieva, N., Akimova, AL, & Akimova, An. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*. 28(2), 56-81. doi: 10.31470/2309-1797-2020-28-2-56-81.
 18. Kalyayev, A., Efimov, G., Motorny, V., Dzianyy, R. & Akimova, L. (2019). 'Global Security Governance: Conceptual Approaches and Practical Imperatives,' Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: *Education Excellence and Innovation Management through Vision 2020*, 10-11 April 2019, Spain, Granada, 4484-4495.
 19. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), XV, 56-62.
 20. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. doi:10.14254/2071-789X.2020/13-3/3.
 21. Levytska, S., Krynychay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development *Financial and credit activity: problems of theory and practice*, 25(2), 122–127. doi: 10.18371/FCAPTP.V2I25.136476.
 22. Levytska, S.O., Akimova, L.M., Zaiachkivska, O.V., Karpa, M.I., & Gupta, Sandeep Kumar. (2020). Modern analytical instruments for controlling the enterprise financial performance. *Financial and Credit Activity-Problems of Theory and Practice*. 2(33), 314-323. doi: 10.18371/FCAPTP.V2I33.206967.
 23. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. doi: 10.21272/MMI.2019.4-26.
 24. Liudmyla Akimova, Oleksandr Akimov, & Olha Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
 25. Liudmyla Akimova, Oleksandr Akimov, Iryna Mihus, Yana Koval, & Vasilij Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: <https://doi.org/10.18371/fcaptop.v4i3.5.221969>.
 26. Liudmyla Akimova, Olga Osadcha, Vitalii Bashtannyk, Natalia Kondratska, & Catherine Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice*, 32(1), 434-443. DOI: 10.18371/FCAPTP.V1I32.200606.
 27. Liudmyla Akimova, Olha Osadcha, & Oleksandr Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice*, 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
 28. Liudmyla Akimova, Svitlana Levytska, Constantine Pavlov, Volodymyr Kupchak, & Marta Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice*, 30(3), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
 29. Liudmyla Akimova, Victoria Reinska, Oleksandr Akimov, & Marta Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
 30. Lukina, T., Shevchenko, S., Shulga, N., Fast, A., Pravosud, O., & Bashtannyk, O. (2021). State educational policy for ensuring the quality of pedagogy: global trends and Ukrainian experience. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 38-44.
 31. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
 32. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. doi:10.14254/2071-789X.2020/13-2/19.
 33. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduiiev, M., Romaniuk, N., & Akimov, O. (2021). Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVII, 33-37.
 34. Mugwagwa, J., & Banda, G. (2020). *The role of public private partnerships in health systems: Experiences from Southern Africa*. The Scinnovent Center.
 35. Nataliia Akimova, & Alina Akimova. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. doi: <https://doi.org/10.31470/2309-1797-2018-24-1-27-46>.
 36. Oliinyk, O., Bilan, Y., Mishchuk, H., Akimov, O., & Vasa, L. (2021). "The Impact of Migration of Highly Skilled Workers on The Country's Competitiveness and Economic Growth", *Montenegrin Journal of Economics*, 17(3), 7-19. doi: 10.14254/1800-5845/2021.17-3.1.
 37. Onyshchuk, S., Filippova, V., Borshch, H., Vasylychshyn, O., & Iakobchuk, V. (2020). Innovative solutions of improving efficiency in public management. *Revista San Gregorio*, 42, Special Edition-2020, 215-223.
 38. Osadcha, O.O., Akimova, A.O., Hbur, Z.V., & Krylova, I.I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 27(4), 193–200. doi: 10.18371/FCAPTP.V4I27.154194.
 39. Rosenau, P. (2000). *Public-private policy partnerships*. The MIT Press.
 40. Sarmento, E.M. (2018). *The Emerald Handbook of public-private partnerships in developing and emerging economies: Perspectives on public policy, entrepreneurship and poverty*. Emerald Publishing.
 41. Shamne, A., Dotsevych, N., & Akimova, AI. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. doi: 10.31470/2309-1797-2019-25-1-384-408.
 42. Shpektorenko, I., Vasylevska, T., Bashtannyk, A., Piatkivskiy, R., Palamarchuk, T., & Akimov, O. (2021). Legal bases of public administration in the context of European integration of Ukraine: questions of formation of a personnel reserve. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 76-81.
 43. Shytyk, L., & Akimova, AI. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. doi: <https://doi.org/10.31470/2309-1797-2020-27-2-361-384>.

44. Skliarenko, O., Akimova, Al., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2), 321-340. doi: 10.31470/2309-1797-2019-26-2-321-340.
45. Smyrnova, I., Akimov, O., Krasivskyy, O., Shykerynets, V., Kurovska, I., Hrusheva, A., & Babych, A. (2021). Analysis of the Application of Information and Innovation Experience in the Training of Public Administration Specialists. *IJCSNS International Journal of Computer Science and Network Security*, 21(3), March 2021, 120-126.
46. Sokolska, T., Panasiuk, V., Polischuk, S., & Osypenko, B. (2020). State private partnership as a public policy tool under decentralization of power in Ukraine. *Public Administration Aspects*, 8(6), 192-203. DOI: <https://doi.org/10.15421/1520117>.
47. Twinomuhwezi, I.K., & Herman, C. (2020). Critical success factors for public-private partnership in universal secondary education: Perspectives and policy lessons from Uganda. *International Journal of Educational Administration and Policy Studies*, 12(2), 133-146.
48. Upadhyaya, M. (2020). *Public-private-partnership (PPP) and economic development: Theory and recent experiences*. New Century Publications.
49. Varkulevich, T.V. (2019). Public-private partnership in education: Features and prospects. *Revista San Gregorio*, 1(32), 157. DOI:10.1132.1014.
50. Vorobei, O., Akimova, A., & Akimova, A. (2021). Metaphorical Conceptualization of 36097/rsan WAR in Chinese Sports Discourse. *Psycholinguistics*, 29(2), 25-45. <https://doi.org/10.31470/2309-1797-2021-29-2-25-45>.
51. Voronenko, M., Naumov, O., Naumova, L., Topalova, E., Filippova, V., & Lytvynenko, V. (2020). Analysis of the Effectiveness of an Investment Project Using Statistical Bayesian Networks, *10th International Conference on Advanced Computer Information Technologies (ACIT)*, 408-411, doi: 10.1109/ACIT49673.2020.9208982.
52. Wang, H., Xiong, W., Wu, G., & Zhu, D. (2018). Public-private partnership in Public Administration discipline: A literature review. *Public Management Review*, 20, 293-316.
53. Yakymchuk, A.Y., Valyukh, A.M., & Akimova, L.M. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3 (11), 1, 170-178. doi: 10.25140/2410-9576-2017-1-3(11)-170-178.
54. Yakymchuk, A.Y., Akimova, L. M., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*. 2(10), 2, 170-177. doi: 10.25140/2410-9576-2017-2-2(10)-170-177.
55. Yakymchuk, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), 2, 70-75. doi: 10.25140/2410-9576-2017-2-1(9)-70-75.
56. Yescombe, E.R. (2007). *Public-private partnerships: Principles of policy and finance*. Butterworth-Heinemann.
57. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. doi: <https://doi.org/10.18371/fcaptop.v2i33.207230>.
58. Zahorskyi, V.S., Lipentsev, A.V., Yurystovska, N.Ya., Mazii, N.H., & Akimov, O.O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. doi: <https://doi.org/10.18371/fcaptop.v3i30.179717>.
59. Zakharina, O., Korzhenko, V., Kovalenko, N.V., Shashyna, M., Tomashevska, A., & Mosichuk, I. (2020). Analysis of the development of public-private partnership under the conditions of implementation of economic projects. *Revista San Gregorio*, 42. DOI: <http://dx.doi.org/10.36097/rsan.v1i42.1553>.

Primary Paper Section: A

Secondary Paper Section: AE, AH

STRATEGIC ENTERPRISE MANAGEMENT IN A GLOBALIZED MARKET ENVIRONMENT

^aPAVLO BEZUS, ^bOLGA PAZYNICH, ^cIVANENKO
VALENTINA, ^dSHAFRANOVA KATERYNA,
^eDYVYNSKA YULIIA

^{a,b,c}V.I. Vernadsky Taurida National University, 33, John Mc
Cain Str., 01042, Kyiv, Ukraine

^{d,e}Separate Structural Subdivision of Higher Education
Institution "Open International University of Human
Development "Ukraine" Zhytomyr Institute of Economics and
Humanities, 18, Vilsky Shlyakh Str., 10020, Zhytomyr, Ukraine
email: "bezuss_pi@ukr.net, "olgapaazynichi@ukr.net,
"vv.ivannenko19i@gmail.com, "shafraanova1983i@ukr.net,
"dyvynska_yulii@ukr.net

Abstract: One of the crucial factors influencing the business environment is the globalization of economic processes. The influence of foreign countries, their legislation, and their companies on the domestic economy certainly takes place and will continue to grow. The article seeks to consider the process of globalization and enterprise management at the present stage of economic development. As a result of the implemented active process of globalization, the world economy has been transformed into a single financial system. In this system, the control center and the dependent periphery can be distinguished. The national economies of the countries that make up the periphery are more elements of a single world economy than independent economic systems capable of independently choosing their development paths. Given the novelty of the current situation in the global economy, it is necessary to determine which strategies will be relevant and effective in management in the current economic system.

Keywords: Contemporary Economy, Economic Development, Enterprise Management, Globalization, Market Environment, Strategic Management.

1 Introduction

Globalization is a concept that has been increasingly used in recent years. It plays a central role in the discussions of politicians, economists, and sociologists. It has theoretical significance and is a political and ideological slogan that mobilizes supporters and opponents to specific actions [4]. Globalization is one of the most characteristic phenomena in the world economy at the end of the 20th and beginning of the 21st century. It is often blocked or slowed down in various ways. Still, at the same time, it is strengthened through the creation of global institutions that, to a greater or lesser extent, regulate economic activity in the world.

The national dimension of this activity is gradually, first through regionalization, then more broadly, taking on the characteristics of a global strategy. New economic conditions and correlations of the "center" and "periphery" type, significant changes in the world market structure, and the international division of labor caused an adaptation process that covered most countries, which gave it a global character [49]. However, this does not mean that its content and goals are uniform in different states.

The directions in which changes are made are determined by the functioning conditions of national economies, the strength of states, property structures, etc. Nevertheless, the main goal is always set within a given national economy or the world as a whole. Therefore, the processes taking place in the world economy, which express the need to subordinate to the new system and cover an increasing number of countries, suggest that a global transformation is taking place [1, 2, 6, 7, 12, 15, 18].

All this poses new serious tasks both for the traditional theory of economic sciences and for the practice of economic life. At the same time, three main groups of transformation processes are of particular importance:

- The ever-growing division of the world economic system, leading to a deepening gap between the "rich" and "poor" countries, along with further stratification of the latter;
- The development of new forms of cooperation and a new international division of labor in "rich" countries, leading to deepening integration and interdependence within highly developed capitalist economies;

- The collapse of the European socialist system and the market transformation of its member countries.

2 Literature Review

Globalization is a process that was initiated and stimulated by the most economically developed countries (the USA, Western European countries, and Japan) [5]. However, it is carried out with full approbation of the rest of the participants in international relations, although the degree of their involvement and awareness of the depth of transformations is very different, which is automatically reflected in the significance of the changes being made and their dynamics in each country. It can be argued that globalization is based, on the one hand, on the interdependence of countries and regions, and on the other, on the unevenness of their economic development. Its necessary condition is the internal and external liberalization of economies. The first stabilize the country's national economy and harmonizes the principles of its functioning with the international environment, limiting the risk of investment and promoting the inflow of foreign capital. In countries that are lagging behind in the liberalization of their economies, the competitiveness of producers and goods is declining, which is of particular importance in the face of increasing competition. The second covers the exchange of goods, capital, services, and people, making it easier to import modern technologies.

The role and consequences of globalization are perceived and evaluated in different ways. Some consider it to be the main engine of technological and economic development, a catalyst for civilizational progress on a global scale, a guarantor of market openness and free movement of goods, ideas, and people, a real force in forming a single international community. Others, on the contrary, see it as a process that destroys jobs and hopes for an equitable distribution of what humanity produces, as a dark, soulless force that erodes the sovereignty of states and leads to a thoughtless unification of cultures [17]. These are two extreme points of view, each of which sees only one, light or dark, side of the process. But globalization is a complex, multidimensional phenomenon that has its positives and negatives. Moreover, like almost every objective phenomenon, it is associated with threats and many chances and valuable opportunities. Therefore only a comprehensive, ideologically unbiased analysis can help to understand it better and more fully.

As competition intensifies, including foreign companies, domestic managers must build their competition at the same level as their rivals [3]. Otherwise, companies will not withstand the pressure of modern methods and means of competition from foreign enterprises, and they will lag behind them and create conditions for them to conquer their market [22, 23, 27-30].

Globalization is a social process during which the geographical boundaries of social and cultural systems are erased, the process of transforming the world into a single whole [51]. The essence of globalization is the openness of borders for trade and financial flows. The adherents of globalization see its main advantage in strengthening fruitful competition, not limited by protectionist frameworks in the context of the global division of labor.

As the management of society improves, the need for knowledge about the objects of management increases, be it social groups, population strata, social organizations, territorial communities, or subsystems of society – economic, social, political, socio-cultural. In these conditions, both the subject and the object of management need reliable and complete information about the functioning of society, its main subsystems, organizations, and groups [13]. Unfortunately, sociological research shows that leaders and managers rarely and do not fully use the available information, despite the primary role attributed to it in management processes [31-36].

3 Materials and Methods

Based on the above reasoning, we can offer the following understanding of the phenomenon under consideration [37-39, 59]. First, globalization is an objective process of consolidation of heterogeneous connections and influences on a global scale, which consists in the fact that: firstly, the global movement of capital, goods, people, and information is becoming more and more intensive; secondly, as a result of this, the susceptibility of individual states and peoples to the various conditions and influences of the international environment is radically increasing.

The following types of decisive factors of globalization can be identified as the main and most typical ones: market, financial, technological, legal and political, cultural, environmental [5]. Each of them has its meaning and refers to specific forms, situations, and processes.

Strategic management extends to the long-term goals and actions of the company. Therefore, it can be said that the formulation of a strategy (course of action) and its clear toolkit are the core of management and the surest sign of good company management.

The content of strategic management is:

- Determination of the purpose and main goals of the firm's business;
- Analysis of the external environment of the company;
- Analysis of her internal situation;
- Selection and development of a strategy at the level of the strategic economic zone (SEZ) of the company;
- Analysis of the portfolio of a diversified firm;
- Designing its organizational structure [46-48, 50];
- The choice of the degree of integration and control systems;
- Management of the "strategy – structure – control" complex [41, 42];
- Determination of standards of conduct and policies of the company in certain areas of its activities;
- Providing feedback on the results and strategy of the company;
- Improving the strategy; management structure [3].

Strategic management begins with the definition of the mission (purpose) and the company's main goals. This establishes the context within which the strategy should be formed, and the criteria for its suitability are determined. The mission (purpose) shows why the firm exists and what it should do. The purpose of the external analysis is to identify strategic opportunities and threats. The firm's external environment is considered at two levels: the industry and the broader macro environment [56].

The purpose of the internal analysis is to identify the strengths and weaknesses of the firm [52-55]. This includes identifying the organization's quantitative and qualitative characteristics in manufacturing, marketing, materials management, research and development, information support, and finance.

4 Results

Strategic choice involves generating a range of strategic alternatives consistent with the firm's mission and objectives, internal strengths and weaknesses, external opportunities, and alternatives [9]. This process is usually based on a SWOT analysis. For a diversified firm, the problem is the choice of the optimal set of Strategic Economic Zones (SEZ) (creation of an optimal SEZ portfolio), for which special procedures are used (the so-called "matrix technique"). In addition, optimization of the SEZ portfolio is associated with the use of strategies for entering and leaving the market.

In general, four main types of strategies can be developed and implemented in an enterprise:

1. Strategies for robust growth – a strategy for strengthening market positions, a market development strategy, a product development strategy.
2. Strategies for integrated growth – reverse vertical integration strategy, forward vertical integration strategy.
3. Strategies for diversification growth – a strategy of centralized diversification, a strategy of horizontal diversification.
4. Reduction strategies – eradication strategy, harvest strategy, reduction strategy, cost reduction strategy.

But entering the international arena, the company is faced with a strategic dilemma, the need to choose between global integration or a high reaction rate in the domestic market. Management needs to decide whether each foreign branch will operate autonomously or whether the company will give preference to standard centralized procedures, which means it faces a choice of a global strategy: globalization or multi-regionalization. Some companies are trying to achieve both global integration and high speed of the reaction at the same time and are implementing a global strategy [8]. The globalization strategy allows significant savings to be achieved solely through marketing efforts, for example, through the same commercials, image standardization, and packaging unification [60-62].

The company's choice of globalization strategy means that it standardizes the construction, design of its products, and advertising strategies of all its enterprises, regardless of their host countries [63, 64]. This approach is based on the assumption of a single global market for both consumer goods and industrial products. According to this theory, residents of all countries worldwide want to purchase the same goods and lead the same lifestyle. Thus, the economic idea of the globalization strategy is that an organization increases its productivity by standardizing the development and production of goods, interactions in different countries with the same suppliers, accelerating goods to world markets, coordinating prices, and eliminating duplicating capacities.

4.1 On the Types of Decisive Factors of Globalization

Market factors relate to global markets and global competition strategies. One of the most striking examples confirming the phenomenon of market globalization is the concept of a world product. There are more and more goods that can be said to be produced in the world. A shared space is being created, obliterating national, regional, and international dimensions. Two factors evidence the globalization of the market. First, the design, development, production, distribution, and consumption on a global scale of goods and services created using tools, in turn, developed and made available on a global scale, including patents, databases, technologies, transport, communications. Secondly, – the creation of a global organization of firms operating worldwide, whose capital is largely owned by shareholders living in different countries. Their culture is open, focused on the whole world, and obeys a global strategy. It is difficult to determine their territorial, economic, legal, technological specificity due to the strong interrelationships that arise between enterprises, infrastructures, and regulations at different phases of the design, production, distribution, and consumption of goods and services. Market globalization as a phenomenon concerns all spheres of its functioning. All related institutions are subject to change. Ways of thinking, rules, and norms of behavior are subject to evolution. Functioning in the global market imposes qualitatively completely different restrictions on participants' behavior than those associated with the logic of functioning in the national or regional market. An important element, and at the same time a factor in the globalization of the market, is the dynamic development of transnational corporations (TNCs) and their new form of cooperation, which consists of organizing networks [56].

Competition in the world market is also global in nature. Business entities are trying to replace it with strategic alliances on a worldwide scale; that is, they create conditions characteristic of cooperation. The resulting situation is

characterized by the interaction of networked firms and the formation of a new competitive struggle for world leadership between their individual groups. In such a reality, the global firm becomes the primary economic entity. It is gaining key importance in the economy [10]. Corporations most easily survive the threats posed by globalization since they are the most elastic and open to change.

Financial factors are associated with the global movement of capital, money, and property transfer. The globalization of finance has its positive and negative sides. The first includes the fact that it allows you to go through the initial stage of economic development much faster than before. The second is a destabilizing effect on states' economies where there are problems in socio-economic structures and mechanisms and contributing to the rapid spread on a global scale of the consequences of the financial crisis that occurred in any country. The internationalization of property is also a result of the globalization of financial markets [11].

Currently, the main source of international investment is large firms that set up branches in other countries or buy out local enterprises, resulting from which international trade is being supplanted by production on an international scale. In 1990, world trade turnover was \$ 380 billion, and the value of the products of multinational enterprises – \$ 4400 billion. Following the internationalization of economic activity, the process of internationalization of property is progressing [57]. Manufacturing processes are becoming more and more mobile. Businesses try to produce goods as close to their customers as possible. Factors such as the availability of raw materials or cheap labor when choosing a location are no longer as important as they used to be. International firms place their investments where they can make a big profit.

Technological factors refer to the globalization of research, deployment, innovation, and technology. The phenomenon of techno-globalism can be viewed in three categories: global exploitation of technologies, international technological cooperation, global technology generation [3, 19]. Technological progress has led to the fact that the world, instead of expanding, shrank in people's minds and became a "global village". A transition is underway from an economy in which capital was strategic wealth to an economy where knowledge and information are such wealth. Just as the transport network moved products in an industrial society, now the telecommunications network, the Internet, electronic banks "move" the products of the post-industrial society.

Legal and political factors affect the unification of legal regulation, management methods globally, and the integration of social, economic, and political systems into the universal world system. The global order is the corresponding regulatory system, which establishes legal and other norms that determine the acceptable behavior of economic entities throughout the world. Today it is impossible to imagine a formed global order characterized by a high degree of coherence and harmony and at the same time being relatively fair for all participants, based on cooperation and prudent competition, without the presence of relevant institutions and regulatory instruments [65]. The goal is, among other things, to create a safe environment for the functioning of microeconomic actors, states, and peoples.

The cultural factors of globalization are the convergence of lifestyles and consumption patterns on a global scale and the universalization of consciousness and culture. Nowadays, although they are becoming more complex and inconsistent, the basic standards of mass consumption are available to everyone. The so-called consumption model of a post-industrial society appears, where, along with the desire to achieve material values, non-material goals are set (health, recreation, education, etc.) [14]. The process of globalization of lifestyles is reinforcing the "ideological industry," which assumes the role of producer and distributor of ideological elements – perceptions, images, and beliefs that permeate all social groups and center around shared goals and values. Although the unification of the world, which is

quite far advanced in economics and politics, concerning culture is slow, the pace of this process is also slowed down by inequality in the distribution of goods and resources between individuals, strata of society, and peoples, existing systemic or religious divisions. A characteristic feature of modern world relations is the presence of two opposite, pronounced tendencies concerning practically every sphere: the striving, on the one hand, for assimilation (uniformization), on the other, for differentiation [20]. The first of them is promoted primarily by the development of science and technology, resulting in the rapid and widespread dissemination of the so-called mass culture. This leads to the fact that the whole world's inhabitants have similar inclinations, fashions, customs, and even attitudes. The second trend is that individual communities want to preserve and deepen their ethnic differences, traditions, and cultural characteristics. Many manifestations of national and racial hostility, manifestations of xenophobia, which paradoxically stem from the processes of uniformization, are associated with this process.

Environmental factors characterize the state of the environment and a person's relationship with it. Increasingly, the question arises about the planet's ability to meet the rapidly growing needs of the population. The destruction of the natural environment is the most global threat common to the entire planet for the modern world. It is the result of independent decisions by billions of individual consumers of its resources [58]. Consequently, its reasons can be sought in the determinants of these personal decisions: broad information about how rash use of resources affects nature; consumer preferences; technologies available to manufacturers; the market value of resources, etc. The principle of rationality on a global scale should dominate in the activities of people in all spheres of life when each generation undertakes the obligation to provide and ensure each subsequent generation the same chances of development.

Changes are continuously taking place in all spheres of human life. The processes causing global changes act as megatrends of world development. Changes in the management principles of modern organizations are described in Table 1.

Table 1: Changes in the principles of management of modern organizations

The old paradigm	A new paradigm	Modern domestic management
Promoting consumption at any cost	Consumption according to reasonable needs	Unbalanced consumption due to high differentiation of incomes of the population, low level of competitiveness of the economy
People must meet the requirements of the workplace	Jobs must fit people	The employee is still considered a cheap resource, the growth of qualifications, culture and education of which is of little concern to many managers.
Top-down control	Encouraging autonomy, employee participation in management	Mainly administrative methods of management are retained
Aggression and rivalry	Cooperation and mutually beneficial interaction	Aggressive competition using off-market mechanisms that create barriers to market entry
Struggle for stability	Focus on change	Development through adaptation, striving to avoid change
Quantitative approach	Qualitative as well as quantitative	Financial indicators are considered basic, management effectiveness is not studied
Polarization of personnel in management, conflicts of groups and personalities	Eliminating Polarization in Collectives	Increased stratification of the organization's personnel by income, socio-economic contradictions
Focus on short-term solutions	Long-term effectiveness	Short term planning

Centralized operations	Decentralized operations whenever possible	Rigid centralization, distrust of decentralization of management
Standard remedies for selected deficiencies	Determination of the internal causes of disharmony and an approach from the standpoint of analyzing the control object as a whole	Unsystematic attempts to solve emerging management problems without the use of strategic management methods

The old paradigm defines the concepts of management development of the past periods, which no longer correspond to the new development conditions. A new paradigm changes managers' ideas, attitudes, and attitudes, which is necessary to achieve success. Thus, we can say that the new paradigm characterizes strategic changes in strategic management.

5 Discussion

In the context of globalization, the position of enterprises is changing significantly. The market economy within the framework of the national economy as a system based on the enterprise [14]. A modern market economy operating in a global market, with a distribution mechanism without regard to state borders, can be defined as a system based on transnational entrepreneurship networks. Transnational corporations answer qualitative changes in information transmission technology, the change in the role of individual factors of production, and a way to adapt to the liberalization of international economic relations, which allows more and more freedom to place products on the global market.

In the global economy, an efficient and competitive person will be one who:

- Will be able to apply information and telecommunication systems to find out the world market for factors of production and sales: after all, it is he who will be able to benefit from the ratio of scarcity and excess of resources on a global scale and make the choice of the place and methods of their use;
- Knows that competitive advantage is determined by intellectual capital and concern for its performance, best of all by combining with factors that are available in sufficient quantities on the global market. Then the scale of production will create conditions for both financing and payback for the implementation of technological and technological progress [45].

In the subject literature, there are various approaches to TNCs: some consider them as a response to qualitative changes in the world economy, others – as a factor causing globalization. Both are right since the interdependencies are very strong here. However, one thing is sure: transnational corporations strive to produce and sell goods and services in many foreign markets to maximize economic benefits through the optimal combination of factors on a global scale and adaptation of production to local requirements [17]. Therefore, the development of TNCs is not only the result of the progressive liberalization of international trade relations. They should also be viewed as an independent factor that accelerates and often forces liberalization. Moreover, TNCs have huge capital and demand, which less developed countries lack so much. Therefore, they have the real power of "persuasion" to justify creating conditions for them to operate.

Currently, the development of TNCs is the best evidence of the spread of the globalization process. Within a few years, their number has increased by about 50% in the mid-90s XX century; about 40 thousand corporations had about 250 thousand overseas branches. Their sales volume (about 7 billion US dollars) already exceeded sales volume in the framework of traditional trade deals [56]. There are more than 60 thousand TNCs and about 500 thousand of their foreign branches in the world. They produce more than 1/3 of the world's industrial output and approximately 25% of its gross product. TNC's sales volume is 30% higher than the volume of world exports, and its growth rate exceeds the growth rate of global exports.

The internationalization and globalization of enterprises are carried out mainly by an external method, that is, through international fusions and connections. It makes it possible to quickly and efficiently expand into foreign markets since it eliminates competition and preserves the best resources of economic entities operating in this market, including their customers, contacts, and distribution channels. In 1999, the scale of fusions and attachments in Western Europe was estimated at \$ 1.6 billion, in the USA – \$ 1.9 billion.

TNC is characterized by a strategy based on the search for so-called strategic assets. These firms primarily try to use the achievements of technological progress in the fields of transport and information transmission [20]. They have the most modern means in these areas, who have not previously noted in history the possibility of understanding the global knowledge markets, factors of production, sales. The global market is becoming more and more transparent, which is a fundamental factor determining the quality of the mechanism of market localization and behavior concerning supply and distribution. This leads to the fact that TNCs have qualitatively new opportunities to search for market niches, a favorable location of foreign branches, the organization of production based on foreign technologies, production facilities, and cheap labor [26].

Strategic organizers of these corporations increase elasticity by limiting fixed costs, using network systems that create conditions for the sale of an increasing number of products produced based on orders in other world countries [16]. However, these networked systems are becoming too resilient to be embraced by a strategy of constant change. Therefore, many of their constituent elements disintegrate or change after completing a specific task.

TNCs attach great importance to the development and implementation of innovations, which leads to an increase in the economic effect due to the creation of a temporary (often quite long) monopolistic position. In addition, they receive certain benefits due to better prepare for the search and use of price differentials in the markets in their activities. All this leads to the fact that the distance between TNCs and other firms is constantly increasing.

Currently, there is an unusually rapid development of information technology. It causes a revolution in the traditional rules of the market game when the global environment of the enterprise is more and more intensively revitalized and responds more and more quickly. Large corporations operating in international markets have to adapt to this new quality, and small and medium-sized enterprises must constantly reckon with the possibility of an invasion of their market by the strongest American, German, Japanese, or another competitor.

A modern enterprise is forced to operate in a situation where the life cycle of technologies and goods is becoming shorter; the functioning of the market "outside the borders" of countries changes the conditions for the choice of factors of production and places of sale; increased external competition destroys the existing barriers to entry into this sector; the transformation of intellectual capital into the most important factor in the struggle for a future competitive advantage destroys old hierarchies and values.

As a result of the external and internal revaluation of values, new requirements for enterprises are born. In summary, we can say that they are obliged to:

- 1) Make a qualitative leap in the area of efficiency and competitiveness requirements, caused by the leadership of TNCs, whose share in the global market is growing;
- 2) Learn to operate in the international market, at least – to comply with the conditions of competition created by the global market;
- 3) Adapt to the qualitative changes that have already occurred, and at the same time, learn to function in a much more volatile and turbulent environment [19].

Qualitative changes lead to the fact that any traditional extrapolation of experience to the future does not help, as before, but hinders enterprises. At the same time, it is becoming more and more difficult to predict the development of events and changes in the conditions of functioning. And after all, its position in the market depends on how successfully a business entity can adapt to outstrip competitors [8].

Therefore, change, previously seen as a "necessary evil" that should be limited, becomes the essence of the organization's functioning. Unfortunately, many enterprises still view them as the result of erroneous actions of the management, its inability to work in new external conditions. For them, changes mean an imbalance, a lack of coordination, a farce, since they are perceived as an alternative to "good" functioning, which is still identified with stability, which ensures a clear production and sale of labor results. For these business entities, it is most difficult to consider changes as a natural phenomenon, which should become an integral part of their life and the basis of their activity.

One of the paradoxes of our time is that those enterprises improving their organization, structure, and functioning for a long time are more challenging to adapt to new conditions. They have everything provided, controlled, ordered, but this makes it difficult to adapt to the inconstancy of external factors. In an environment characterized by increasing volatility, business entities must learn to be flexible and manage change to the required degree [16]. Therefore, an important task for them today is, on the one hand, the creation of such an organization, the products and services of which will allow them to respond flexibly to the needs of local customers, and on the other hand, the simultaneous development of a global organizational culture and global scope of activity.

To solve this problem, it is necessary to transform many elements of the enterprise management system. As already stated, the approach to the use of past experience should be changed. The stormy environment forces one to doubt the traditionally understood idea of planning, and not only because it is impossible to project current trends into the future. All that can be planned is that atypical and exceptional events of an ever-increasing scale will take place [24]. Therefore, strategic planning is being supplanted by strategic management.

The labor resources of the enterprise are becoming increasingly important in modern conditions. There is no doubt that people are the key drivers of change. Under challenging conditions, it is necessary to use the knowledge and experience of employees creatively, which requires them to grow in independence and responsibility. To stimulate creative behavior, people must feel the inner need and meaning of their activities. Consequently, the owners and managers of the enterprise need to change the nature and method of personnel management, to understand that this is the most important resource in the enterprise. The increase in the independence and responsibility of employees is a process of decentralization at the enterprise. It leads to a simplification of the organizational structure, to the limitation of bureaucracy. Moreover, the desire for elasticity has become the basis of a new phenomenon – the division of firms into small interdisciplinary, multifunctional units consisting of specialists in different fields and working on a specific project.

Globalization poses another problem for enterprises, which is associated with the concentration of capital and production. In many countries, small and medium-sized businesses' development is considered the main task and way of increasing economic activity and employment growth. However, one cannot but pay attention to the requirement arising from globalization, the development of TNCs, and the new role of intellectual capital: research and development of innovations usually require a large scale to be recouped. And for the transformation of national enterprises into transnational ones, an appropriate concentration of resources and capital is needed to invest it in the global market. For a business entity to be a strategic investor, it must achieve a specific position in the

market [26]. Therefore, it can be argued that concentration is necessary so that national enterprises do not find themselves in the role of executors for TNCs. Of course, it is required to promote and support the development of small and medium-sized enterprises. Still, at the same time, it is necessary to create conditions for their transformation into large firms so that they can become full-fledged economic entities of the global market.

In the context of globalization, the evolution of an enterprise goes through several phases:

Phase 1. Development on a national scale. An enterprise on a national scale uses all its capabilities to obtain specific benefits. At this stage, it is not interested in entering foreign markets, especially in cases where the domestic market size is sufficient.

Phase 2. Growth of export activities. The enterprise has reached the corresponding production volume. To eliminate the problem of implementation, it seeks to expand sales markets and begins to export products.

Phase 3. Overseas production. Production is transferred outside the country where branches of the enterprise are opened. As a result, it expects to reduce transport costs and other benefits provided by the host country, such as cheap labor, raw materials, subsidies, etc.

Phase 4. Internationalization of the enterprise. It enters the markets of several countries and seeks to consolidate all international operations. The essential is exchanging final products and their components between the overseas subsidiaries and the parent company.

Phase 5. Globalization of the enterprise. A decision is made to globalize all operations. At the central level, production and distribution operations are coordinated. In addition, the company is looking for partners to reduce the fixed costs of operation. However, it should be noted that phases 4 and 5 do not necessarily follow one another; they can be carried out independently [21].

Such development requires developing an appropriate strategy to ensure the effective functioning of a business entity at each phase and a timely transition to the next. In the first three stages, the task of the managers developing it is to determine the place of the organization in the changing external environment, study possible chances and threats, and carry out the necessary adaptive actions.

The strategy should be supported by an appropriate organizational structure, a modern management system, and an elastic organizational culture to be effectively implemented. In addition, the enterprise needs to strive to produce high-tech and high-quality products based on world standards, to develop logistics and distribution systems that provide quick contact with customers and suppliers. Particular attention should be paid to the formation of marketing orientation and creating conditions for the development of innovation. This is the only way to ensure an advantageous competitive position for the company in the national market and create opportunities for its internationalization.

Significant complexity problems characterize the last two phases. The global market is the goal of an increasing number of enterprises and organizations that, to survive, must seek new management methods and new forms of business organization [25]. The conquest of competitive advantage takes place in an acute struggle, which is a consequence of the functioning of the world market, characterized by intense competition, advanced products, global technological rivalry, the development of international organizations such as conglomerates, concerns, holdings, network and virtual enterprises. In such a situation, business entities should closely monitor the market, technology, and technology development and predict customers' and competitors' behavior. Their goal is to develop and implement expensive programs and strategic activities, both at their own expense and external capital involvement. This means that the

competitiveness of each particular enterprise depends on the ability to quickly generate new products and sell them on the global market, as well as on the conditions that it, local, and central government agencies create.

Today, enterprise managers are faced with several fundamental questions that require immediate answers [16, 21].

1. Learning to adapt: how can an enterprise effectively cope with constant multi-dimensional change? How can it strengthen its ability to learn and adapt to them?
2. Structure: how should the company be organized to respond quickly to unforeseen market changes? What should be its connections with the network of customers and suppliers?
3. Skills: what qualities do managers need to manage tomorrow's enterprise? What skills will be essential to achieve success at all levels of an organization operating in such a dynamic environment?
4. Management style: what happens when the directive-control style of management is contrary to the current actions of uniting employees? How to make decisions in business when more and more employees have wide access to a huge amount of information?
5. Influence of information technology: what will happen to industrial structures when "electronic markets" and "information highways" enable buyers and sellers to find each other anywhere in the world without human mediation?
6. New ways of working: how will people work in groups in the face of a significant increase in communication and coordination capabilities, how will their work be evaluated, will there be a decrease in the number of large offices and factories, will more people work from home, communicating with the enterprise using computers?
7. Innovation: How can an enterprise create an environment that generates relentless innovation in a competitive world, where enterprises that are the first to find and implement a new idea have a great chance of winning?
8. Means of Success: If intellectual capital and other intangible resources play a significant role in achieving success, how can traditional accounting tools be adapted to represent better the enterprise's actual resources, debt, and long-term prospects?

In answering these questions, managers from different countries and regions of the world rely on accumulated national experience, traditions, norms, and rules. Only an organization that can adapt to its changes uses the possibilities of elastic formation of production and distribution processes to compete in the international market [40]. However, the main factor in achieving a competitive advantage is creating a team of highly educated managers and innovators interested in obtaining results capable of implementing the adopted plans and strategic programs. For the practical work of managers and employees of the enterprise, an appropriately designed management system is required. It should be:

- Innovative, that is, capable of innovations regarding not only products and processes, but also structures, the use of human potential, procurement, inventory control, marketing, service;
- Adaptive, i.e., able to adapt to changes in the behavior of employees of the organization, customer preferences, investor expectations, legal regulations, availability of resources in the global market, strategies of competitors;
- Elastic, i.e., capable of increasing and decreasing the size of the organization, changing directions of actions and strategies, creating coalitions, eliminating ineffective or less effective units;
- Effective, i.e., capable of maintaining a lasting advantage over competitors in the field of products, productivity, staff satisfaction, customer loyalty, quality, and ease of service of goods;
- Fast, that is, capable of responding more quickly than competitors to changes in the environment [45].

6 Conclusion

The most critical factor determining the development of the world economy is the globalization of the world economy. It is based on the growing interdependence of national economies and their ever closer integration [4]. Global infrastructure systems (transport network, Internet, etc.) are emerging. The importance of the global problems of our time is growing, the solution of which requires the cooperation of all countries of the world. Scientific and technological progress has a significant impact on the ongoing processes, primarily in information technology and telecommunications. The process of globalization affects the level of interstate relations and all levels of the economy. It also has a significant impact on the development of companies in various countries.

Currently, there is a process of transferring the economy, and therefore enterprises, to an innovative path of development worldwide. This all suggests an idea and speaks in favor of the fact that globalization is the strongest factor influencing the innovative activity of an enterprise [24]. After all, the role and place of the country in the world community, the standard of living of the people to a greater extent depends on the scale of the use of new knowledge and technologies; new knowledge and technologies are also globalized and have an international character. And for an enterprise, the effective use of scientific and technological achievements, their transformation into concrete commercial results is one of the conditions for economic growth against economic globalization.

The control systems of most enterprises do not meet international standards and requirements. This is the only reason why their position in the competition is weakening, which manifests itself in the difficulty of responding to changes in the market environment and customers' needs, in problems with the introduction of modern technology, technology, and organizational solutions [10]. One cannot agree that the post-socialist countries are isolated from the global market and its requirements. Of course, self-isolation is possible, but it would mean a strong and deepening lag, resulting in which the country may find itself on the periphery of civilization. The only way of development at present is the intensification of foreign economic ties, entry into world economic structures [43]. Governance, which is becoming one of the main factors of development in an increasingly globalizing economy, is intended to help in this.

In modern conditions of market globalization and competition, rapprochement of different countries in terms of the high-quality level of technology and technology, the most crucial resource of organizations are managers who are able to respond to changes in the external environment quickly, offer new, non-standard solutions, generate original ideas and proposals, and develop unique strategies. Thus, strategic management in the context of globalization is in dire need of highly qualified managers.

Literature:

1. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations*, 2, 206-220. doi: 10.21272/MMI.2020.2-15.
2. Bakhov, I., Byrkovych, T., Makarchuk, O., Varyvonchik, A., Turchak, L., & Soichuk, R. (2021). Enhancing cross-cultural competence of students under conditions of limited social communication. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 51-56.
3. Barabási, A.L., & Frangos, J. (2014). *Linked: the New Science of Networks*. Basic Books, New York.
4. Bashan, A. & Notea, A. (2018). A hierarchical model for quality management systems in global organizations. *Int. J. Qual. Reliab. Manag.*, 35 (7),1-22.
5. Bashan, A., & Armon, D. (2019). Quality management challenges in a dynamic reality of mergers, acquisitions and global expansion. *Int. J. Qual. Reliab. Manag.*, 36(7), 1192-1211.

6. Bashtannyk, A., Akimova, L., Kveliashvili, I., Yevdokymov, V., Kotviakovskiy, Y., & Akimov, O. (2021). Legal bases and features of public administration in the budget sphere in Ukraine and foreign countries. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 63-68.
7. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova L.M., & Akimov O.O. (2021). The current state of investment security in Ukraine in the context of covid-19 and its impact on the financial and economic situation of the state. *Collection of scientific papers Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. DOI: 10.18371/FCAPTP.V1136.227770.
8. Chen, R., Lee, Y.D., & Wang, C.H. (2020). Total quality management and sustainable competitive advantage: serial mediation of transformational leadership and executive ability. *Total Qual. Manag. Bus. Excell.*, 31(5-6), 451-468.
9. Ershova, E., Karakulin, A., Ershova, I., & Okunkova, E. (2019). *Innovative management methods of training of personnel in the regional mining and processing plant*. In KS. Soliman (Eds.). Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: Education Excellence and Innovation Management through Vision 2020. Norristown: International Business Information Management Association – IBIMA, 7313-7318.
10. European Union (2020). *The EU in the world 2020 edition*. EU: Eurostat.
11. Evans, O. (2020). Socio-economic impacts of novel coronavirus: The policy solutions. *BizEcons Quarterly, Strides Educational Foundation*, 7, 3–12.
12. Filippova, V., Lopushynskiy, I., Artemyev, O., Maltsev, U., Sikorskiy, M., & Andrievskiy, O. (2021). Mechanisms of interaction between the state and territorial communities in the management of assets. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 57-62.
13. Fouré, J., Benassy-Quere, A., & Fontagne, L. (2010). *The World Economy in 2050: a Tentative Picture*. CEPII research center.
14. Goldstein, E. (2016). *Identity economics, system thinking, and education*. M. Frank, H. Shaked, S. Kordova (Eds.). Systems Thinking: Foundation, Uses, and Challenges, Nova Science Publishers, Hauppauge, NY.
15. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267 – 279. doi: 10.21272/MMI.2017.3-25.
16. Haraguchi, N., Martorano, B., & Sanfilippo, M. (2019). What factors drive successful industrialization? Evidence and implications for developing countries. *Structural Change and Economic Dynamics*, 49, 266-276.
17. Hosseini, S.E. (2020). Perspective An outlook on the global development of renewable and sustainable energy at the time of COVID-19. *Direct Energy Research & Social Science journal*, 68, 101633
18. Isaieva, N., Akimova, A., & Akimova, A. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*, 28(2), 56-81. doi: 10.31470/2309-1797-2020-28-2-56-81.
19. Iuorio, O., Wallace, A., & Simpson, K. (2019). Prefabs in the North of England: technological, environmental, and social innovations. *Sustainability*, 11(14), 3884.
20. Jalal, A.Q., Essa Allalaq, H.A., Shinkevich, A.I., Kudryavtseva, S.S., & Ershova, I.G. (2019). Assessment of the efficiency of energy and resource-saving technologies in open innovation and production systems. *International Journal of Energy Economics and Policy*, 9(5), 289-296.
21. Jones, C.I. (2016). *Chapter 1 - The Facts of Economic Growth. Handbook of Macroeconomics*. Available at: <https://web.stanford.edu/~chadj/facts.pdf>.
22. Kalyayev, A., Efimov, G., Motornyy, V., Dzyanyy, R. & Akimova, L. (2019). 'Global Security Governance: Conceptual Approaches and Practical Imperatives,' Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: Education Excellence and Innovation Management through Vision 2020, 10-11 April 2019, Spain, Granada, 4484-4495.
23. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), XV, 56-62.
24. Kliestik, T., Valaskova, K., Nica, E., Kovacova, M., & Lazaroiu, G. (2020). Advanced methods of earnings management: monotonic trends and change-points under spotlight in the Visegrad countries. *Oeconomia Copernicana*, 11(2), 371–400.
25. Kolmykova, T.S., Merzlyakova, E.A., Bredikhin, V.V., Tolstykh, T.O., & Ovchinnikova, O.P. (2018). Problems of Formation of Perspective Growth Points of High-Tech Productions. *Advances in Intelligent Systems and Computing*, 622, 469-475.
26. Koral Kordova, S., Katz, E., & Frank, M. (2018). Managing development projects – the partnership between project managers and systems engineers. *Syst. Eng.*, 22(3), 1-16.
27. Kostiukevych, R., Mishchuk, H., Zhidebekyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. doi:10.14254/2071-789X.2020/13-3/3.
28. Levytska, S., Krynychnay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development *Financial and credit activity: problems of theory and practice*, 25(2), 122–127. doi: 10.18371/FCAPTP.V2125.136476.
29. Levytska, S.O., Akimova, L.M., Zaiachkivska, O.V., Karpa, M.I., & Gupta, Sandeep Kumar. (2020). Modern analytical instruments for controlling the enterprise financial performance. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 314-323. doi: 10.18371/FCAPTP.V2133.206967.
30. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. doi: 10.21272/MMI.2019.4-26.
31. Liudmyla Akimova, Oleksandr Akimov, & Olha Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
32. Liudmyla Akimova, Oleksandr Akimov, Iryna Mihus, Yana Koval, & Vasily Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: <https://doi.org/10.18371/fcaptp.v4i35.221969>.
33. Liudmyla Akimova, Olga Osadcha, Vitalii Bashtannyk, Natalia Kondratska, & Catherine Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice*, 32(1), 434-443. DOI: 10.18371/FCAPTP.V1132.200606.
34. Liudmyla Akimova, Olha Osadcha, & Oleksandr Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice*, 1(24), 64-70. DOI: 10.18371/FCAPTP.V1124.128340.
35. Liudmyla Akimova, Svitlana Levytska, Constantine Pavlov, Volodymyr Kupchak, & Marta Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice*, 30(3), 64-70. DOI: 10.18371/FCAPTP.V3130.179501.
36. Liudmyla Akimova, Victoria Reinska, Oleksandr Akimov, & Marta Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(26), 91-101. DOI: 10.18371/FCAPTP.V3126.144117.
37. Lukina, T., Shevchenko, S., Shulga, N., Fast, A., Pravosud, O., & Bashtannyk, O. (2021). State educational policy for ensuring the quality of pedagogy: global trends and Ukrainian experience. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 38-44.

38. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
39. Mehra, S., & Agrawal, S.P. (2003). Total quality as a new global competitive strategy. *Int. J. Qual. Reliab. Manag.*, 20(9), 1009-1025.
40. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. doi:10.14254/2071-789X.2020/13-2/19.
41. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduiev, M., Romaniuk, N., & Akimov, O. (2021). Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVII, 33-37.
42. Morgan, R.E., & Strong, C.A. (2003). Business performance and dimensions of strategic orientation. *J. Bus. Res.*, 56(3), 163-176.
43. Nataliia Akimova, & Alina Akimova. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. doi: <https://doi.org/10.31470/2309-1797-2018-24-1-27-46>.
44. Obukhova, A., Merzlyakova, E., Ershova, I., & Karakulina, K. (2020). *Introduction of digital technologies in the enterprise*. E3S Web of Conferences, C-04004.
45. Oliinyk, O., Bilan, Y., Mishchuk, H., Akimov, O., Vasa, L. (2021). The Impact of Migration of Highly Skilled Workers on The Country's Competitiveness and Economic Growth. *Montenegrin Journal of Economics*, 17(3), 7-19. DOI: 10.14254/1800-5845/2021.17-3.1.
46. Onyshchuk, S., Filippova, V., Borshch, H., Vasylyshyn, O., & Iakobchuk, V. (2020). Innovative solutions of improving efficiency in public management. *Revista San Gregorio*, 42, Special Edition-2020, 215-223.
47. Osadcha, O.O., Akimova, A.O., Hbur, Z.V., & Krylova, I.I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 27(4), 193-200. doi: 10.18371/FCAPTP.V4I27.154194.
48. Remeikienė, R., Belas, J., Klietstik, T., & Smrcka, L. (2020). Quantitative Assessment of Dynamics of Economic Development in the Countries of the European Union. *Technological and Economic Development of Economy*, 26(4), 933-946.
49. Shamne, A., Dotsevych, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. doi: 10.31470/2309-1797-2019-25-1-384-408.
50. Sharma, P., Leung, T.Y., Kingshott, R.P.J., Davcik, N.S., & Cardinali, S. (2020). Managing uncertainty during a global pandemic: An international business perspective. *Journal of Business Research*, 116, 188-192.
51. Shpektorenko, I., Vasylevska, T., Bashtannyk, A., Piatkivskyi, R., Palamarchuk, T., & Akimov, O. (2021). Legal bases of public administration in the context of European integration of Ukraine: questions of formation of a personnel reserve. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 76-81.
52. Shytyk, L., & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. doi: <https://doi.org/10.31470/2309-1797-2020-27-2-361-384>.
53. Skliarenko, O., Akimova, Al., & Svrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2), 321-340. doi: 10.31470/2309-1797-2019-26-2-321-340.
54. Smyrnova, I., Akimov, O., Krasivskyy, O., Shykerynets, V., Kurovska, I., Hrusheva, A., & Babych, A. (2021). Analysis of the Application of Information and Innovation Experience in the Training of Public Administration Specialists. *IJCSNS International Journal of Computer Science and Network Security*, 21(3), March 2021, 120-126.
55. Sniazhko, S. (2019). Uncertainty in decision-making: A review of the international business literature. *Cogent Business & Management*, 6(1), Article Number 1650692.
56. United Nations New York (2020). *World Economic Situation and Prospects*. Available at: https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/WESP2020_FullReport.pdf.
57. Valaskova, K., Klietstik, T., Svabova, L., & Adamko, P. (2018). Financial Risk Measurement and Prediction Modelling for Sustainable Development of Business Entities Using Regression Analysis. *Sustainability*, 10, Article Number 2144.
58. Vorobei, O., Akimova, A., & Akimova, A. (2021). Metaphorical Conceptualization of WAR in Chinese Sports Discourse. *Psycholinguistics*, 29(2), 25-45. <https://doi.org/10.31470/2309-1797-2021-29-2-25-45>.
59. Voronenko, M., Naumov, O., Naumova, L., Topalova, E., Filippova, V., & Lytvynenko, V. (2020). Analysis of the Effectiveness of an Investment Project Using Statistical Bayesian Networks, *10th International Conference on Advanced Computer Information Technologies (ACIT)*, 408-411, doi: 10.1109/ACIT49673.2020.9208982.
60. Yakymchuk, A.Y., Valyukh, A.M., & Akimova, L.M. (2017). Regional innovation economy: aspects of economic development. *Scientific Bulletin of Polissia*, 3(11), 1, 170-178. doi: 10.25140/2410-9576-2017-1-3(11)-170-178.
61. Yakymchuk, A.Y., Akimova, L. M., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), 2, 170-177. doi: 10.25140/2410-9576-2017-2-2(10)-170-177.
62. Yakymchuk, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), 2, 70-75. doi: 10.25140/2410-9576-2017-2-1(9)-70-75.
63. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. doi: <https://doi.org/10.18371/fcaptop.v2i33.207230>.
64. Zahorskyi, V.S., Lipentsev, A.V., Yurystovska, N.Ya., Mazii, N.H., & Akimov, O.O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. doi: <https://doi.org/10.18371/fcaptop.v3i30.179717>.
65. Zhang, D., Cao, H., & Zou, P. (2016). Exuberance in China's renewable energy investment: rationality, capital structure and implications with firm level evidence. *Energy Policy*, 95, 468-478.

Primary Paper Section: A

Secondary Paper Section: AE, AH

THE CURRENT STATE OF ENSURING THE EFFECTIVENESS OF COORDINATION OF ANTI-CORRUPTION REFORM

^aANDRII MARCHENKO, ^bLIUDMYLA AKIMOVA,
^cOLEKSANDR AKIMOV

^a*National Academy of Public Administration under the President of Ukraine, 20, Anton Tsedek Str., 03057, Kyiv, Ukraine*

^b*National University of Water and Environmental Engineering, 11, Soborna Str., 33000, Rivne, Ukraine*

^c*Interregional Academy of Personnel Management, 2, Frometivska Str., 03039, Kyiv, Ukraine*
email: ^a*sir.marchenko@gmail.com*, ^b*L_akimova@ukr.net*,
^c*1970aaa@ukr.net*

Abstract: The article examines the sphere of state anti-corruption policy, in particular, the social and legal foundations of combating corruption. The main problems existing in this direction are highlighted and possible ways of their solution are proposed. The results of the analysis and conclusions presented in the article will help to form an idea of the nature of corruption, the legal and social content and forms of manifestation of corruption, the current state policy in the field of combating corruption. The article also provides an overview of recent studies of a country-specific nature, which makes it possible to form new knowledge about the high degree of relevance and versatility of the problems of combating corruption in modern states.

Keywords: Anti-corruption reform, Corruption, Prevention, Reforming, Rights of citizens.

1 Introduction

Corruption hinders the economic development of states and worsens the quality of life of citizens, and undermines confidence in government institutions, inhibits economic growth and investment. The phenomenon of corruption in many countries has become systemic. It is largely due to the ineffectiveness of public administration, the peculiarities of the public mentality, the specifics of political culture, as well as the underdevelopment of civil society institutions designed to control the activities of executive authorities. In addition, the socio-economic and political conditions of society are constantly changing, the "corruption field" of social interactions is 'updated' through the introduction of more and more new actors into it. In other words, the range of objects and subjects of corruption relations is constantly expanding. At the same time, only certain officials who have committed corrupt acts are revealed and, accordingly, punished. As a consequence, this undermines the principle of inevitability of punishment and negates the effectiveness of anti-corruption measures.

Often, administrative corruption is perceived as an endemic phenomenon, a product of local traditions and culture, and, therefore, is considered inevitable. Namely with this, politicians often cover up their inactivity, explaining it by people's tolerance of corruption [12, 46]. The world experience is replete with cases of failed reforms and unrealized expectations, while there are only a few examples of successful fight against corruption. Therefore, an analysis of the current state of the effectiveness of reforms to combat corruption is of crucial importance.

2 Materials and Methods

An important and integral element in a number of measures to effectively combat corruption is its measurement, adequate assessment, appropriate conclusions and subsequent anti-corruption decisions on this basis [1, 4-7]. The results of measurements, first of all, of the general state and level of corruption draw the attention of society to the danger of the consequences of corruption, make it possible to assess not only the scale of the corruption scourge, but also help the society to exert a constructive influence on the authorities in order to increase the effectiveness of the efforts being made in the direction of combating corruption [10, 11].

Meanwhile, the state of corruption is difficult to measure even sociologically, which is due to the hidden nature and immorality of corruption relations [14-16]. Due to the fact that corruption

has a latent feature, it is hardly observed directly and is assessed indirectly through indicators, each of which can characterize not all, but only one or another part of the observed corruption phenomenon.

The application of a systematic approach makes it possible to consider the corruption system not only as a hierarchical structure, including different levels, spheres, but also as an autonomous system interacting with other social systems. The methodological basis for the study of the problem is the structural-functional, systemic and comparative political science approaches, which make it possible to identify the fundamental principles of the study of anti-corruption policy.

3 Results

Today, the international community, in order to increase the effectiveness of the fight against corruption, develops various legal recommendations, insists on the need to improve anti-corruption legislation. However, the success of the implementation of these recommendations in specific countries presupposes taking into account the historical traditions of these countries and the legal systems that have developed here. In addition, modern corruption is characterized by transnationality and consistency, as well as a significant ramification of structures that not only carry out illegal activities, but are also included in the international mechanisms of the shadow economy [52]. The commission of acts of corruption involves the use of various mechanisms: political, social, economic (bribery, material benefit, etc.). The mechanisms of blackmail and threats, as well as espionage and other illegal activities, together constitute a complex system [2].

The main goal of improving the legal framework for combating corruption is to reduce its level in all spheres of society [19-21]. To achieve this goal, it is necessary to perform the following tasks: ensuring the protection of the rights, freedoms, and legitimate interests of citizens and society from corruption; improving the regulatory legal framework for the prevention, detection, and suppression of corruption offenses; optimization of forms, methods, and means of combating corruption; involving state bodies and local self-government bodies, within their competence, in activities to prevent and combat corruption, expand and intensify international cooperation in the field of combating corruption.

In this regard, it is especially important to ensure effective interaction between representatives of public authorities, civil society institutions and the scientific community and international organizations in order to solve legal problems [22-27]. An example of such a successful interaction is the activities of the international non-governmental organization Transparency International, which is engaged in anti-corruption research in modern states. It annually determines the Corruption Perceptions Index [47-51, 54]. The Index is a global survey and its accompanying ranking of countries around the world in terms of the prevalence of corruption in the public sector; it is calculated using the Transparency International methodology and is compiled based on surveys of experts and entrepreneurs conducted by independent organizations around the world [3]. The poor performance in this index is an obvious "call to action" for the country concerned.

However, it should be noted that, in addition to the actual corruption offenses giving a bribe, accepting a bribe, mediating in the transfer of a bribe, abuse of office, extortion there is a large number of not so obvious forms of corruption: favoritism as a phenomenon in which the actions of a leader are determined by the influence of favorites; nepotism promotion of persons to positions on the basis of consanguinity; protectionism patronage on the part of officials in relation to their subordinates,

as well as business entities in exchange for remuneration; lobbyism as the activity of representatives of economically strong structures that influence government policy and decision-making; illegal distribution and redistribution of public resources and funds; illegal privatization; illegal support and financing of political structures (parties, public associations); provision of soft loans, orders; the use of personal connections to gain access to positions, public resources, sources of income, privileges [8, 18].

Corruption often has a hidden, implicit nature, but it is always selfish, always pursuing the achievement of a certain goal, benefit. The study of the mechanism of bribery allows researchers to carry out a typology of bribery, to single out several of its types. Thus, the American scientist Raisman identifies three main types of bribes [37]:

- 1) A business bribe ("payment to a civil servant in order to ensure or accelerate the performance of his official duties");
- 2) Inhibiting bribe ("for the suspension of a norm or its non-application in a case where it, in principle, should be applied");
- 3) Direct bribery (i.e., "buying not a service, but an official employee") [56-58].

Seeking to obtain benefits in personal or corporate interests, officials use their official powers, causing colossal harm to the state and society [59, 60]. It is the same at the global level countries whose image is spoiled by corruption stories cause less confidence in other countries and a corresponding attitude towards themselves.

A number of states have developed a set of administrative tools aimed at preventing and suppressing corruption in the spheres of public administration [29-30, 32, 33]. These norms are based on the recognition and protection of the rights and freedoms of the individual and on the strict performance by civil servants of their official duties. In the interests of preventing and suppressing corruption in the civil service, complex administrative measures are being developed to prevent and suppress corruption in the state apparatus. Some countries have adopted special laws containing such norms – a kind of ethical codes for officials [31, 36, 42]. The accumulated world experience in countering such a social evil as corruption has clearly shown that only punitive policies and tougher punishments cannot eradicate this social pathology. There is the need for a whole range of measures aimed at systemic counteraction to any manifestations of corruption. Among the anti-corruption policy tools developed by the state, an important place is occupied by preventive measures aimed at preventing any facts of a corrupt nature.

The experience of law enforcement has shown that a significant part of corruption acts becomes possible due to defects in laws and by-laws, some of which appear as a result of the formal preparation of an act, and some – deliberately, with predetermined corruption purposes. Therefore, the task is to eradicate possible norms with corruption potential from the draft normative legal act at the stage of its discussion. At the same time, the examination can be applied to already existing acts for the same purpose, while it is important that the acts should be checked in conjunction with those laws or by-laws that are applied simultaneously to regulate one group of relations. This also means that the norm of corruption must be eliminated or adjusted so that it does not create "legal" prerequisites for corruption – does not contain corruption factors [8, 17].

In addition to authorized entities, civil society institutions and citizens can, in accordance with the established procedure, at their own expense, conduct an independent anti-corruption examination of regulatory legal acts (draft regulatory legal acts), and in the conclusion based on its results also indicate the identified corruption-generating factors and propose ways to eliminate them.

An unusual and new factor influencing the level of corruption is the influx of migrants. Eugen Dimant's study "On the Impact of Immigration on Corruption in the Host Country" analyzes the impact of the influx of migrants from countries affected by corruption into the territory of different countries. It was found that in areas where migrants from disadvantaged countries are located, the level of corruption is indeed increasing. This should be a wake-up call for the authorities and push them to look for new methods of working with visitors from countries with a high level of corruption [44].

Liz David-Barrett, director of the Center for the Study of Corruption at the University of Oxford, in her article "Codes of Conduct as an Anti-Corruption Tool", argues that today's popular "codes of conduct" for civil servants are not as effective as many believe, and are not suitable as the main measure for preventing corruption in government bodies [31]. However, codes of conduct have proven to be very effective in some cases, for example, when it is necessary to restore the reputation of an agency after a corruption scandal. It is possible to foresee a change in the content and forms of manifestation of corruption, taking into account the dynamics of legal, socio-political, and socio-economic conditions. Historical and modern analysis of corruption as a social and legal category indicates the importance of the formation of effective ways and means of countering this phenomenon [53].

The following aspects should be considered here. First, the creation of an effective system for combating corruption is impossible and inexpedient without taking into account and implementing successful international experience in both legal regulation and law enforcement. Secondly, a correct comparative legal analysis of the competences of national and foreign anti-corruption institutions is required in order to avoid their mechanical comparison and duplication [35, 38]. Of particular importance are measures to improve the legal forms and methods of interaction between the state and business, streamline and systematize the regulation of the processes of production and sale of goods, works and services by public authorities, and reduce the corruption component in this area.

In this regard, the interconnection of anti-corruption measures is very important, such as the formation of intolerance to corrupt behavior in society, anti-corruption examination of legal acts, an increase in the qualification requirements for state or municipal employees, the development of institutions of public and parliamentary control, and administrative reform aimed at limiting state interference in the economic activities of business entities and providing, in particular, the termination of excessive state regulation, the elimination of duplication of functions and powers of executive authorities, the development of a system of self-regulatory organizations, the organizational separation of functions related to the regulation of entrepreneurial activity, supervision and control, management of state property and the provision of services by state organizations to citizens and legal entities, completion of the process of delineation of functions between executive authorities and optimization of the activities of territorial executive bodies and provision of conditions that exclude the combination of control and supervisory functions with the implementation of economic activities.

4 Discussion

Corruption, giving rise to injustice and uneven distribution of public goods and costs, is a symptom of the fact that the state mechanism is not able to effectively distribute public goods, and is a product of corrupt practices in various spheres of life. In a broad sense, corruption is a phenomenon that affects all spheres of life, without exception: the sphere of power and administration, the law enforcement sphere, the sphere of health care and education. In a narrow sense, corruption is the abuse of public position for the sake of gaining personal gain for oneself or third parties. Actions (inaction) of public persons related to the use of powers, decision-making, action to obtain benefits

contrary to the legitimate interests of citizens, organizations, society and the state can be considered either as a condition for the emergence of corrupt practices, or as corrupt behavior [8].

The term “anti-corruption”, as a rule, precisely defines the need to apply in the field of public administration not only a mechanism for responding to persons who have committed corruption offenses, but also focuses on the creation of a mechanism for identifying and eliminating the causes and conditions that contribute to the emergence and development of corruption risks in the public sphere management. At the same time, as practice shows, one of the principles of combating corruption is the principle of priority application of preventive measures [9, 34, 55].

General anti-corruption prevention represents a set of non-specific measures not directly aimed at the causes and conditions of corruption, but indirectly affecting the suppression of corrupt behavior. For example, measures related to the organization of the provision of state and municipal services are not actually special anti-corruption measures, but are considered as part of the activities of executive authorities carried out at the request of applicants. However, poor-quality service provision can become a condition for the emergence of corrupt practices both at the level of development and approval of administrative regulations, and at the level of the practice of providing public services [13]. Therefore, measures to improve the quality of service delivery can be considered as a general preventive activity to form interaction between the authorities and citizens without corruption.

Special prevention is a set of measures directly focused on the causes and conditions of corruption, and carried out by specialized entities (for example, units of the human resources service for the prevention of corruption and other offenses; commissions for compliance with the requirements for official behavior of employees and the settlement of conflicts of interest).

In this context, the mechanisms associated with special preventive measures implemented in the field of public administration are of interest. Such measures can be conditionally subdivided into the following groups: personnel; specially warning; material and technical, legal [43].

Personnel prevention consists in creating conditions aimed at the implementation of measures related to the careful selection of personnel, their moral motivation and material incentives. In particular, the following should be attributed to personnel anti-corruption preventive measures: improving the system of admission to the public service, taking into account the developed criteria and procedures for selecting the best candidates; setting standards and criteria for employee behavior based on codes of ethics and preventing conflicts of interest; conducting anti-corruption training, consulting, informing in the public administration system, etc.

Analyzing, for example, the system of selecting citizens for public service, it should be noted that such democratic principles of personnel policy as equal access of citizens to service and competitive selection of personnel in the field of public administration have been known for a long time, even before the fight against corruption. These principles are guaranteed and proclaimed by the Constitution and laws. The preventive potential of these requirements is associated with the exclusion of the recruitment of unworthy persons and ensure the selection of the best personnel in terms of professional knowledge, business, and moral qualities. Nevertheless, in practice, these provisions on the competition often remained and remain declarative, since in reality they are not ensured by such special anti-corruption measures as openness and transparency of the recruitment procedure; the presence of objective criteria for the selection of personnel through computer testing or other similar procedures. With this state of affairs, it is possible that there are signs of protectionism and patronage [45, 46, 52]. To eliminate the causes and conditions for the occurrence of corruption risks

in the selection system for the public service, it is necessary to analyze the risks for the emergence of corruption practices and establish objective criteria for assessing recruitment.

Special preventive measures should include the imposition of prohibitions and restrictions, duties and requirements on an employee in order to prevent the commission of corruption offenses. The need for such anti-corruption restrictions is due to the fact that the effectiveness of the performance by any employee of their duties, compliance with requirements and prohibitions affects, in general, the effectiveness of the entire public administration. For example, such a special precautionary measure as the obligation to provide information about employees, their spouses and minor children on income, property obligations, as well as information on expenses, is a condition that prevents illegal enrichment. To this end, the personnel services are creating a database on the property status of employees, which will become an auxiliary tool for tracking the sources of income of employees.

Material and technical measures in the field of combating corruption are associated with the development of electronic services to ensure interaction between authorities and citizens, as well as with the creation of subsections of the official websites of public administration authorities, in frames of “e-democracy”. Material and technical measures are focused on the implementation of the following preventive tasks: ensuring openness and transparency of the activities of state and municipal bodies; guaranteeing the availability of information for citizens that is not confidential; increasing the discipline and personal responsibility of the relevant public officials.

Legal prevention of corruption is associated with the definition and development of various methods and mechanisms that eliminate the causes and conditions for corrupt behavior. An element of legal prevention, in particular, is the anti-corruption expertise of lawmaking [40, 41]. Such measures make it possible to clearly regulate the legal status of an official at all levels, develop and implement administrative regulations for work in the field of public administration.

Of course, it is not possible to consider absolutely all preventive measures, due to the significant content and complexity of anti-corruption mechanisms. On the one hand, preventive measures differ from punishment in terms of their application and only partly in content [20], but on the other hand, the prevention system requires a more significant investment of time and resources. Therefore, rapid effectiveness and ‘exemplary’ preventive activities by any means should not become the basis for anti-corruption preventive activities in the public administration system. The formation and development of new anti-corruption approaches naturally face numerous mistakes and shortcomings, but the choice of a course for prevention is the only right decision if the goal is really the good of the people.

It is interesting to note that, for example, in Australian legislation, the functions of preventing corruption are assigned to law enforcement, municipal and public structures. At the federal level, the matter falls under the purview of the prosecutor's office (and the subordinate Australian Crime Commission, the Intelligence and Security Organization and the Federal Police), the Ombudsman and the Enforcement Commission, and the fight against union corruption [44]. The preventive measures carried out by these bodies are mainly based on the initiative appeals of citizens.

The states of New South Wales, Queensland, Western Australia, Victoria, South Australia, and Tasmania also have independent anti-corruption commissions and ombudsmen specializing in various sectors of the economy who are engaged in informing citizens and providing them with legal assistance on anti-corruption issues, promoting an “ethical climate” facilitating the participation of individuals and social sector organizations in countering this phenomenon. Such regional structures are actively working with the population, organizing outreach

activities both remotely and directly in municipalities, education, health and justice institutions, with government officials and private sector workers in offices and industrial facilities, as well as with national and religious communities. The training programs include both general theoretical developments on combating corruption, and practical recommendations, taking into account the characteristics of a specific audience [44]. Networked types of citizens' consultation are widely developed by organizing various forums with permanent on-line pages. The largest anti-corruption effort in Australia is the Biennial Anti-Corruption Commissions of New South Wales, Queensland and Western Australia, the Australian Public Sector Corruption Conference [44].

In addition, Australia actively participates in all major international and regional Asia-Pacific anti-corruption formats and structures, including the UN, G20, OECD, APEC and the Asian Development Bank.

In the UK, the main anti-corruption law with extraterritorial effect is the Bribery Act 2010, which entered into force on 1 July 2011. It provides for liability for the following offenses: giving a bribe, bribery of a foreign civil servant, and connivance of officials of legal entity. A special feature of this act is that its provisions apply in the same way to British individuals and legal entities, and its effect applies to crimes committed outside the UK [46].

A special place in the structure of British anti-corruption legislation is occupied by the Codes of Conduct for Members of Parliament and civil servants. These documents are binding and imply the observance of a high level of financial discipline and transparency by the indicated categories of persons.

The popularization of anti-corruption standards of conduct in the UK is carried out through government agencies to combat corruption, in particular, through the Anti-Fraud Agency (an independent agency that investigates complex economic crimes, as well as combats corruption) and the Financial Conduct Authority (it is empowered to conduct anti-corruption investigations against legal entities and individuals by monitoring the situation in the financial services industry) [46].

Parliamentary oversight is one of the most important areas in the fight against corruption in the UK. At the same time, the most effective and widely used tools of legislators are parliamentary inquiries and reports of parliamentary committees. National and international non-governmental organizations play an important role in the fight against corruption in the UK.

The National Anti-Corruption Commission of Thailand (NAC) has developed and approved an anti-corruption strategy, which includes four areas. Within the framework of the first block of ethical and value tasks, measures are being developed to introduce into the mass consciousness the philosophy of "self-sufficient economy", which implies moderation of consumption, promotes moral behavior, the principles of intransigence to embezzlement, and carrying out self-control. Additional classes on anti-corruption thinking are being introduced in secondary schools, and teachers are being trained to serve as a model of decency and discipline for the younger generation. The second area involves the development of a step-by-step and all-encompassing PR plan to collect statistics and research data on corruption, as well as to promote anti-corruption thinking in the media [39].

The political processes taking place in Ukraine lead to the constant intensification of the anti-corruption struggle. The top leadership of the country has repeatedly stated the need to minimize corruption in state and local government bodies. According to the current Ukrainian legislation, the National Anti-Corruption Committee, the Ministry of Justice of Ukraine, and the Government Commissioner for Anti-Corruption Policy were also vested with separate powers to combat corruption [31, 36].

Nevertheless, the level of corruption in Ukraine is still quite high, which is confirmed by the results of international research. Ukrainian anti-corruption policy has a strictly oriented vertical vector, and organizational and legal decisions do not have the proper material and technical content due to the difficult economic situation in the country. A successful anti-corruption fight is quite often accompanied by an improvement in the general state of the economy, and, on the contrary, in conditions of a constant lack of funds, the initiatives of the state leadership to combat corruption may simply not be implemented properly.

Currently, in Ukraine, the main goal of improving the legal framework for combating corruption is to reduce its level in all spheres of governance by increasing the efficiency of coordination of the activities of state and municipal bodies and civil society institutions, based on benchmarking of best foreign experience. The main directions of such activities should be adjusted not only as individual measures are taken, but also taking into account the results of an in-depth analysis of the phenomenon of corruption, its causes, motivation for corrupt behavior, a more serious and objective assessment of direct and indirect economic and other losses. At the same time, one of the most important criteria for assessing anti-corruption activities should be the effectiveness of the implementation of all constitutional human and civil rights and freedoms.

5 Conclusion

The problem of corruption is relevant for many countries of the world, from developing to the most prosperous. The scale and level of corruption relations in a particular country depend on various factors: culture, history, economic and political system of the state.

Corruption causes enormous harm to constitutional rights and freedoms of man and citizen, since various forms of corruption pressure from public authorities and officials restrict the population's ability to fully and freely use and exercise their rights. At the same time, corruption is not a frozen static phenomenon it develops and changes under the influence of various factors. General and specific features of corruption allow saying that this negative social phenomenon should be considered as a sign of any society with a developed bureaucratic structure. Corruption not only drastically restrains the socio-economic development of any state, hinders the implementation of investment projects, but also hinders the processes of integration into the international economy and generally worsens the image of the state.

Revealing patterns of development and functioning of anti-corruption policy in order to determine ways to optimize mechanisms for the implementation of national security actualizes the topic of anti-corruption reforms.

The main directions of the formation of anti-corruption policy should include: development of a strategy and preparation of cooperation programs in the field of anti-corruption policy at the international level; exchange of specialists and technologies in the field of implementation of anti-corruption policy, exchange of experience and organization of scientific and methodological support of anti-corruption activities, creation and operation of information systems; assistance in training and advanced training of personnel; providing legal protection and support to citizens and organizations involved in anti-corruption policy, as well as ensuring appropriate support to compatriots abroad.

The activities of civil society institutions can be aimed at ensuring information transparency of the decision-making process by executive authorities, their use of budget funds, including through access to financial documents of state bodies by non-governmental organizations and the media.

Literature:

1. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure

- of customer deposit. *Marketing and Management of Innovations*, 2, 2020. 206-220. doi: 10.21272/MMI.2020.2-15.
2. Arnone, M., & Borlini, L.S. (2014). *Corruption: Economic Analysis and International Law*. Edward Elgar Publishing.
 3. Atuyambe, I. (2015). *Public Service Anti-Corruption and Performance Reform: Non-Monetary Incentives as an Effective Social Control Mechanism*. LAP LAMBERT Academic Publishing.
 4. Bakhov, I., Byrkovych, T., Makarchuk, O., Varyvonchuk, A., Turchak, L., & Soichuk, R. (2021). Enhancing cross-cultural competence of students under conditions of limited social communication. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 51-56.
 5. Bashtannyk, A., Akimova, L., Kveliashvili, I., Yevdokymov, V., Kotviakovskiy, Y., & Akimov, O. (2021). Legal bases and features of public administration in the budget sphere in Ukraine and foreign countries. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 63-68.
 6. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of covid-19 and its impact on the financial and economic situation of the state. *Collection of scientific papers Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. DOI: 10.18371/FCAPTP.V1I36.227770.
 7. Filippova, V., Lopushynskiy, I., Artemyev, O., Maltsev, U., Sikorskiy, M., & Andrievskiy, O. (2021). Mechanisms of interaction between the state and territorial communities in the management of assets. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 57-62.
 8. Fitzpatrick, S. (2004). *Thinking Strategically about Anti-Corruption Reforms: Addressing Factors That Increase the Likelihood and Maintenance of Corrupt Exchanges*. Peter Lang Publishing.
 9. Fjeldstad, O.-H. (2008). *Anti-Corruption Reforms: Challenges, Effects and Limits of World Bank Support*. World Bank, IEG Working Paper 7.
 10. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267 – 279. doi: 10.21272/MMI.2017.3-25.
 11. Isaieva, N., Akimova, A.I., & Akimova, A.N. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*, 28(2), 56-81. doi: 10.31470/2309-1797-2020-28-2-56-81.
 12. Johnston, M. (2006). *Syndromes of Corruption: Wealth, Power, and Democracy*. Cambridge University Press.
 13. Johnston, M., & Fritzen, S.A. (2020). *The Conundrum of Corruption: Reform for Social Justice*. Routledge.
 14. Kalyayev, A., Efimov, G., Motornyy, V., Dzyanyy, R. & Akimova, L. (2019). 'Global Security Governance: Conceptual Approaches and Practical Imperatives,' Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: *Education Excellence and Innovation Management through Vision 2020*, 10-11 April 2019, Spain, Granada, 4484-4495.
 15. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), XV, 56-62.
 16. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. doi:10.14254/2071-789X.2020/13-3/3.
 17. Kralikova, M. (2021). Importing EU norms: the case of anti-corruption reform in Ukraine. *Journal of European Integration*. Dated on 21 January 2021. DOI: <https://doi.org/10.1080/07036337.2021.1872559>.
 18. Larmour, P., & Wolanin, N. (2013). *Corruption and Anti-Corruption*. ANU E Press.
 19. Levytska, S., Krynychay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development *Financial and credit activity: problems of theory and practice*, 25(2), 122–127. doi: 10.18371/FCAPTP.V2I25.136476.
 20. Levytska, S.O., Akimova, L.M., Zaiachkivska, O.V., Karpa, M.I., & Gupta, Sandeep Kumar. (2020). Modern analytical instruments for controlling the enterprise financial performance. *Financial and Credit Activity-Problems of Theory and Practice*. 2(33), 314-323. doi: 10.18371/FCAPTP.V2I33.206967.
 21. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. doi: 10.21272/MMI.2019.4-26.
 22. Liudmyla Akimova, Oleksandr Akimov, & Olha Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
 23. Liudmyla Akimova, Oleksandr Akimov, Iryna Mihus, Yana Koval, & Vasiliy Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: <https://doi.org/10.18371/fcaptp.v4i35.21969>.
 24. Liudmyla Akimova, Olga Osadcha, Vitalii Bashtannyk, Natalia Kondratska, & Catherine Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice*, 32(1), 434–443. DOI: 10.18371/FCAPTP.V1I32.200606.
 25. Liudmyla Akimova, Olha Osadcha, & Oleksandr Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice*, 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
 26. Liudmyla Akimova, Svitlana Levytska, Constantine Pavlov, Volodymyr Kupchak, & Marta Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice*, 30(3), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
 27. Liudmyla Akimova, Victoria Reinska, Oleksandr Akimov, & Marta Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
 28. Lukina, T., Shevchenko, S., Shulga, N., Fast, A., Pravosud, O., & Bashtannyk, O. (2021). State educational policy for ensuring the quality of pedagogy: global trends and Ukrainian experience. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 38-44.
 29. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
 30. Mahchanda, S. (2020). *Embrace Your Own Power to Fight Corruption*. Gullybaba Publishing House.
 31. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. doi:10.14254/2071-789X.2020/13-2/19.
 32. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduev, M., Romaniuk, N., & Akimov, O. (2021) Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVII, 33-37.
 33. Munglu-Pippidi, A. (2011). *Contextual Choices in Fighting Corruption: Lessons Learned*. NORAD.
 34. Nataliia Akimova, & Alina Akimova. (2018) Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. doi: <https://doi.org/10.31470/2309-1797-2018-24-1-27-46>.

35. OECD (2013). *Fighting Corruption in Eastern Europe And Central Asia: Anti-Corruption Reforms in Eastern Europe And Central Asia Progress And Challenges*. OECD.
36. Okonjo-Iweala, N. (2018). *Fighting Corruption Is Dangerous: The Story Behind the Headlines*. The MIT Press.
37. Oliinyk, O., Bilan, Y., Mishchuk, H., Akimov, O., Vasa, L. (2021). The Impact of Migration of Highly Skilled Workers on The Country's Competitiveness and Economic Growth. *Montenegrin Journal of Economics*, 17(3), 7-19. DOI: 10.14254/1800-5845/2021.17-3.1.
38. Olken, B., & Pande, R. (2012). Corruption in Developing Countries. *Annual Review of Economics*, 4, 479-509.
39. Onyshchuk, S., Filippova, V., Borshch, H., Vasylyshyn, O., & Iakobchuk, V. (2020). Innovative solutions of improving efficiency in public management. *Revista San Gregorio*, 42, Special Edition-2020. 215-223.
40. Osadcha, O.O., Akimova, A.O., Hbur, Z.V., & Krylova, I.I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 27(4), 193-200. doi: 10.18371/FCATP.V4I27.154194.
41. Persson, A., Rothstein, B., & Teorell, J. (2013). Why Anticorruption Reforms Fail—Systemic Corruption as a Collective Action. *Governance: An International Journal of Policy, Administration, and Institutions*, 26(3), 449-471.
42. Pozsgai, J. (2017). A Systems Model on Corruption and Anticorruption Reform. *ASPJ Africa & Francophonie - 3rd Quarter 2017*, 40-55.
43. Pyman, M., & Eastwood, S. (2018). *Analysing the anti-corruption approaches of the 26 top-ranked countries: An opportunity for a new generation of strategies*. The Institute for Statecraft.
44. Rose-Ackerman, S. (2013). International Actors and the Promises and Pitfalls of Anti-Corruption Reform. *University of Pennsylvania Journal of International Law*, 34(3), 447-463.
45. Rose-Ackerman, S., & Palifka, B. (2016). *Corruption and Government: Causes, Consequences, and Reform*. Cambridge University Press.
46. Shamne, A., Dotsevykh, N., & Akimova, A.I. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. doi: 10.31470/2309-1797-2019-25-1-384-408.
47. Shpektorenko, I., Vasylevska, T., Bashtannyk, A., Piatkivskyi, R., Palamarchuk, T., & Akimov, O. (2021). Legal bases of public administration in the context of European integration of Ukraine: questions of formation of a personnel reserve. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 76-81.
48. Shytyk, L., & Akimova, A.I. (2020) Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. doi: <https://doi.org/10.31470/2309-1797-2020-27-2-361-384>.
49. Skliarenko, O., Akimova, A.I., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept «MACHT» in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2), 321-340. doi: 10.31470/2309-1797-2019-26-2-321-340.
50. Smyrnova, I., Akimov, O., Krasivskyy, O., Shykerynets, V., Kurovska, I., Hrusheva, A., & Babych, A. (2021). Analysis of The Application of Information and Innovation Experience in The Training of Public Administration Specialists. *IJCSNS International Journal of Computer Science and Network Security*, 21(3), March 2021, 120-126.
51. Vergara, C. (2020). *Systemic Corruption: Constitutional Ideas for an Anti-Oligarchic Republic*. Princeton University Press.
52. Vogl, F. (2016). *Waging War on Corruption: Inside the Movement Fighting the Abuse of Power*. Rowman & Littlefield Publishers.
53. Vorobei, O., Akimova, A., & Akimova, A. (2021). Metaphorical Conceptualization of WAR in Chinese Sports Discourse. *Psycholinguistics*, 29(2), 25-45. <https://doi.org/10.31470/2309-1797-2021-29-2-25-45>.
54. Voronenko, M., Naumov, O., Naumova, L., Topalova, E., Filippova, V., & Lytvynenko, V. (2020). Analysis of the Effectiveness of an Investment Project Using Statistical Bayesian Networks, *10th International Conference on Advanced Computer Information Technologies (ACIT)*, 408-411, doi: 10.1109/ACIT49673.2020.9208982.
55. Williams-Elegbe, S. (2012). *Fighting Corruption in Public Procurement: A Comparative Analysis of Disqualification or Debarment Measures*. Hart Publishing.
56. Yakymchuk, A.Y., Valyukh, A.M., & Akimova, L.M. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), 1, 170-178. doi: 10.25140/2410-9576-2017-1-3(11)-170-178.
57. Yakymchuk, A.Y., Akimova, L. M., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), 2, 170-177. doi: 10.25140/2410-9576-2017-2-2(10)-170-177.
58. Yakymchuk, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), 2, 70-75. doi: 10.25140/2410-9576-2017-2-1(9)-70-75.
59. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. doi: <https://doi.org/10.18371/fcap tp.v2i33.207230>.
60. Zahorskyi, V.S., Lipentsev, A.V., Yurystovska, N.Ya., Mazii, N.H., & Akimov, O.O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. doi: <https://doi.org/10.18371/fcap tp.v3i30.179717>.

Primary Paper Section: A

Secondary Paper Section: AD, AE, AH

TRANSLATION AS A SPECIAL TYPE OF MULTICULTURAL AND INTERLINGUAL COMMUNICATION

^aIVAN BAKHOV, ^bIRINA GRACHEVA, ^cGANNA POLISHCHUK, ^dNATALIIA TSUKANOVA, ^eANDRZEJ KOKIEL

^a*Interregional Academy of Personnel Management, 2, Frometivska Str., 01039, Kyiv, Ukraine*

^b*Vinnitsya M.Kotsyubynsky State Pedagogical University, 32, Ostrozkoho Str., 21000, Vinnitsya, Ukraine*

^{c,d}*Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, 1, Shevchenka Str., 25000, Kropyvnytskyi, Ukraine*

^e*WSB University in Poznań, 5, Powstańców Wielkopolskich, 61-895, Poznań, Poland*

email: ^ai.bakhovi@gmail.com, ^bihrachovai@vspu.edu.ua, ^clopotovai@ukr.net, ^dNatadancei@rambler.ru, ^elessitti@ukr.net

Abstract: Integration processes have predetermined the intensification of communications, including in the intercultural sphere. At the same time, the density, intensity, and duration of such relationships that develop between representatives of different cultural communities have grown significantly and continue to increase every year. The emergence of such a dialogue predetermines the objective need to reassess contacts between various socio-cultural communities and their own cultural identity based on tolerance, adequate perception of cultural differences. There are necessary prerequisites for effective relationships between cultures and mutual understanding between subjects carriers in these circumstances. In such conditions, the relevance of translation in the light of intercultural communication increases significantly. The article discusses the need for a deep theoretical and practical understanding of the changes taking place in the language from the sociolinguistic analysis. Considerable attention is paid to translation as a type of intercultural communication. The article discusses in detail the essential and meaningful characteristics of the translation. The main types of translation are highlighted, including educational and professional translation. Based on the results of the study, conceptual conclusions about the meaning of translation in the light of intercultural communication were formulated.

Keywords: Interlingual communication, Language integration, Linguistics, Multicultural communication, Translation.

1 Introduction

The study of the problem of interaction between language and culture, the consciousness of a carrier's personality is one of the most important areas of linguistics at the present stage. In this regard, it is necessary to consider the essential-meaningful characteristics of the translation. In the modern world, translation can be seen as a mental interpretive activity, a certain type of communication that is done through two or more languages. In this regard, in order to obtain the most positive effect, it is advisable to take into account the specifics of communication, which is directly related to the culture of interacting communities or individual representatives of different ethnic groups, which, in turn, indicates possible problematic issues of a psychophysiological, sociological, ethical and culturological order [8].

Intercultural communication as a social phenomenon was brought to life by the practical needs of the post-war world, supported ideologically by the interest that from the beginning of the 20th century. It was formed in the scientific environment and in the public consciousness in relation to the so-called "exotic" cultures and languages. Practical needs have arisen as a result of the rapid economic development of many countries and regions, revolutionary changes in technology, the associated globalization of economic activity [56]. As a result, the density and intensity of prolonged contacts between representatives of different cultures have grown and continue to increase. In addition to the economy itself, education, tourism, and science have become the most important professional and social intercultural communication areas. The most significant contributions to the study of communication are made by cognitive and social psychology, sociology, cognitive linguistics, and typology of languages. Such a variety of methods is unsurprising when it comes to such a multifaceted, continuous, and endless, invariably human activity, such as communication [21].

2 Literature Review

The term "communication" comes from the Latin word for "general": the transmitter of the information tries to establish a "community" with the receiver of the information. Therefore, communication can be defined as the transfer of not just information but meaning or meaning through symbols. The term "intercultural communication" in a narrow sense appeared in the literature of the 1970s [32].

Researchers of the problems of mass communication emphasize that there are many definitions of communication [9, 16, 40, 55]. Intercultural communication is communication carried out in conditions of such significant culturally determined differences in the communicative competence of its participants that these differences significantly affect the success or failure of a communicative event [16].

The main functions of intercultural communication are to ensure intercultural exchange of material and ideal values and cooperation between representatives of different ethnic groups, nations, states, etc., when solving certain problems of the local and global levels.

The concept of translation as intercultural communication stems from understanding language as a component of culture, as a single socio-cultural education.

The works of domestic and foreign scientists emphasize the special role that translation plays in the development of culture, science, economics, literature, and the language itself.

From the moment that in the history of civilization, the process of dividing people into groups using different languages (due to geographical, historical, and cultural prerequisites) began to occur, the problem of decoding speech for communication has appeared [48]. Since different peoples entered and are entering into trade, military, political, economic, cultural, scientific relations with each other throughout the history of humanity, then, undoubtedly, translation is one of the most ancient types of intelligent human activity. And since ancient times, translation has been performing the function of interlingual and intercultural communication of people, both between states and on the territory of multinational states. Examples are Ancient Carthage, Ancient Egypt, the states of Ancient Greece, the Roman Empire, the states of Central Asia, India, Iran, which included multilingual tribes and nationalities [1, 3, 13, 15, 17]. The more multinational the state was, translators occupied the more honorable place [2]. One of the important milestones in the development of translation was the emergence of writing [47]. Firstly, this gave a powerful impetus for the intercultural exchange of values and achievements in various spheres of human activity. Secondly, a new type of translation practice was formed, namely, translation, which has functioned from that moment along with interpretation. Not only oral statements began to be translated but also written texts.

Today we are witnessing a translation boom in science and technology. More than 70% of translators work in this area. The largest volume of translations falls on business correspondence:

- Consumer information texts;
- Scientific and technical documents;
- Various kinds of contracts;
- Technical descriptions [33].

The human tendency to generalize what is happening globally, the accumulation of vast experience in the course of translation practice pushed translators to synthesize existing knowledge and create a theory of translation [48].

The modern theory of translation as a scientific direction emerged in the middle of the 20th century. The impetus for its emergence and development was the sharp expansion of

translation practice to meet urgent needs [18-20]. The Second World War and subsequent political events and changes directly or indirectly related to it - the Nuremberg process, the collapse of the colonial system, the emergence of international organizations of the United Nations, UNESCO, and NATO military blocs, the Warsaw Pact - involve more and more peoples, new nationalities in the sphere of international communication and languages [8]. As a result, the number of translators and the number of languages from which they translate and into which they translate is growing.

3 Materials and Methods

The translation is considered in the study as a special type of speech activity with general and specific features that distinguish it from other types. Moreover, this activity is a process consisting of the following stages:

- Understanding (actions of the translator related to the extraction of information from the original);
- Translation (selection of the necessary means when creating a translation text) [9].

At the same time, it is important to emphasize that the first stage is relative since understanding and perception of the same text, sentence, word is purely individual and depends on the subject reproducing it [45]. It should be borne in mind that it is necessary to convey the original text as closely as possible in case of interlanguage transmission.

Serving as a means of communication between people of different nationalities, translation is a means of interlanguage and intercultural communication [22-24]. Translation can be defined as a unidirectional and two-phase process of interlanguage and intercultural communication, in which a secondary text (metatext) is created on the basis of a targeted ("translation") analysis of the primary text, replacing the primary one in another linguistic and cultural environment. A process is characterized by an attitude towards the transmission of the communicative effect of the primary text, partially modified by differences between two languages, two cultures, and two communicative situations [7].

The translation is one of the types of language mediation. The types of language mediation also include summarizing, annotating, retelling, and summaries. They differ in the volume and form of the transmitted information. Translation differs from abbreviated presentation, retelling, and other forms of text reproduction in that it is a process of reconstructing the unity of the content and form of the original. *To translate* means *to express correctly and completely through one language that which has already been expressed earlier using another language* [5].

Authors who support the linguistic concept of translation theory believe that any translation should begin with a philological analysis of the text, made fully armed with linguistic training, and end with literary creativity [25-31].

A distinction should be made between the so-called educational translation and professional translation. The educational translation is associated with decoding a foreign language text to understand it in the process of learning a foreign language. This technique makes it possible to comprehend the basics of a foreign language, methods, and translation techniques to deepen knowledge of the language [36].

Professional translation is a special linguistic activity - a translation activity aimed at reconstructing an original in another language. This activity requires special training, skills, and abilities. It presupposes perfect command of a foreign and native language, knowledge of one's own, and foreign-language culture.

4 Results

Communication is the interaction of individuals, in which communicants appear as subjects of culture, representatives of a

specific linguistic-socio-cultural community. And translation as a form of mediation is not only a means of interlingual but also a means of intercultural communication [34, 35, 37, 38, 41]. Consideration of translation as a type of intercultural communication follows from the understanding of language as a component of culture, as a single socio-cultural education, and culture as a set of material and spiritual achievements of society, including all the multifaceted historical, social, and psychological characteristics of an ethnos, its traditions, views, values, institutions, behavior, life, living conditions - in a word, all aspects of his being and consciousness, including language. With this understanding, the language is interpreted as a single socio-cultural formation, reflecting the characteristics of an ethnic group as a carrier of a certain culture, distinguishing and distinguishing it from other cultures [46].

In translation, not only two or more languages interact, but two cultures have both common and national specifics. Revealing the general, international, universal and private, special, national is fundamental in the study of such a phenomenon as intercultural communication [42-44]. The origins of the universal and nationally specific are revealed when studying such concepts as "the conceptual and linguistic picture of the world of society."

On the one hand, being an objective system, and on the other - the result of the emotionally spiritual creativity of the nation, languages fix the peculiarities of the worldview of the people. In the process of historical development, fundamental vital images are fixed in the language and transmitted by subsequent generations in a verbalized form. The external material conditions for the existence of an ethnos may change over time. However, the features of the national mentality transmitted by language means continue to be reproduced in subsequent generations [49-54]. That is, the language offers its carriers a ready-made form of assessment and perception and begins to perform the function that at the initial stage of the existence of the ethnos was performed by the external environment, partially modeling the speech and non-speech behavior of people as subjects of the cultures of this society.

The originality of the national, linguistic pictures of the world and the plurality of cultures are not an obstacle to the mutual understanding of peoples and are overcome during translation. One essential and decisive practical evidence of the compatibility of logical and linguistic systems in their cognitive essence is the irrefutable fact of mutual understanding of peoples based on a translation from one language to another. Never in history (except for biblical Babylon) have linguistic barriers not been an insurmountable obstacle to communication between peoples, not only civilized but also peoples standing at different stages of social development (for example, during the period of great geographical discoveries).

However, intercultural communication is adequate and successful only when the communicants, who are carriers of different cultures and languages, realize that each of them is "different" and each perceives the "alienness" of the partner alternately. Acquaintance with the culture of other peoples is one of the most important social functions of translation. A bilingual translator is, as it were, a "doubled" linguistic personality. It perceives foreign language textual activity from the position of the linguoculture of a foreign language society. And then, he switches to his native language and socio-cultural codes [11].

5 Discussion

The special significance of translation in the light of intercultural communication is manifested in the following:

- Translation has a tremendous impact on the formation of innovative methods and techniques in one of the most important areas of human spiritual activity - literature. So, certain borrowings bring a fresh stream to cultural development and also give an obvious impetus to progressive development in the future [39];

- One of the characteristics of translation and translation activity is the time dimension [57-59]. This is manifested because they are a link between modern culture and the culture of bygone times. Indeed, any work of art entirely belongs to its era. However, it also lives for centuries, both in the environment of the language in which it was created and in the translated language;
- The translation is intended to make the author's work the property of all humankind.

After analyzing this position, it can be noted that the cultural value of translation is manifested in facilitating the process of interaction of people with each other. It is included in the exchange of cultural values, including objects, ideas, artistic images, and other constituent elements of culture. In addition, it is a means that satisfies the spiritual needs of a person, serves as a source of obtaining and accumulating knowledge that representatives of humanity acquire throughout its socio-cultural development [60-61]. It can be argued that the participation of translation in the exchange of cultural values makes a significant contribution to world progress.

Considering translation in the light of intercultural communication, the authors pay attention to the types of translation, distinguishing two groups, namely:

- Educational, which is directly related to decoding a foreign language text to understand it in the process of learning a foreign language (allows you to comprehend the basics of a foreign language, methods, and techniques of translation, to deepen your knowledge of the language) [40];
- Professional translation is a special linguistic activity that focuses on recreating the original in another language. Such activities require special training, skills, and abilities. It presupposes perfect command of a foreign and native language, knowledge of one's own, and foreign language culture [12].

In addition to the gradation of translation into educational and professional, one can distinguish such varieties as scientific and artistic.

Knowledge and command of foreign languages, in turn, play a colossal role for those who are somehow connected with science, education, and innovation. Moreover, such specialists should operate with existing terms, concepts, and categories and be ready to emerge new ones. In addition, the ability to find the correct equivalent to an unfamiliar foreign term in the native language and vice versa is especially appreciated.

The translation of literary texts deserves special attention [5]. So, it is necessary to understand that there are special laws of equivalence to the original in it. In this case, the translation can be as close to the original as possible. However, since its author, its linguistic material, and its own life in the linguistic, literary, and social environment, literary translation is an independent creation. We can say that it is generated by the original, depends on it, but at the same time, it has relative independence since it becomes a fact of the translating language. Therefore, the development of the same work in different cultures has its own specifics, differences, and history.

There is a certain difference between the original text and the translation, which consists of the nature of interpretation, the reputation of the author-translator, and social meaning. In addition, there are other reasons for the relative equivalence of literary translation, which is caused by certain originality of the perception of the original, the diversity of languages, differences in the socio-cultural environment [40]. These factors should be taken into account when working on a text, which requires the translator to show individuality, which is formed taking into account his artistic perception, talent, and the peculiar nature of the selection of linguistic means. The listed features, conditioned by the individuality of the translator, do not in any way relate to the author's style of the original. They are not directly correlated with the text of the original. Their main paradox is that they are

undesirable, but in the overwhelming majority of cases, inevitable.

For the translation of fiction at the stage of perception of the original, the correct understanding of the text is of great importance, but also the vision of all images and situations created by the author of the work and their interpretation. It is common knowledge that a word always generalizes. It is filled with specific content only when all participants in communication are talking about specific beings, objects, or objects that are visible or well known to them.

At the heart of any literary text is the attitude of its author, which requires the most accurate transmission during translation. Indeed, translation is not considered an independent speech activity, and the translator does not have the right to make significant adjustments to the content and improve the text [6].

When considering translation, it becomes important to understand that communication is a kind of interaction of individuals, in which subjects communicating with each other act as subjects of culture, representatives of a certain linguistic-socio-cultural community, and translation, being a kind of mediation, is a means of not only interlanguage but also intercultural communication [14].

6 Conclusion

The translator must translate not only sentences but also know the culture of the foreign language country [5]. He will serve as a mediator for both parties, explaining to them the main rules of behavior and customs of the country, and it will also be the translator who will have to choose an equivalent for a linguistic phenomenon that directly reflects a foreign culture. The basis for achieving mutual understanding in intercultural communication is empathy - substituting oneself in the place of another person, an attempt to see the world through his eyes. If the translator succeeds in this, then the translation process can be considered successful [7].

Firstly, the peculiarities of translation bilingualism are that translation bilingualism has, as a rule, an asymmetric character [39]. Most translators are dominated by one language and one culture. This language and this culture subjugate others that the translator has to deal with in translation. Secondly, in translation, both languages are present in the act of speech and function simultaneously.

Through the prism of the dominant language and the dominant culture, the meanings of speech in another language are understood, the facts of another culture are perceived. The translator constantly has to overcome the interference of languages and cultures.

Literature:

1. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations*, 2, 2020. 206-220. doi: 10.21272/MMI.2020.2-15.
2. Baker, M. (2011). *In Other Words: A Coursebook on Translation, 2nd ed.* New York: Routledge.
3. Bakhov, I., Byrkovych, T., Makarchuk, O., Varyvonchik, A., Turchak, L., & Soichuk, R. (2021). Enhancing cross-cultural competence of students under conditions of limited social communication. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 51-56.
4. Bashtannyk, A., Akimova, L., Kveliashvili, I., Yevdokymov, V., Kotviakovskiy, Y., & Akimov, O. (2021). Legal bases and features of public administration in the budget sphere in Ukraine and foreign countries. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII. 63-68.
5. Bassnett, S. (2014). *Translation Studies*. Routledge, 190.
6. Bassnett, S., & Lefevere, A. (2003). *Translation. History – Culture*. Taylor & Francis, 1-175.

7. Batsevich, F.S. (2004). *Fundamentals of communicative linguistics*. Publishing Center "Academy".
8. Bennet, M.J. (1993). *Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. Education for the Intercultural Experience*. Paige R.M. (Eds.). USA: Intercultural Press.
9. Berlo, D.K. (1960). *The process of communication*. New York.: Holt, Rinehart, & Winston.
10. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of covid-19 and its impact on the financial and economic situation of the state. *Collection of scientific papers Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. DOI: 10.18371/FCAPTP.V1I36.227770.
11. Chandler, D. (1994). *The Transmission Model of Communication*. University of Western Australia.
12. Eser, O.A. (2015). Model of Translator's Competence from an Educational Perspective. *International Journal of Comparative Literature and Translation Studies*, 3(1), 6-15. DOI: 10.7575/aiac.ijclts.v.3n.1p.4.
13. Filippova, V., Lopushynskiy, I., Artemyev, O., Maltsev, U., Sikorskiy, M., & Andrievskiy, O. (2021). Mechanisms of interaction between the state and territorial communities in the management of assets. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 57-62.
14. Griffin, E.A. (2006). *A First Look at Communication Theory (6 ed.)*. McGraw-Hill.
15. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267 – 279. doi: 10.21272/MMI.2017.3-25.
16. House, J. (2015). *Translation as Communication across Languages and Cultures, 1st Edition*. London: Routledge. DOI: <https://doi.org/10.4324/9781315668956>.
17. Isaieva, N., Akimova, AL, & Akimova, An. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*, 28(2), 56-81. doi: 10.31470/2309-1797-2020-28-2-56-81.
18. Kalyayev, A., Efimov, G., Motorny, V., Dziahy, R. & Akimova, L. (2019). 'Global Security Governance: Conceptual Approaches and Practical Imperatives,' Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: *Education Excellence and Innovation Management through Vision 2020*, 10-11 April 2019, Spain, Granada, 4484-4495.
19. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), XV, 56-62.
20. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. doi:10.14254/2071-789X.2020/13-3/3.
21. Leonard, V. (2005). *Equivalence in Translation: Between Myth and Reality*. Translation Journal. Available at: <http://accurapid.com/journal/14equiv.htm>.
22. Levytska, S., Krynychay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development *Financial and credit activity: problems of theory and practice*, 25(2), 122–127. doi: 10.18371/FCAPTP.V2I25.136476.
23. Levytska, S.O., Akimova, L.M., Zaiachkivska, O.V., Karpa, M.I., & Gupta, Sandeep Kumar. (2020). Modern analytical instruments for controlling the enterprise financial performance. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 314-323. doi: 10.18371/FCAPTP.V2I33.206967.
24. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. doi: 10.21272/MMI.2019.4-26.
25. Liudmyla Akimova, Oleksandr Akimov, & Olha Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
26. Liudmyla Akimova, Oleksandr Akimov, Iryna Mihus, Yana Koval, & Vasily Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: <https://doi.org/10.18371/fcaptop.v4i3.5.221969>.
27. Liudmyla Akimova, Olga Osadcha, Vitalii Bashtannyk, Natalia Kondratska, & Catherine Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice*, 32(1), 434–443. DOI: 10.18371/FCAPTP.V1I32.200606.
28. Liudmyla Akimova, Olha Osadcha, & Oleksandr Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice*, 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
29. Liudmyla Akimova, Svitlana Levytska, Constantine Pavlov, Volodymyr Kupchak, & Marta Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice*, 30(3), 64-70. DOI: 10.18371/FCAPT.P.V3I30.179501.
30. Liudmyla Akimova, Victoria Reinska, Oleksandr Akimov, & Marta Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
31. Lukina, T., Shevchenko, S., Shulga, N., Fast, A., Pravosud, O., & Bashtannyk, O. (2021). State educational policy for ensuring the quality of pedagogy: global trends and Ukrainian experience. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 38-44.
32. Lunn, P.V. (2003). *En otras palabras: Perfeccionamiento del español por medio de la traducción*. Washington, DC: Georgetown UP.
33. Lustig, M.W., & Koester, J. (1999). *Intercultural competence. Interpersonal communication across cultures*. Longman.
34. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
35. Miller, K. (2005). *Communication Theories: Perspectives, Processes and contexts*. New York: McGraw Hill.
36. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. doi:10.14254/2071-789X.2020/13-2/19.
37. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduev, M., Romaniuk, N., & Akimov, O. (2021). Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVII, 33-37.
38. Murdock, G.P. (1981). *Atlas of World Cultures*. Pittsburgh: The University of Pittsburgh Press.
39. Murdock, G.P., & White, R.D. (1969). Standard Cross-Cultural Sample. *Ethnology*, 8.
40. Nataliia Akimova, & Alina Akimova. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. doi: <https://doi.org/10.31470/2309-1797-2018-24-1-27-46>.
41. Oliinyk, O., Bilan, Y., Mishchuk, H., Akimov, O., & Vasa, L. (2021). The Impact of Migration of Highly Skilled Workers on The Country's Competitiveness and Economic Growth. *Montenegrin Journal of Economics*, 17(3), 7-19. DOI: 10.14254/1800-5845/2021.17-3.1.
42. Onyshchuk, S., Filippova, V., Borshch, H., Vasylychshyn, O., & Iakobchuk, V. (2020). Innovative solutions of improving

efficiency in public management. *Revista San Gregorio*, 42, Special Edition-2020, 215-223.

43. Osadcha, O.O., Akimova, A.O., Hbur, Z.V., & Krylova, I.I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 27(4), 193-200. doi: 10.18371/FCAPTP.V4I27.154194.

44. Pocheptsov, G.G. (2008). *Communication Theory*. SmartBuk.

45. Reiss, K., Vermeer, H.J., Nord, C., & Dudenhöfer, M. (2013). *Towards a General Theory of Translational Action: Skopos Theory Explained*. Manchester, UK: St. Jerome Publishing, 221.

46. Rogers, E.M., William, B.H., Yoshitaka, M., & Hall, E.T. (2002). The History of Intercultural Communication: The United States and Japan. *Keio Communication Review*, 24.

47. Rot, Y. (2006). *Intercultural communication. Theory and training*. UNITI-DANA.

48. Shamne, A., Dotsevych, N., & Akimova, A.I. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. doi: 10.31470/2309-1797-2019-25-1-384-408.

49. Shpektorenko, I., Vasylevska, T., Bashtannyk, A., Piatkivskyi, R., Palamarchuk, T., & Akimov, O. (2021). Legal bases of public administration in the context of European integration of Ukraine: questions of formation of a personnel reserve. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 76-81.

50. Shytyk, L., & Akimova, A.I. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. doi: <https://doi.org/10.31470/2309-1797-2020-27-2-361-384>.

51. Skliarenko, O., Akimova, A.I., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2), 321-340. doi: 10.31470/2309-1797-2019-26-2-321-340.

52. Smyrnova, I., Akimov, O., Krasivskyi, O., Shykerynets, V., Kurovska, I., Hrusheva, A., & Babych, A. (2021). Analysis of The Application of Information and Innovation Experience in The Training of Public Administration Specialists. *IJCSNS International Journal of Computer Science and Network Security*, 21(3), March 2021, 120-126.

53. Vorobei, O., Akimova, A., & Akimova, A. (2021). Metaphorical Conceptualization of WAR in Chinese Sports Discourse. *Psycholinguistics*, 29(2), 25-45. <https://doi.org/10.31470/2309-1797-2021-29-2-25-45>.

54. Voronenko, M., Naumov, O., Naumova, L., Topalova, E., Filippova, V., & Lytvynenko, V. (2020). Analysis of the Effectiveness of an Investment Project Using Statistical Bayesian Networks, *10th International Conference on Advanced Computer Information Technologies (ACIT)*, 408-411, doi: 10.1109/ACIT49673.2020.9208982.

55. William, B. (2002). *Cross-cultural and Intercultural Communication*. Thousand Oaks: Common.

56. Wiseman, R. (2003). *Intercultural communication theory*. Thousands Oaks: Common.

57. Yakymchuk, A.Y., Valyukh, A.M., & Akimova, L.M. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), 1, 170-178. doi: 10.25140/2410-9576-2017-1-3(11)-170-178.

58. Yakymchuk, A.Y., Akimova, L. M., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), 2, 170-177. doi: 10.25140/2410-9576-2017-2-2(10)-170-177.

59. Yakymchuk, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), 2, 70-75. doi: 10.25140/2410-9576-2017-2-1(9)-70-75.

60. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*. 2(33), 452-462. doi: <https://doi.org/10.18371/fcaptp.v2i33.207230>.

61. Zahorskyi, V.S., Lipentsev, A.V., Yurystovska, N.Ya., Mazii, N.H., & Akimov, O.O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. doi: <https://doi.org/10.18371/fcaptp.v3i30.179717>.

Primary Paper Section: A

Secondary Paper Section: AI, AM

PUBLIC ADMINISTRATION IN THE FIELD OF STATE SECURITY: DEVELOPMENT, PROBLEMS AND PROSPECTS FOR IMPROVEMENT

^aNATALIIA SHEVCHENKO, ^bLIUDMILA KIYDA,
^cTETYANA VORONOVA, ^dKONSTANTIN GAVRILENKO,
^eALEXANDER KUCHEROVSKY, ^fYURI KHOMICH

^{a,b}University of Customs and Finance, 2/4, Volodymyr Vernadsky Str., 49000, Dnipro, Ukraine

^cOles Honchar Dnipro National University, 72, Gagarin Ave., 49010, Dnipro, Ukraine

^{d,e,f}Dnipropetrovsk Regional Institute of Public Administration, National Academy of Public Administration under the President of Ukraine, 29, Gogol Str., 49044, Dnipro, Ukraine
 email: ^anshevnii@gmail.com, ^bklii1953@ukr.net,
^cvoronovatatyanai@ukr.net, ^dgavrilenkoanastasiia@gmail.com,
^edniprodepartmenti407@gmail.com, ^faspiranti407@gmail.com

Abstract: The article aims to develop the foundations, place, and role of public administration in ensuring the country's national security and substantiate specific proposals aimed at increasing its effectiveness. The research methodology is based on general scientific methods of cognition, integrated and systematic approaches. The problem of public administration is constantly in the center of attention of politicians and statesmen, scientists and practitioners since it is directly related to the knowledge and development of fundamentally important issues of the existence and survival of a person and individual, society and the state. However, the problem of public administration in the field of ensuring national security has acquired particular urgency. This is largely due to crisis phenomena (natural disasters, artificial disasters, international terrorism, etc.) experienced by humanity. These problems have especially aggravated in society, which, having experienced in the last fifteen years the deepest shocks associated with radical changes in politics, economy, social and spiritual spheres, has found itself face to face with real threats to the national security of the state in almost all spheres of life.

Keywords: Economic security, Modern society, National security, Public administration, State security.

1 Introduction

National security is understood as the security of the people of their country, as the bearer of sovereignty and the only source of power. The national security structure conventionally consists of state and public security.

State security:

- Internal political security;
- Economic security;
- Military security;
- Border security;
- International security, etc.
- Public safety:
- Personal safety (rights, freedoms, health, life);
- Natural safety;
- Technogenic safety;
- Environmental safety [19].

State security is the state of protection of the foundations of the country's constitutional system, political, economic, defense, scientific, technical, and information potential from external and internal threats emanating from foreign special services and organizations, as well as criminal communities, groups, and individuals [10].

Public security should be understood as the state of protection of the country's population from criminal encroachments on the rights of citizens and their associations, as well as from natural and artificial threats.

The basis of national security is a unified state policy, which is part of the country's national policy and is subordinated to the main strategic goals determined by national interests [5].

Ensuring national security is a systematic activity of state bodies, public institutions, and individual citizens to reliably protect national interests from external and internal threats and effectively counter them. Ensuring the security of the individual, society, and the state (national security) is achieved by the state administration of the national security system [22]. The need for

its provision is basic in the system of life of both an individual and society and the state as a whole, striving to protect themselves from unwanted external influences and radical internal changes [3, 6, 11, 17, 20]. Modern internal and external conditions for the functioning of society and the state are largely negative, primarily social, caused by the consequences of the formation of a market economy, which caused massive dissatisfaction not only with the material but also with the spiritual needs of the main part of modern society [12]. This phenomenon aggravates the crisis state of all spheres of life of the state as a whole.

An important place in the mechanism for ensuring national security is ensuring economic security, which belongs to state administration, and not only in the law enforcement sphere [4, 7, 18]. In this regard, it is necessary to determine the place, role, and effectiveness of the functioning of various public and state structures that are part of the state management system.

The focus on the development of problems of public administration in the field of ensuring national and economic security is determined primarily by the fact that in organizational and legal terms, it is a complex institution, the study of which allows us to understand the nature of the relationship between an individual, society and the state [1].

2 Literature Review

A state is a form of political organization of society. Its primary purpose is to protect the existing social system and order by influencing the activities and behavior of people by will, the authority of power, coercion, and other methods. The sign of the state is the presence of a particular territory, to which its jurisdiction extends, as well as the law that enshrines the system of sanctioned norms, unique bodies, and institutions that exercise power functions, i.e., control systems [68].

In the scientific literature, management is considered in different aspects, and, accordingly, other content is invested in its concept [2, 16, 22, 27, 40]. It means not just different approaches to management, various aspects of it, but the understanding of the very (meaning, context, purpose) of management, based on which its concepts are formulated. All the variety of approaches to the definition of the concept of "management" is due to the versatility and complexity of this unique phenomenon. In scientific publications, the management:

- Characterized through the term "activity", meaning that management consists of specific types of human labor, recorded in forms adequate to them;
- It is revealed as a special relationship in human life: in a hierarchical social structure, this relationship is, as a rule, vertical in character and is associated with the presence of the superior side of the ability to express and exercise their will powerfully;
- Considered in the form of a relationship, because it really is part of the system of social relations and forms certain relations between people, both "vertically" and "horizontally";
- Defined by the term "impact", which indicates the main thing in management – the moment of influence on people's consciousness, behavior, and activities [61].

The essence of management is most adequately disclosed by the term "control action," i.e., a real motivating, compelling, changing, and transforming influence on people's consciousness, behavior, and activities [22]. Unlike the usual impact, the control impact certainly includes several basic elements: analysis and foresight, goal setting, organization, coordination, regulation, motivation, control, evaluation of the results obtained, and planning new steps [18, 21, 26].

Thus, the concept of "management" can be defined as purposeful (conscious, deliberate, thoughtful, planned), organizing and regulating the impact of people (and the institutions created by them) on their own, social, collective, and group life activities for specific purposes and interests [12]. Management can be carried out directly (in the form of self-government) and through the specially created state, economic, political-party, public, etc. In the scientific literature, management is subdivided into types for various reasons [43].

3 Materials and Methods

The object of the research is the system of public relations arising in the field of public administration while ensuring national security. The research subject is theoretical, organizational, and legal problems of ensuring national and economic security by means of public administration [29-31]. The research was carried out considering domestic and foreign experience in the development and formation of various security systems.

Among the most important particular methodological problems, the provisions on the determination of organizational and legal relations in the system of economic security management by various factors (political, economic, moral and ethical, criminological, organizational, socio-psychological), on the definition of the content and specifics of public administration in the analyzed area with the designation specific constituent elements [16, 40, 51].

Let us highlight the elements that make up the national security system:

- State bodies, public and other organizations, as well as citizens taking part in ensuring security by the law;
- Legislation regulating the attitude in this area;
- The country's economic state, which determines the financial ability to protect its sovereignty, national interests, and citizens of its country. Economic security is part of the national security system and at the same time forms the basis for the successful implementation of all other security elements included in the national security structure of the country, such as military, technological, food, environmental, etc.

Another necessary element of the security system is a conceptual element, which is the initial theoretical and political-organizational basis for forming and developing the elements mentioned above of the system [10, 41, 42].

The system of ensuring national security should be understood as a set of subordinate to the common goal of ensuring the national interests of the country and interconnected state authorities, state, public, and other organizations and associations, citizens taking part in ensuring security following the law, as well as conceptual and regulatory legal acts, regulatory relations in the field of security.

Also, a reliable, effective system for ensuring economic security can serve as a guarantor of the sovereignty and independence of the country, its stable and sustainable socio-economic development [23]. States that are not able to qualitatively solve such problems become dependent, often wholly, on the technology and technology of developed countries.

3.1 Classification of Types of Administration

The types of public administration are depending on the:

- Spheres of public life: management of society as a whole, economic management, social management, political management, spiritual and ideological management [61];
- Structures of social relations: management of economic and, accordingly, political, social and spiritual development of society;

- Objects of management: economic (economic) management, socio-political management, management of spiritual life [32-37, 39];
- The nature and volume of social phenomena covered by management: management of society, government management, management of sectors, spheres of the national economy, management of enterprises, organizations, institutions, firms, etc [2].

Classification of types of management depending on the subject of administration:

- Public administration (implemented by the state apparatus on behalf of the people, on behalf of the people and in the name of the people, extends to the entire society (and all its subsystems) as a managed integrity);
- Local self-government (the objects of such management are residents of a particular administrative territory (municipality), who directly or through the created structures (local self-government bodies, municipal services) manage the affairs of their municipality, and at their own expense and under their responsibility);
- Management (property management by the owner);
- Public administration (by the elected bodies of various public formations - parties, trade unions, creative, sports, scientific communities, unions, associations) [44-49];
- Group self-regulation (a cooperative, a partnership of gardeners, an association of sociologists, etc. Within its framework, people freely and voluntarily united and manage their activities on a contractual basis);
- Sole control (control by the subject of its actions and deeds). Planned, territorial, intersectoral, strategic, program-targeted, etc., are also called types of management [16, 50].

Among all types of management, public administration occupies a special place. On the one hand, this is because public administration is a mechanism for the implementation of the state's powers in the direction, organization, and purposeful state-power influence on society and all its subsystems [22]. On the other hand, it is a special type of professional activity for implementing the legislative, executive, judicial and other power powers of the state to implement its lawmaking, law enforcement, law enforcement, and educational functions [27].

In addition, the term "public administration" also characterizes the branch of scientific knowledge. The object of the science of public administration is the state and its apparatus, various subdivisions of public state and municipal administration bodies, both as a whole and in its individual parts, subsystems and institutions [40]. The subject is the essence, content and laws of public administration; structure, principles, forms, methods and legal foundations of the relationship between the state (as a subject of control) and society (as an object of this influence); features of managerial manifestations in various social spheres (politics, economics, social sphere, international relations, etc.); objective conditions and subjective factors that determine the nature of management [51].

4 Results

The system affects the formation of general functions and depends on the stages that information goes through [52], i.e., processes of converting primary data into information for making management decisions. In the control system, the control process is associated with the movement of information flows that affect and change the control object [54-56].

The knowledge economy is an economy in which both specialized and everyday knowledge is the source of growth. In the knowledge economy, the determining factor is the intellectual potential of society, on which it relies and which constitutes the totality of everyday and specialized (scientific) knowledge that is accumulated in the minds of people and materialized in technological methods of production [13].

The characteristic features of an economy based on the use of knowledge factors are the dominance of high-tech industries and intellectual services in the structure of GDP, the formation of an overwhelming share of national income due to innovation or technological rent, a high level of capitalization of companies, the main value of which is formed due to intangible assets, that is, an intellectual component. The knowledge economy is the foundation and main component of the "innovation economy" [57]. Its fundamental basis is product knowledge and high-quality, meaningful education, which determine the ability to translate humanitarian and intellectual capital into the results of production activities. The main difference between the knowledge economy and the so-called "commodity economy" is the continuous technological renewal of production and the self-creation of its "knowledge" factors, their inalienability in the process of economic exchange, rapid renewal, and relative availability for use [53, 58, 60, 62]. Thus, an innovative economy requires appropriate approaches, methods, and management mechanisms that require a systematic approach in the face of modern globalization challenges. This means that there is a need to form an appropriate system for managing innovation processes at the state level. That is the formation of a management system for the national innovation system.

Depending on the external modern globalization challenges for the formation and development of national socio-economic models and the pace and volume of processes that affect the departure from traditional economic conditions and the establishment of the knowledge economy, the state faces the need to form and develop a national innovation system [22, 59]. The formation and development of the national innovation system in the modern competitive and globalization conditions of the existence of all countries of the world are incredibly relevant.

5 Discussion

As the primary institution of the political system, the state, represented by its structures, occupies the central place in ensuring national security [9]. This state's role is primarily due to such fundamental properties as the ability to be a potent regulator of public relations while performing the main management function to ensure national security. It carries out this function through the institutions of the presidency (head of state), legislative, executive, and judicial power, and the institution of state control [24]. Each of the listed institutions has its own "niche" in the national security system and fulfills its role. At the same time, several problematic issues that arise in the process of exercising the state's administrative function to ensure national security deserve attention, namely:

- The need to improve the organization of strategic management of the national security system at the level of the President through the creation of special structures for the development of state policy, theoretical and legal regulation in the field of activity, and coordination of the activities of other federal executive bodies involved in ensuring the national security of the country [38];
- The importance of systemic development of the conceptual framework for ensuring national security [43];
- Improving the legal regulation of the activities of the national security system [2];
- Overcoming the lack of systematic impact of state bodies on threats to national security and their sources (causes) [8];
- Ensuring the adequacy and timeliness of the response of state bodies to threats to national security [40];
- The need to further strengthen coordination and interaction in the system of federal executive bodies of sectoral competence on topical issues of security by creating an interdepartmental cooperation mechanism to combine efforts in solving security problems in specific areas [24, 63-65];
- The importance of clarifying the distribution of competence in the field of ensuring security between state bodies (primarily executive bodies) at the level of the state

and subjects of state power, as well as in the unification and determination of the legal status [10];

- Development of interstate cooperation in the fight against international terrorism, organized crime [16].

In order to resolve the above problems in the field of public administration of the national security system, it is necessary:

1. Legislatively consolidate the central link of the national security system, which should be empowered not only to make recommendations to the President on national security issues but also the right to give appropriate conclusions on these issues, which must be taken into account in the activities of all national security actors.
2. To clarify the country's national security concept, the circle of the main spheres of national security, classifying them into two types: state security, public security, and economic security.
3. To give the concept of national security supreme legal force through the adoption of appropriate law.
4. Develop and adopt for each component element of national security the corresponding doctrines and the main directions of development (strategy) of their components (for example, the components of the military doctrine should be a defense strategy, a strategy of military-technical cooperation, etc.), as well as state programs with appropriate financial security [27].
5. In order to improve the legal regulation of the system for ensuring national security, develop and adopt a constitutional law "On national security," in which to consolidate the legislative basis for its provision, the system and functions, forces, and means of ensuring national security, to determine the powers and procedure for the interaction of state authorities, establish the procedure for organizing and financing the security forces, control and supervision over their activities.
6. To develop theoretical and methodological foundations for the formation of national security law as a complex branch of legislation with its object, subject, and method of legal regulation.
7. In order to formulate state policy and legal regulation, to increase the efficiency of ensuring state security, establish the Ministry of State Security.
8. Clearly delineate the powers of the subjects involved in ensuring national security and determine their legal status.
9. Create an interdepartmental mechanism of cooperation in solving problems of ensuring national security in specific areas.
10. To improve the mechanism of interaction with foreign law enforcement agencies in the field of combating international terrorism and organized crime [66, 67].
11. Fighting economic crime requires the consolidation of the efforts of society and the state, a sharp restriction of the economic and socio-political basis of these illegal phenomena, the development of a comprehensive system of legal, special, and other measures to effectively suppress crimes and offenses, ensure the protection of the individual, society and the state from criminal encroachments [25].

Consequently, the goals, objectives, functions should be clarified, the capabilities of the public administration system in the law enforcement sphere should be expanded when solving the problem of ensuring the country's economic security. This is not always seen in theoretical studies of public administration's organizational and legal aspects in the law enforcement sphere. A number of countries have long-established security systems responsible for the comprehensive provision of internal security.

The organization of an effective security system of the country is possible only in a civil society, where systems of checks and balances operate, which make it challenging to replace national-state interests with the interests of the ruling classes, corporations, social, ethnic, and professional groups [13]. One of the most significant factors determining the functioning of the

system under consideration is the division of powers and competence among governing entities [15].

In modern conditions, the doctrine of separation of powers is supplemented by three provisions [68]: 1) on the balance of powers, the system of their mutual checks and balances, balancing; 2) the need for interaction between the authorities, which implies their unity on fundamental issues, but does not exclude differences in methods of achieving common goals; 3) subsidiarity of the authorities.

State power in the process of implementing the functions assigned to it should actively participate in ensuring the country's economic security by means and forms inherent in it [8]. At the same time, its structural divisions solve the specified problem with the help of their own methods and within the limits of their competence, limited to a certain sphere of social relations.

Promising directions for improving the organizational activities of the state to ensure the national security of the country should be considered:

- Bringing the organizational activities of the state to ensure the economic security of the country following international standards and modern interests and needs of society and the state for adequate internal and external security;
- Revision of several established provisions of the theory and practice of public administration to develop a more flexible and effective mechanism of public administration in the field of law enforcement, taking into account the emergence of new threats to national security, tasks, and functions of state bodies in the context of their overcoming and prevention; further research and bringing in line with the current and future interests and needs of the Russian society the essence and mechanism of public administration in the field of ensuring economic security by means of law enforcement;
- Guarantees of the optimal balance and interaction of the mechanism of public administration in law enforcement and the action of spontaneous market relations to strengthen the country's economic security [28].

In order to improve the efficiency of public administration in the field of ensuring security through law enforcement, it is necessary:

- Availability of a coordinating body;
- Improving the legal regulation of the activities of law enforcement agencies to ensure national and economic security;
- Increasing the level of interaction of various law enforcement agencies in this direction;
- Removal of duplication of functions of various law enforcement agencies;
- Increasing the level of professional training of employees of the relevant services;
- Improving the resource provision of the country [14].

Ensuring the state's national security can be carried out within the framework of both conventional and anti-crisis management [5]. In this regard, it is necessary to prepare law enforcement officers to act in difficult situations. A training program and retraining of personnel are proposed, taking into account international experience in this area.

6 Conclusion

In current conditions, threats to the country's national security in all spheres of life are more accurate than ever [2, 15, 19]. Under these conditions, the concept of national security must be completely rethought, and on this basis, new approaches have been developed in defining a strategy for ensuring it, building its system, and legal support.

Despite internal and external problems and obstacles, public administration is developing as a profession, science, and educational activity [22]. Considering the role that the state and public administration play, the demand for scientific, expert, and organizational-methodological knowledge should manifest itself in the formation of partnerships between executive administrators and research analysts based on trust and mutual interests [1]. These interests require close joint work to shape the political course at the state, regional and local levels based on rational political and managerial analysis with a focus on public interest, identified through various forms of public participation in the discussion of draft state municipal decisions. This kind of work can lead to high-quality public administration, which is consistent with the goals of rationalizing public policy.

Literature:

1. Alpidovskaya, M.L. (2007). The concept of a rational bureaucracy of the industrial society of M. Weber. *Bulletin of the Finance Academy*, 2(42), 82-89.
2. Andersen, L.B., Boesen, A., & Pedersen, L. (2016). Performance in Public Organizations: Clarifying the Conceptual Space. *Public Administration Review*, 76(6), 852-862. DOI: 10.1111/puar.2016.76.issue-6.
3. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations*, 2, 206-220. doi: 10.21272/MMI.2020.2-15.
4. Bakhov, I., Byrkovych, T., Makarchuk, O., Varyvonchik, A., Turchak, L., & Soichuk, R. (2021). Enhancing cross-cultural competence of students under conditions of limited social communication. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 51-56.
5. Barylka, A. (2017). Procedura ustalania terenów zamkniętych na cele bezpieczeństwa i obronności państwa. *Przegląd Techniczny*, 1/2017.
6. Bashannyk, A., Akimova, L., Kveliazhvili, I., Yevdokymov, V., Kotviakovskiy, Y., & Akimov, O. (2021). Legal bases and features of public administration in the budget sphere in Ukraine and foreign countries. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 63-68.
7. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of covid-19 and its impact on the financial and economic situation of the state. *Collection of scientific papers Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. DOI: 10.18371/FCATP.V1I36.227770.
8. Centre for Strategic & International Studies. (2018). *Global Development Forum*. Available at: <https://www.csis.org/events/2018-global-development-forum>.
9. DeSouza, P. (2000). *Economic strategy and national security: A next-generation approach*. Westview Press.
10. FATF (The Financial Action Task Force) (2018). *Professional Money Laundering*. Available at: <http://www.fatf-gafi.org/media/fatf/documents/Professional-Money-Laundering.pdf>.
11. Filippova, V., Lopushynskiy, I., Artemyev, O., Maltsev, U., Sikorskiy, M., & Andrievskiy, O. (2021). Mechanisms of interaction between the state and territorial communities in the management of assets. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 57-62.
12. Filonovich, S.R. (2003). Theories of leadership in management: History and prospects. *Russian Journal of Management*, 2, 3-24.
13. Geopolitical Monitor. (2011). *The Illicit Trade Of Small Arms*. Available at: <http://www.geopoliticalmonitor.com/the-illicit-trade-of-small-arms-4273/>.
14. Gladilin, A.V., et al. (2006). *Modern business: Social and economic measurement*. Book 14. Voronezh: Voronezh State Pedagogical University.
15. Glenn, J.C., & Florescu, E. (2017). *State of the Future. 19.0*. The Millennium Project publishing.
16. Grimmelikhuijsen, S., Jilke, S., Olsen, A.L., & Tummers, L. (2017). *Behavioral Public Administration: Combining Insights*

- from Public Administration and Psychology. *Public Administration Review*, 77(1), 45–56.
17. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267 – 279. doi: 10.21272/MMI.2017.3-25.
18. Isaieva, N., Akimova, A.I., & Akimova, A.N. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*, 28(2), 56-81. doi: 10.31470/2309-1797-2020-28-2-56-81.
19. Izmalkov, C., & Sonin, K. (2017). Basics of the theory of contracts. Nobel Prize in Economics 2016 - Oliver Hart and Bengt Holmström. *Voprosy Ekonomiki*, 1, 5-21.
20. Kalyayev, A., Efimov, G., Motornyy, V., Dzianyy, R. & Akimova, L. (2019). 'Global Security Governance: Conceptual Approaches and Practical Imperatives,' Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: *Education Excellence and Innovation Management through Vision 2020*, 10-11 April 2019, Spain, Granada, 4484-4495.
21. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), XV, 56-62.
22. Knies, E., & Leisink, P. (2018). People Management in the Public Sector. *HRM in Mission Driven Organizations*, edited by C. Brewster and J. L. Cerdin, 15–46. Cham: Palgrave Macmillan.
23. Kokhanovskaya, I.I. (2007). Priority directions for small business development in the region. *Bulletin of the Samara State University of Economics*, 11(37), 60-65.
24. Kokhanovskaya, I.I., & Batmanova, N.V. (2014). Modern concept of anti-crisis public and municipal governance. *Regional Development*, 3-4, 105-107.
25. Korytov, V.V. (2010). Leadership and management: The main trends of formation and development of the field. *Psychological Science and Education*, 3, 1-13. Available at: http://psyjournals.ru/files/30541/psyedu_ru_2010_3_Korito_v.pdf.
26. Kostiukevych, R., Mishchuk, H., Zhidebekyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. doi:10.14254/2071-789X.2020/13-3/3.
27. Krause, T., & Van Thiel, S. (2019). Perceived Managerial Autonomy in Municipally Owned Corporations: Disentangling the Impact of Output Control, Process Control, and Policy-profession Conflict. *Public Management Review*, 21(2), 187–211.
28. Levi, M., Reuter, P., & Gundur, R.V. (2013). *The Economic, Financial & Social Impacts of Organised Crime in the EU*. European Parliament. DOI: 10.2861/36979.
29. Levytska, S., Krynychay, L., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development *Financial and credit activity: problems of theory and practice*, 25(2), 122–127. doi: 10.18371/FCAPTP.V2I25.136476.
30. Levytska, S.O., Akimova, L.M., Zaiachkivska, O.V., Karpa, M.I., & Gupta, Sandeep Kumar. (2020). Modern analytical instruments for controlling the enterprise financial performance. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 314-323. doi: 10.18371/FCAPTP.V2I33.206967.
31. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. doi: 10.21272/MMI.2019.4-26.
32. Liudmyla Akimova, Oleksandr Akimov, & Olha Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
33. Liudmyla Akimova, Olga Osadcha, Vitalii Bashtannyk, Natalia Kondratska, & Catherine Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice*, 32(1), 434–443. DOI: 10.18371/FCAPTP.V1I32.200606.
34. Liudmyla Akimova, Olha Osadcha, & Oleksandr Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice*, 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I2 4.128340.
35. Liudmyla Akimova, Svitlana Levytska, Constantine Pavlov, Volodymyr Kupchak, & Marta Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice*, 30(3), 64-70. DOI: 10.18371/FCAPT P.V3I30.179501.
36. Liudmyla Akimova, Victoria Reinska, Oleksandr Akimov, & Marta Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(26), 91-101. DOI: 10.183 71/FCAPTP.V3I26.144117.
37. Liudmyla Akimova, Oleksandr Akimov, Iryna Mihus, Yana Koval, & Vasiliy Dmytrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: <https://doi.org/10.18371/fcaptop.v4i35 .221969>.
38. Luciani, G. (1988). The Economic Content of Security. *Journal of Public Policy*, 8(2), 151-173. DOI: <https://doi.org/10.1017/S0143814X00006966>.
39. Lukina, T., Shevchenko, S., Shulga, N., Fast, A., Pravosud, O., & Bashtannyk, O. (2021). State educational policy for ensuring the quality of pedagogy: global trends and Ukrainian experience. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 38-44.
40. Luu, T.T. (2018). Service-oriented High-performance Work Systems and Service-oriented Behaviours in Public Organizations: The Mediating Role of Work Engagement. *Public Management Review*, 21(6), 789–816. DOI: 10.1080/14719037.2018.1526314.
41. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
42. Matyushkina, I.A., & Mikhaleva, O.M. (2013). The state and municipal management effectiveness: Its nature and the problems of definition. *Humanitarian Research*, 8(24). Available at: human.snauka.ru/2013/08/3617.
43. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. doi:10.14254/2071-789X.2020/13-2/19.
44. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduev, M., Romaniuk, N., & Akimov, O. (2021). Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVII, 33-37.
45. Nataliia Akimova, & Alina Akimova. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. doi: <https://doi.org/10.314 70/2309-1797-2018-24-1-27-46>.
46. Neocleous, M. (2006). From Social to National Security: On the Fabrication of Economic Order. *Politics and History Section*, 37(3), 363-384. Brunel University, UK. Available at: <https://doi.org/10.1177/0967010606069061>.
47. Oliinyk, O., Bilan, Y., Mishchuk, H., Akimov, O., & Vasa, L. (2021). The Impact of Migration of Highly Skilled Workers on The Country's Competitiveness and Economic Growth. *Montenegrin Journal of Economics*, 17(3), 7-19. DOI: 10.14254/1800-5845/2021.17-3.1.
48. Onyshchuk, S., Filippova, V., Borshch, H., Vasylchyshyn, O., & Iakobchuk, V. (2020). Innovative solutions of improving efficiency in public management. *Revista San Gregorio*, 42, Special Edition-2020, 215-223.

49. Osadcha, O.O., Akimova, A.O., Hbur, Z.V., & Krylova, I.I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 27(4), 193–200. doi: 10.18371/FCAPTP.V4I27.154194.
50. Osborne, S.P. (2006). The new public governance? *Public Management Review*, 8(3), 377–387.
51. OSCE. (2010). *Analysing the Business Model of Trafficking in Human Beings To Better Prevent the Crime*. Available at: <https://www.osce.org/secretariat/69028?download=true>.
52. Osipov, J. (2011). Alternative Interpretation of Economics. *Montenegrin Journal of Economics*, 7(2), 35-54. Available at: http://repec.mnje.com/mje/2011/v07-n02/mje_2011_v07-n02-a11.html.
53. Shamne, Anzhelika, Dotsevych, Namiliia, & Akimova, Alina. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. doi: 10.31470/2309-1797-2019-25-1-384-408.
54. Shpektorenko, I., Vasylevska, T., Bashtannyk, A., Piatkivskyi, R., Palamarchuk, T., & Akimov, O. (2021). Legal bases of public administration in the context of European integration of Ukraine: questions of formation of a personnel reserve. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 76-81.
55. Shytyk, L., & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. doi: <https://doi.org/10.31470/2309-1797-2020-27-2-361-384>.
56. Simanaviciene, Z., Simanavicius, A., & Pocius, V. (2017). Economic security and national competitiveness. *Public Security and Sustainable Development: Current Issues and Problems in Public Security*. Available at: <https://hdl.handle.net/20.500.12259/91507>.
57. Skliarenko, O., Akimova, Al., & Svrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept “MACHT” in Linguistic and Cultural Space of German’s. *Psycholinguistics*, 26(2), 321-340. doi: 10.31470/2309-1797-2019-26-2-321-340.
58. Small Arms Survey. (2015). *Weapons and the World*. Cambridge University Press.
59. Smyrnova, I., Akimov, O., Krasivskyy, O., Shykerynets, V., Kurovska, I., Hrusheva, A., & Babych, A. (2021). Analysis of The Application of Information and Innovation Experience in The Training of Public Administration Specialists. *IJCSNS International Journal of Computer Science and Network Security*, 21(3), March 2021, 120-126.
60. The Millennium Project. (2019). *The American Council for the United Nations University*. Available at: <http://www.millennium-project.org/projects/challenges/>.
61. Vorobei, O., Akimova, A., & Akimova, A. (2021). Metaphorical Conceptualization of WAR in Chinese Sports Discourse. *Psycholinguistics*, 29(2), 25-45. <https://doi.org/10.31470/2309-1797-2021-29-2-25-45>.
62. Voronenko, M., Naumov, O., Naumova, L., Topalova, E., Filippova, V., & Lytvynenko, V. (2020). Analysis of the Effectiveness of an Investment Project Using Statistical Bayesian Networks, *10th International Conference on Advanced Computer Information Technologies (ACIT)*, 408-411, doi: 10.1109/ACIT49673.2020.9208982.
63. Yakymchuk, A.Y., Valyukh, A.M., & Akimova, L.M. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), 1, 170-178. doi: 10.25140/2410-9576-2017-1-3(11)-170-178.
64. Yakymchuk, A.Y., Akimova, L. M., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*. 2(10), 2, 170-177. doi: 10.25140/2410-9576-2017-2-2(10)-170-177.
65. Yakymchuk, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), 2, 70-75. doi: 10.25140/2410-9576-2017-2-1(9)-70-75.
66. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. doi: <https://doi.org/10.18371/fcaptop.v2i33.207230>.
67. Zahorskyi, V.S., Lipentsev, A.V., Yurystovska, N.Ya., Mazii, N.H., & Akimov, O.O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. doi: <https://doi.org/10.18371/fcaptop.v3i30.179717>.
68. Zenkov, M.Yu. (2012). *State and Municipal Service: Study guide*. Novosibirsk: SibAGS.

Primary Paper Section: A**Secondary Paper Section: AD, AE, AH**

INTERNATIONAL LEGAL PROTECTION OF WORKS OF FINE ART AND THE EXPERIENCE OF UKRAINE

^aTETYANA BYRKOVYCH, ^bANASTASIA VARYVONCHYK, ^cOLEKSANDR BYRKOVYCH, ^dOLEKSANDR KABANETS, ^eOLEKSANDR KRYZHANOVSKIY, ^fALEXANDER TSUGORKA

^{a,b,d,e}Kyiv National University of Culture and Arts, 36, Yavhen Konovalts Str., 01601, Kyiv, Ukraine

^cUzhhorod National University, 14, Universitetskaya Str., 88000, Uzhhorod, Ukraine

^fNational Academy of Fine Arts Art and Architecture, 20,

Ascension Descen Str., 04053, Kyiv, Ukraine

email: ^abyrkovychetiana@gmail.com, ^bvarivonchiki@ukr.net,

^cobvwi@ukr.net, ^dkabanets.floi@gmail.com,

^fkryzhanovsky333@gmail.com, ^ftsugorkaalexi@gmail.com

Abstract: The article aims to reveal the essence of international legal protection of copyright for works of fine art and characterize copyright protection principles. In modern conditions of life, the intellectual sphere of human activity is becoming increasingly important. Being one of the primary resources of the state, this activity and the relations arising in it should be most fully regulated by legislation, primarily by legal norms, which in their totality constitute the institution of copyright. Furthermore, as a result of technical progress and the rapid development of the art market, copyright, which in the previous period extended to a very narrow circle of persons – writers, composers, artists, and other creators of works of art, representatives of culture and education, began to occupy a more important place in the system of legal regulation civil relations.

Keywords: Copyright, Experience of Ukraine, International legal experience, International legal protection, Legal regulation, Works of fine art.

1 Introduction

Copyright as an object of intellectual property has gained recognition relatively recently compared to other civil law institutions. It was started with the invention of book printing several centuries ago [9]. The distribution of book products was a very laborious and expensive process, and counterfeit products were out of the question. However, the development and improvement of scientific and technological progress [16] and the strengthening of international relations raised the international legal protection of copyright in artworks [33].

In the 18th century, issues related to copyright were not considered at the interstate level since the technical means of distributing works existed only within the state's territory [9].

Currently, intellectual property issues in international law are mainly dealt with by two international intergovernmental organizations: the World Intellectual Property Organization and the World Trade Organization, within the framework of an agreement on trade-related aspects of intellectual property rights [29].

In addition to them, there are other programs of international cooperation in the field of intellectual property, particularly programs within the framework of UNESCO [42]. World Intellectual Property Organization (WIPO) was established in 1970 to create a single global center for organizing international cooperation in intellectual property protection in all its varieties [29]. WIPO has the status of a specialized UN agency. The most critical tasks and functions of WIPO are:

- The role of performing administrative and secretarial, managerial measures;
- Cooperation in specific sectors;
- Areas of international protection of intellectual property rights.

In addition, WIPO carries out significant research work, collection, and dissemination of information, providing technical assistance to developing countries [29]. Besides, under the auspices of WIPO, work is underway to prepare and conclude multilateral treaties, etc.

1.1 The Works that are Under Protection by Copyright in Ukraine. General Positions

In Ukraine, copyright protection applies to such works:

- Collections of works, books, articles, brochures, collections of ordinary data, collections of folklore treatments, literary works, encyclopedias, other works that are the result of creativity;
- Music works with and without text;
- Audiovisual works;
- Jewelry, ceramics, and decorative arts;
- Lectures, sermons, addresses, and other oral works;
- Illustrations, maps, plans, sketches, and plastic works (this applies to geography, topography, architecture, and other areas of activity);
- Musical-dramatic and dramatic works, choreographic pantomimes, scenario, and works created for stage demonstration and production;
- Processing and additions to the work;
- Works of architecture, landscape gardening artworks that are the result of intellectual activity [15];
- Stage treatments of works, as well as folklore treatments, suitable for stage performance;
- Computer programs and databases [16];
- Translations for dubbing, dubbing, and subtitling of foreign works (audiovisual) [10].

It is according to the Law of Ukraine "On Copyright and Related Rights," a document regulating copyright protection and protection in Ukraine. Including copyright, registration is made for songs, programs, photographs, music, books, websites, photographic images [10].

A person encounters copyright every day, reading books, magazines, listening to audio recordings, watching video recordings [37]. And that is why copyright requires more and more protection against illegal use and violation of citizens' rights. International legal protection of copyright is dual since the generally recognized principles and norms of international law are considered domestic law standards [31].

2 Literature Review

The period of the post-industrial information society, the development of global communication networks, requires understanding the essence and role of copyright in protecting the public and individual interests of the participants in the relevant relations [32]. Moreover, it gave rise to the rapid growth of electronic commerce in information products, including works of art.

Works of visual art and musical and literary works are classified as traditional objects of copyright [17]. The difference between the works mentioned above of creative activity lies in the fact that the spiritual activity of the author of literary works is carried out in words, the composer – in tones and sounds, and the author of works of fine art in visual, visually perceived images on a plane and space [2].

Given the well-known analogy of these products of intellectual activity of the creators of these works, the right to a musical or literary work, the right to a piece of fine art are elements that make up a single concept of copyright [18], and the same norms of law are generally applicable to them. Thus, by examining the legal regime of works of fine art, it is possible to determine the patterns of development, advantages, and disadvantages, ways of improving modern copyright legislation, and doctrine in general [38].

The conditions of globalization and the creation of an international art market and positive results gave rise to new violations in the use of products of this sphere of intellectual

activity [5]. It is acquired on a massive scale, and the products themselves have become more vulnerable from the point of view of piracy [1, 3, 19]. These circumstances require a more careful analysis of the problems associated with the legal regulation of relations associated with creating and using works of fine art.

The above factors also predetermine the need, without being confined within the framework of the national legal system, to use the positive foreign and international legal experience [19-23]. This need is dictated, in particular, by the constantly increasing process of interconnection, interdependence, and mutual influence of states and their legal systems, the assertion of the priority of international law concerning national law.

The international legal basis for protection is the Berne Convention for the Protection of Literary and Artistic Works, adopted in 1886 (as amended in 1971) [11]. The participating States established the Berne Union to protect the rights of authors of literary and artistic works. The World Intellectual Property Organization administers it [4]. In Ukraine, these issues are dealt with by the National Intellectual Property Organization in the field of copyright and related rights protection (NIPO). The functions of NIPO are performed by a legal entity of public law (state organization), formed by the central executive authority, which ensures the formation and implementation of state policy in the field of intellectual property and determined by the Cabinet of Ministers of Ukraine.

The legal framework is also formed by the Universal Copyright Convention (Geneva, September 6, 1952; revised in Paris on July 24, 1971; entered into force for the USSR on May 27, 1973) and the Agreement on Cooperation in the Field of Protection of Copyright and Related Rights imprisoned in Moscow on September 24, 1993 [11].

The prohibition on the unrestricted use of objects of copyright, which is established in the interests of authors, right-holders, hinders the development of science, new technologies, education, and culture [6]. To avoid such consequences, states in their national laws define the so-called limits of copyright.

Recently, there are cases of unjustified confusion between the principles of the exhaustion of law and the limits of the law in the literature. At the same time, of course, the institution of exhaustion of rights is one of the most critical restrictors of exclusive rights, widely manifesting itself in various aspects [8]. Therefore, it is necessary to refer to the European experience of improving legal regulation in the field of intellectual property to understand the specifics of these principles.

European Union directives contribute to the unification of law in all acceding countries and also serve as the foundation for further lawmaking at the international level. General trends in the development of legal regulation in this area are especially noticeable on the example of the EU Directive of May 22, 2001, No. 2001/29/EU "On the harmonization of certain aspects of copyright and related rights in the information society" (hereinafter – the EU Directive of May 22, 2001), laying the foundations for the creation of a general, flexible legal system [11].

The EU Directive of May 22, 2001, gives particular attention to issues of exhaustion of rights. In particular, it is stipulated that under no circumstances the presentation of works to the general public (by air or cable broadcasting or through interactive digital networks) should be considered as a basis for their further use in civil circulation without the consent of the copyright holder. Furthermore, for cases of distribution of copies of works by sale or other transfer, it is specially stipulated that the rules on the exhaustion of rights (i.e., the possibility of further distribution of copies introduced into civil circulation without the consent of the copyright holder and without payment of remuneration to him) apply only to those copies, the first sale or other transfer of ownership of which, with the consent of the copyright holder, took place within the European Union (Article 4 of the EU Directive of May 22, 2001) [4].

French jurisprudence has made an essential contribution to the formation and formation of copyright as a civil institution. It is mainly responsible for developing the legal nature of copyright, particularly in recognition of its duality [25]. Already in the Great French Revolution era, when the new foundations of the law were approved, the concept of intellectual property appeared, and the first decrees were adopted that determined the legal status of the author's creative works, which enshrined the principles of their legal protection. However, it would be fair to say that legal research concerning the problems of distinguishing between types of property, property, etc., belonged to an earlier period, not to mention the achievements in this area of Roman jurisprudence [7]. Nevertheless, the corresponding legal concepts developed in French (ancient, medieval) law was supplemented in New Time by developing the concept of an exclusive type of property – intellectual property [9]. For more than a century and a half, the laws of 1791-93 were in force in France, which made it possible to apply them to solve chronic legal problems, up to the emergence of new technical means of reproducing and distributing works of art. In the 20th century, it became necessary to bring the legislation in the field of copyright in line with new technical achievements, such as photography, cinema, gramophone records, tape recorder, television, which expanded the species composition of copyright objects [14]. This task was solved by the famous French law of March 11, 1957, which became the basis of modern French copyright law, particularly in the 1992 – Intellectual Property Code [11].

In Ukraine, the implementation and protection of copyright are regulated by the Civil Code of Ukraine (CC), the Law of Ukraine "On Copyright and Related Rights" dated December 23, 1993 (the Copyright Law), other laws of Ukraine, as well as by-laws adopted The Cabinet of Ministers of Ukraine (CMU), the specialized State Department of Intellectual Property under the Ministry of Education and Science of Ukraine and other subjects of legislative initiative. Furthermore, separate norms for copyright protection are also contained in the Criminal Code of Ukraine (CC) [10].

Thus, the legislator assigns a separate chapter of the Civil Code to copyright, namely: Chapter 36, "Intellectual Property Rights to Literary, Artistic and Other Works (Copyright)," containing 16 articles regulating the use and protection of copyright. However, neither Chapter 36 of the Civil Code nor the Copyright Law defines copyright.

Legal scholars define copyright in an objective and subjective sense [2, 15, 38]. So, in an objective sense, copyright is a set of legal norms that regulate relations arising from the creation and use of works of science, literature, and art. In the subjective sense, copyright is a set of rights belonging to the author or his heirs in connection with the creation and use of a work of literature, science, and art [24].

3 Materials and Methods

This study aims to consider both positive foreign experience and trends and guidelines for the development of legal regulation of relations that are the subject of copyright in domestic legal and law enforcement activities.

The research methodology includes general scientific, unique, and private legal methods. The author's use of a combination of these methods, in particular logical, chronological, comparative-legal, and formal legal, made it possible to solve the problems posed in the study [26, 27, 30]. The novelty also lies in an integrated approach to the study of subjective copyright in works of fine art, which allows covering the legal regulation of this category both in Ukrainian legislation and in the world.

According to modern copyright legislation, a part of a work that meets the characteristics of protectability (is the result of creative activity and exists in some objective form, for example, an image or three-dimensional, etc.) is provided with legal protection [10, 17, 25, 29].

An attempt to determine the specifics of this group of objects, distinguishing it from other objects of copyright, led to the allocation of their distinctive features. Among which are their unique character (full-fledged reproduction of them in most cases is impossible, since it leads to the loss of the value features of the work, although reproduction at the same time gives them new features that make it possible to consider copies as independent works); their inseparable connection with the material carriers in which they are embodied. And as a distinctive feature of a piece of fine art, one can name the way of reflecting reality – in visual, visually perceived images on a plane and space [39].

4 Results and Discussion

In international treaties, the emphasis is on the exhaustion of the right of distribution since the right of reproduction is not subject to fatigue [34-36]. The owner of the material medium can sell it, donate it, or otherwise transfer it to third parties; in this case, the copyright holder's consent to the object of copyright or related rights embodied in the product is not required [40, 41]. The operation of this principle is absolutely fair since otherwise, for any resale of goods, the copyright holder's permission should be obtained. It turns out that the material medium can be distributed as you like, but no one has the right to reproduce or copy it [13].

Undoubtedly, the institution of the international legal protection of copyright is built on certain principles that form its guiding principles, being the primary basis for their safety [40]. These principles are:

- *The principle of the author's citizenship.* Territorial restrictions disappear by the State's accession to the relevant conventions. According to the Berne Convention, protection is granted to works, both published and unpublished, whose authors are either citizens of the states party to the relevant conventions or permanently reside in their territory. Thus, the principle of the author's citizenship is realized [4];
- *The territorial principle of granting protection.* This principle applies only to the works of authors who are not citizens of the countries – parties to the conventions, i.e., the author's citizenship and the territorial principle cannot be applied simultaneously. Protection is carried out within the framework of the implementation of the territorial code in the event that the work was first published in one of the countries – parties to the relevant treaty or simultaneously in the country – party and a third state [11];
- *The principle of the national regime of protection (sometimes called the principle of assimilation).* This principle is established by Article 2 of the World Convention [11]. It means that the works of citizens of any state party to the Convention, as well as works first released on the territory of such a state, are used on the region of another state party to that the protection they grant to pieces of their authors first published on their territory. Works of foreign authors (meaning citizens of the participating states), not published, also enjoy the protection that the State provides to the unpublished works of its authors;
- *The principle of providing protection regardless of the observance of formalities.* This principle is that copyright in a work of science, literature, and art arises under the fact of its creation. For the emergence and exercise of copyright, registration of the work, other special designs of the work, or compliance with any formalities are not required. In some countries, the recognition of work as protected requires its registration, notarization, a copyright clause, or other mandatory procedures. The World Convention establishes a rule concerning to which if according to the domestic legislation of a State Party, the observance of formalities is mandatory [11]. Then the formalities shall be deemed to have been complied with concerning works of citizens of other States Parties or works first published outside the territory of this State,

provided that all copies of such works, starting from the first publication, will bear the copyright protection mark;

- *The principle of the urgent nature of protection.* This principle is due to the need to combine private and public interests in the use of products of intellectual activity, as well as their exceptional importance for the economic and cultural development of society [12];
- *The principle of exercising protection in favor of the author and his successors.* This provision is vital for the interpretation and application of all rules aimed at protecting copyright. In other words, if different variations are possible with respect to the requirements of the convention, the option that is most favorable for the author and his successors should be chosen [11].

Adherence to these principles is one of the indicators of the state of the normative regulation of copyright protection in the country. Therefore, the national legislation of each of the countries participating in international agreements must formally comply with the above principles and create effective mechanisms for their implementation in practice.

Copyright arises at the time a work is created and does not need to be formally registered. But to prove that you are the author, and even more so to protect yourself from plagiarism, you can only register your copyrights with the State Department of Intellectual Property of Ukraine, thereby providing your work with reliable legal protection. In Ukraine, about 4,000 certificates of copyright registration are issued annually. Thus, registration is a relatively reliable method of copyright protection, which is very popular. It is done for the following reasons:

A. To dispose of your copyright. To conclude an author's agreement for the transfer or delegation of rights, you need to have in your hands a confirmation of the author's rights – a certificate of copyright registration.

B. The presence of a copyright registration certificate is already a weighty argument that will warn possible pirates and plagiarists. And what is essential, the company of a state certificate allows you to confirm your copyright at any time.

C. Priority date (registration date). This is very important for copyright protection since, in Ukraine, there is a presumption of authorship – the person who first registered the copyright is considered the author of the work unless proven otherwise [10]

The features of the presumption of authorship in Ukraine are as follows:

1. The primary subject of copyright is the author of the work. In the absence of evidence to the contrary, the person indicated as the author on the original or a copy of the work (presumption of authorship) is considered the author of the work. This provision also applies if the work is published under a pseudonym that identifies the author.
2. Copyright in work arises from the fact of its creation. Therefore, for the emergence and exercise of copyright, registration of the work or any other unique design and the implementation of any other formalities is not required.
3. A person with copyright (the author of a work or any other person to whom the copyright property right to this work is legally transferred) may use the copyright protection mark to announce his rights.
4. If the work is published anonymously or under a pseudonym (unless the pseudonym uniquely identifies the author). The publisher of the work (his name or title must be noted in work) is considered the author's representative and has the right to protect the rights of the latter. This provision is valid until the author of the work discloses his name and declares his authorship.
5. The copyright holder can register his copyright in the relevant state registers. State registration of copyright and agreements concerning the author's right to work is carried out by NIPO following the procedure approved by the

Cabinet of Ministers of Ukraine. NIPO compiles and periodically publishes catalogs of all state registrations [10].

Upon completion of the registration procedure, the author receives:

- State Certificate of Copyright Registration, respected in 164 countries around the world;
- A weighty argument that will warn possible plagiarists;
- Possibility of financial and administrative penalties for illegal use of your works;
- Confidence that no one will be able to take advantage of the fruits of your labors with impunity;
- The ability to sell, partially transfer or delegate the property copyright to your works.

It should be noted that the work being registered may be filed for registration with the removal of some parts, the absence of which will not affect the identification of the work. This is an additional guarantee of the safety of the work [10].

Modern foreign and domestic copyright laws have both standard features and retain some features. The noticeable unification of copyright in many countries is primarily due to the similarity of its socio-economic and legal determinants and the requirements for compliance with international legal standards.

5 Conclusion

The problem of classifying works of fine art, which was not resolved at the previous stages of the development of copyright, remains relevant at the beginning of the 21st century [29]. The current legislation contains only an approximate list of types of fine arts, the classification of which is not carried out – taking into account the species composition of works of fine art proposed by the author, in this work, they are classified both by types of fine arts: works of sculpture, painting, architecture, etc. And by the level they occupy in the sphere of culture: into pieces of high (elite) art – painting, sculpture, and works of mass culture – design, comics, illustrations [32].

In addition, depending on the purpose of use: into simple and complex (heterogeneous works that form a single whole, suggesting their use for a general-purpose) [9]. The study considers synthetic works to be complex works. They appeared, among other things, due to the emergence of new (for example, design) and the modernization of existing objects of material culture, the synthesis of different principles, types, and genres of art [14, 31]. These types of art should be classified as works of fine art in those cases when, for example, we are talking about complex, pictorial, and musical works (installations, etc.) with a single author. As alternativity, they should be classified as the case of a synthesis in which there is no work of fine art.

Let us highlight the recommendations for improving the legislation:

- The place of synthetic works in the classification should be determined;
- Clearly define the status of the authors of the so-called synthetic art forms;
- The legislation should establish what rights belong to the author of such creative work, knowing that access and the right to follow are included in the list of rights of authors of works of fine art.

Considering the species composition of works of fine art, their classification, their characteristics, and differences from other objects of intellectual property, we propose the following definition of the concept of "work of fine art." The fine artwork is a product of artistic creativity and labor, embodying the artist's spiritual and meaningful intention in a sensory-material form, reflecting reality in visual, visually perceived images on a plane and space, where the structures of reality itself are recognized.

Literature:

1. Bakhov, I., Byrkovych, T., Makarchuk, O., Varyvonchik, A., Turchak, L., & Soichuk, R. (2021). Enhancing cross-cultural competence of students under conditions of limited social communication. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 51-56.
2. Barkan, S.E. (2018). *Law and society: An introduction (2nd ed.)*. Routledge.
3. Bashtannyk, A., Akimova, L., Kveliashvili, I., Yevdokymov, V., Kotviakovskiy, Y., & Akimov, O. (2021). Legal bases and features of public administration in the budget sphere in Ukraine and foreign countries. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 63-68.
4. Berne Convention for the Protection of Literary and Artistic Works. (2003). Berne Convention for the Protection of Literary and Artistic Works was signed on September 9, 1886, amended in Paris on May 4, 1896, revised in Berlin on November 13, 1908, amended in Bern on March 20, 1914 and revised in Rome on June 2, 1928, in Brussels on June 26, 1948, in Stockholm on July 14, 1967 and in Paris on July 24, 1971, amended on October 2, 1979. *Bulletin of International Treaties*, 9, 3.
5. Blinets, I.A., & Leontiev, K.B. (2009). *Copyright and related rights: textbook*. In I.A. Gemini (Eds.). M.: Prospect, 245-312.
6. Borelli, S., & Lenzerini, F. (Eds.). (2012). *Cultural heritage, cultural rights, cultural diversity*. Leiden: Martinus Nijhoff Publishers.
7. Burmon, K.M. (2017). *Patterns of fine art theft in the United States*. Doctoral dissertation. Northeastern University. Proquest Dissertations Publishing. Publication No. 10616622.
8. Clarke, C.M., & Szyldo, E.J. (2017). *Stealing history: Art theft, looting, and other crimes against our cultural heritage*. Rowman & Littlefield.
9. Constitution of Ukraine. (2020). *The Law of Ukraine "On copyright and related rights"*. The law came into force from the date of publication – February 23, 1994 (according to the Resolution of the Verkhovna Rada of Ukraine dated December 23, 1993 N 3793-XII). Edition of October 14, 2020. Available at: <https://www.profiwins.com.ua/ru/letters-and-orders/transport/1052-3792-xii.html>.
10. Convention Establishing the World Intellectual Property Organization. (2003). *Collection of International Acts on Intellectual Property*. Signed in Stockholm, July 14, 1967, amended on October 2, 1979. M.: Norma.
11. Creutzfeldt, N., Kubal, A., & Pirie, F. (2016). Introduction: Exploring the Comparative in Socio-Legal Studies. *Int'l J. L. Context*, 12, 377.
12. Dove, E. (2018). *The workshop explored the methods, traditions, and theories of socio-legal studies in France and the UK, reflecting on what "socio-legal studies in context" means for research traditions and forms of knowledge produced. What Can Socio-Legal Studies Contribute to Medical Law? Thoughts from a Workshop in Paris*. SLSA BLOG.
13. Francioni, F. (2012). *The evolving framework for the protection of cultural heritage in international law*. In S. Borelli & F. Lenzerini (Eds.). *Cultural heritage, cultural rights, cultural diversity*. Leiden: Martinus Nijhoff Publishers, 3-25.
14. Gerstenblith, P. (2016). The legal framework for the prosecution of crimes involving archaeological objects. *Cultural Property Law*, 64(2), 5–16.
15. Gil Press (2017). Top 10 Hot Artificial Intelligence (AI) Technologies. Dated on Jan. 23, 2017, 9:09 AM. *Forbes*. Available at: www.forbes.com/sites/gilpress/2017/01/23/top-10-hot-artificial-intelligence-ai-technologies/#63abf3c91928.
16. Goodrich, L.M., & Hambro, E. (1949). *Charter of the United Nations – commentary and documents*. London: Stevens & Sons Limited.
17. Hardy, S.A. (2016). *Illicit trafficking, provenance research and due diligence: The state of the art. Report*. United Nations Educational, Scientific and Cultural Organization. Available at: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/pdf/Hardy_2016_UNESCO_antiquities_trafficking_review_materia.pdf.

18. Chappell, D., & Polk, K. (2019). *Art theft: An examination of its various forms*. In Hufnagel, S., Chappell, D. (Eds.). *The Palgrave handbook on art crime* Palgrave Macmillan, 109–131.
19. Isaieva, N., Akimova, Al., & Akimova, An. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*, 28(2), 56-81. doi: 10.31470/2309-1797-2020-28-2-56-81.
20. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), XV, 56-62.
21. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. doi:10.14254/2071-789X.2020/13-3/3.
22. Lukina, T., Shevchenko, S., Shulga, N., Fast, A., Pravosud, O., & Bashtannyk, O. (2021). State educational policy for ensuring the quality of pedagogy: global trends and Ukrainian experience. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 38-44.
23. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
24. Mackenzie, S., Brodie, N., Yates, D., & Tsirogiannis, C. (2020). *Trafficking culture: New directions in researching the global market in illicit antiquities*. Routledge.
25. McAndrew, C. (2020). *The art market 2020: An Art Basel & UBS report*. Art Basel and UBS. Available at: <https://www.artbasel.com/stories/art-market-report-1>.
26. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. doi:10.14254/2071-789X.2020/13-2/19.
27. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduev, M., Romaniuk, N., & Akimov, O. (2021). Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVII, 33-37.
28. Nafziger, J., & Scovazzi, T. (Eds.). (2008). *Le patrimoine culturel de l'humanité [The cultural heritage of mankind]*. Leiden: Martinus Nijhoff Publishers.
29. Official website of the World Intellectual Property Organization. (2021). *Copyright-related Topics*. Available at: <https://www.wipo.int/copyright/en/activities/>.
30. Oliinyk, O., Bilan, Y., Mishchuk, H., Akimov, O., & Vasa, L. (2021). The Impact of Migration of Highly Skilled Workers on The Country's Competitiveness and Economic Growth. *Montenegrin Journal of Economics*, 17(3), 7-19. DOI: 10.14254/1800-5845/2021.17-3.1.
31. Pasa, B. (2020). *Industrial Design and Artistic Expression. The Challenge of Legal Protection*. Brill Research Perspectives in Art and Law. Online Publication Date: 03 Mar 2020.
32. Scovazzi, T. (2021). International Legal Instruments as a Means for the Protection of Cultural Heritage. *Transcultural Diplomacy and International Law in Heritage Conservation*, 155-167.
33. Scovazzi, T., & Ferri, P.G. (2015). Recent developments in the fight against the illicit export of archaeological objects: The operational guidelines to the 1970 UNESCO convention. *Art Antiquity and Law*, 20(3), 195-227.
34. Sheptorenko, I., Vasylevska, T., Bashtannyk, A., Piatkivskyi, R., Palamarchuk, T., & Akimov, O. (2021). Legal bases of public administration in the context of European integration of Ukraine: questions of formation of a personnel reserve. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 76-81.
35. Shytyk, L., & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. doi: <https://doi.org/10.31470/2309-1797-2020-27-2-361-384>.
36. Smyrnova, I., Akimov, O., Krasivskyy, O., Shykerynets, V., Kurovska, I., Hrusheva, A., & Babych, A. (2021). Analysis of The Application of Information and Innovation Experience in The Training of Public Administration Specialists. *IJCSNS International Journal of Computer Science and Network Security*, 21(3), March 2021, 120-126.
37. Stach, J.E., & Stein, J.D. (2015). The Computer-Readable Medium Claim: The Best of the Apparatus and Method Worlds. Dated on Sept.-Oct. 2015. *Finnegan*. Available at: www.finnegan.com/resources/articles/articlesdetail.aspx?news=7183d349-efe8-4e41-85fc-c401913e8d7f.
38. The doctrine of exhaustion was developed by the German civilist Joseph Kohler. (1878). *Kohler. Deutsches Patentrecht*. Mannheim.
39. Thomas, P., Boukalas, C., & Hayes, L. (2015). Socio-Legal Stud. Ass'n, U.K. *The Journal of Law and Society at 40: History, Work, and Prospects*. *SLSA Newsletter*. Dated on Summer 2015. Available at: <https://onlinelibrary.wiley.com/doi/10.1111/jols.12000>.
40. Vickery, J. (2006). Organising art: Constructing aesthetic value. *Centre for Cultural Policy Studies*, 12(1), 51–63.
41. Vorobei, O., Akimova, A., & Akimova, A. (2021). Metaphorical Conceptualization of WAR in Chinese Sports Discourse. *Psycholinguistics*, 29(2), 25-45. <https://doi.org/10.31470/2309-1797-2021-29-2-25-45>.
42. Yusuf, A. (Eds.). (2007). *Standard-setting in UNESCO*. Paris, Leiden: UNESCO Publishing, Martinus Nijhoff Publishers.

Primary Paper Section: A

Secondary Paper Section: AG, AL

VIRTUAL REALITY INNOVATIVE MODEL OF SUSTAINABLE DEVELOPMENT ADMINISTRATION IN BUSINESS AND TERRITORIAL COMMUNITIES

^aVALENTYNA YAKOBCHUK, ^bTETYANA SHVETS,
^cMARIIA PLOTNIKOVA, ^dOKSANA PRYSIAZHNIUK,
^eOLEKSIY BULUY

^{a-e}Polissia National University, 7, Old Boulevard, 10002,
 Zhytomyr, Ukraine

email: ^avalentyna.iakobchuk@gmail.com, ^bshvets_tv@ukr.net,
^cmplotnikova@gmail.com, ^doksana_himichh@ukr.net,
^eobuluy1@ukr.net

Abstract: An experimental and descriptive study of the life and economy of rural residents based on statistical and monographic analysis is presented. The aim of the article was to find a model of sustainable development and substantiation of socio-cultural, organizational-economic, and information-project approaches to the modernization of society in accordance with evolutionary processes. The objectives of the study were the following: assessment of the current state of development of territories; identification of promising models of business and community development. The research methodology is based on a combination of general scientific methods (analysis, comparison, synthesis, generalization, monographic) with interdisciplinary (structural-system method, sociological method). The main methods during the preparation of the publication were historical-comparative, synchronization, economic-statistical. The application of these methods helped to clarify the whole set of aspects related to the scientific problem. Unstructured interviews with 200 residents of rural areas and, in particular, tribal and ecological settlements, eco-towns, ecopolises allowed drawing conclusions about the factors of resource formation and management decisions that determine the prospects for development. The study period covers 2013–2020. The information and worldview component of the formation of affluent territorial communities in rural areas has been established. Key aspects of business development and local communities include the identification and mobilization of internal potential through project management; expansion of local systems; formation of local institutions; wide involvement of stakeholders.

Keywords: Business development, Development of territories, Entrepreneurship, Innovative factors, Project management, Rural development, Social-economic and investment factors.

1 Introduction

The invariant culture of society forms a set of ideals, subconscious images that are relatively stable over time, contains stereotypes and permeates all (or a significant part) of life, tending to evolve. Their reflection in the speech environment, psychology, sociology, art, as well as economics and public administration, are based on existing patterns and the existing system of motives for human behavior. At the same time, the transfer of behavioral patterns of the past occurs through the introduction of subjective meanings of imitation and the creation of images (gestalts) under the influence of both exogenous and endogenous factors. The patterns of future reality formed in the imagination are a mechanism for modeling the process of development of social communities and their relationships, especially in rural areas, taking into account the modernization of social archetypes, schemes, and models and anticipating the possibility of individual imaginary experience.

This problem has an interdisciplinary and intersubjective nature and in turn is revealed in scientific works on philosophy, psychology, sociology, theory of public administration. The study of cultural-informational, investment-innovative and project approaches to the development of socio-economic systems is reflected in many publications in various areas of modern society in Ukraine and the world. Thus, the works consider the problems of institutionalization of society under the influence of gestalts of culture and mentality [28, 37, 44, 55]. Of particular note are publications that reveal the factors of integration and consolidation of society in today's globalization, European and world integration [10, 14, 29, 63]. Psychological features of the revealing of causes and motivational components of determinants of activity are found in the works of K. Jung and J. Durand as a result of choosing people's involvement in a particular psychological group, which allows irrationality in behavior based on thinking and ideas about the formation of a certain world picture through recognition of its integrity [11, 34, 45, 48, 49]. In continuation of their research, modern authors reveal an original methodological approach to explaining external and internal factors regulating the processes of life and

management through the natural desire of human communities for transformation, which has both theoretical and applied significance for the development of state rural development policy [8, 37, 57].

Also noteworthy is the significant interest of scientists in solving problems of territorial development through the use of a project approach in management. We consider projects as a tool for the implementation of existing strategies for the development of united territorial communities. In this case, Sohi, Bosch-Rekveltd, Marian Hertogh, Marcel emphasize the need to take into account the conditions of environmental variability and take advantage of flexible project management. This practice can also be applied within individual subjects of public relations [51]. It should be noted that there are advantages and disadvantages of traditional and flexible methods of project management. Thus, Ciric et al. believe that traditional approaches to project management have advantages over its initiation and initial stage, and in the future it is advisable to use the benefits of adaptation to changing circumstances, offered by Agile project management [5]. Successful project implementation depends primarily on the right approach, because the results and achievements of the project goal are determined by available information, methods of collection, systematization and selection of individual information technologies, which can be considered as an independent project [33, 39].

The aim of the article was to find a model of sustainable development and substantiation of socio-cultural, organizational-economic and information-project approaches to the modernization of society in accordance with evolutionary processes. The objectives of the study were as follows: 1) assessment of the current state of development of territories; 2) identification of promising models of business and community development.

2 Materials and Methods

The research methodology is based on a combination of general scientific methods (analysis, comparison, synthesis, generalization, logical and graphical methods of analysis, monographic) with interdisciplinary (structural-system method, method of expert assessments, sociological method) and socio-economic (SWOT-analysis) ones. The main methods during the preparation of the publication were historical-comparative, synchronization, economic-statistical. The application of these methods helped to clarify the whole set of aspects related to the scientific problem. The research methodology is based on the results of sociological research (unstructured interviews of 200 residents of rural areas and, in particular, tribal and ecological settlements, eco-towns, ecopolises), analysis of publications on research topics, open sources of the State Statistics Service, Ministry of Community Development and Territories of Ukraine, Global network of ecological settlements (Global Ecovillage Network), official pages of ecological communities of Ukraine. The fact is taken into account that the management of the business environment and social groups is associated with the dynamics of interactions, the emergence of their new models, the main characteristics of which are heredity, variability, innovative nature of change.

The model of sustainable development administration defines an ecosystem with a real center, direct, cross-cutting and multidimensional nature of activity, constant readiness for improvement and inter-municipal cooperation. It consists of open and interconnected elements, which are characterized by ethics, morality, and the predominance of long-term values. Criteria for selection of projects implemented in the ecosystem determine the local relevance; influence on the emergence of new initiatives; possibility of intersectoral cooperation; level of satisfaction of interested participants; degree of regional innovation; network improvement; sustainability of natural and

human systems today and in the future; possibility of introduction under other conditions and in other region. An indirect indicator of the efficiency of the ecosystem is the level of public health [2-5]. After all, the processes of socio-economic dimension are interdependent and depend on culture, policy, and organization, including employment growth, welfare, the central role in the organization of which is played by local authorities, while the general economic, social, political situation in the country depends on government.

A qualitative research project was used to study the phenomenon of joint creativity as a tool to involve stakeholders in developing the value of project results. Focus group discussions were also held to collect data. The study period covers 2018-2020.

The more resilient nature of the development of rural communities due to their conservatism and homogeneity, compared to urban society, is a unifying factor for their residents. Survival in less prosperous living conditions, in particular, in remote settlements, adherence to cultural traditions of celebration and worldview passed down from generation to generation, traditional approaches to agricultural production required a settled cohesive lifestyle [9, 12, 13, 17-19]. This approach, in contrast to urban individualism, multiplies and preserves collectivism and closer interaction between individuals. This is manifested in the desire to get better results with low levels of mobility and the availability of common living space. Formed in Soviet times, the focus on self-sufficiency of households, seasonal cyclical activities, the relevant biological and ethno-religious cycles, geographical and linguistic commitment formed a collective subconscious structure of rural society. Such settlements are characterized by the presence of low fences (or their partial or complete absence) near the farmsteads, the rejection of complex locking systems, vigilance (or non-acceptance) of the new, competition between individual households, in what everyone does (plowing of plots, planting of potatoes, festive decoration, etc.). Currently, there is an increase in openness of rural society, its practical integration with residents of other areas, increasing mobility of people, increasing the influence of like-minded groups on the development of individual communities, including parties, NGOs, social movements, which is especially evident in cities and suburbs [15, 47, 53]. These processes are combined with the lack of cohesion of local governments in the united territorial communities and the significant depopulation of rural areas, in particular, those remote from national and regional centers of administration and production.

3 Results

3.1 Experimental and Descriptive Research

Transformation of rural society from a set of managers and specialists of agricultural enterprises, rural intelligentsia (doctors, teachers, cultural workers, librarians, etc.) and workers in low-skilled jobs (with the predominance of the latter this proportion in Ukraine remained almost twelve years after independence) is in favor of the resettlement of wealthy citizens (a clear example is the cottages and towns around Kiev), while urban areas are increasingly occupied by young people looking for work [41]. This process intensified in the context of the lockdown associated with the COVID-19 pandemic (during this period, more than 30% of the creative intelligentsia, able to work remotely, moved outside the cities, illustrating the next division of labor), modernizing rural society in the direction of individualism and innovation. Mostly unwilling or unable to maintain the traditional rural way of life, new residents bring their own system of culture, establishing new types of production, developing the service sector, often based on previous experience in the city. There is a replenishment of rural areas with a variety of young professionals, ready for change and investment (the average age of such residents is 35 years, 80% of them have higher education and permanent income outside the place of residence). This turns rural areas into a platform for multifunctional development [42].

At the same time, due to the greater spread of private property, relations between owners and non-owners are deteriorating. This applies equally to material objects – for example, cattle grazing areas occupied by tenants for crops, built-up and fenced coasts of rivers, wells, etc., and architectural monuments, nature reserves and other objects of national heritage, which were at the disposal of individuals or entities. Conflicts arising from the use of such resources need to be resolved both at the level of local governments and the involvement of public authorities (such as the illegal mining of amber in northern Polissya, Ukraine). At the same time, both in the country as a whole and in rural areas, only 8.5% of households receive income from entrepreneurial activity (for 56.6% of Ukrainian households in 2019, the main income is wages and 34.9% – budget transfers (Figure 1, Table 1) [30, 53].

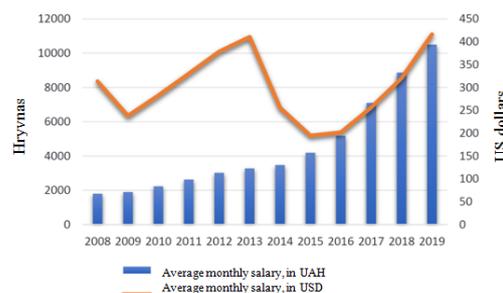


Figure 1 – Dynamics of average monthly wages in Ukraine in 2008–2019, %

Table 1: Structure of total resources of households (on average per household), %

Group of income	2000	2005	2010	2014	2015*	2016*	2017*	2018*	2019*
On average in Ukraine									
Salary	41,9	42,1	40,8	39,9	40,0	43,8	45,6	47,1	47,0
Social benefits and other current transfers received	39,0	39,7	38,5	37,2	37,2	34,1	33,4	32,5	31,8
Profit and mixed income	15,8	15,3	14,5	16,8	18,3	18,4	18,0	17,6	18,1
Property income (received)	3,3	2,9	6,2	6,6	4,5	3,7	3,0	2,8	3,1
In rural households									
Wages, income from entrepreneurship and self-employment	20,1	30,0	36,5	39,6	42,0	36,3	42,9	46,7	50,4
Pensions, scholarships, benefits and subsidies	14,2	28,1	28,9	32,4	25,1	24,2	20,8	20,4	19,7
Income from the sale of agricultural products and the value of consumed products obtained from personal farms.	15,4	28,3	23,5	11,5	22,0	11,9	11,9	10,9	10,5
Assistance from relatives, other persons and other income	50,3	13,6	11,1	16,5	10,9	27,6	24,4	22,0	19,4

There is a general tendency to receive lower incomes in rural areas compared to cities, which is indirectly due to the existing social hierarchy and governance structure in the country. Representatives of non-agricultural activities, including trade, catering, consumer services, etc., remain a more active part of rural society, while higher incomes of some agricultural enterprises allow them to remain more mobile (this is also due to the activities of large enterprises and the need to perform production tasks with the movement of equipment sometimes throughout the country). At this time, non-locals (residents of rural areas who have relatively recently moved to the

countryside – years of living there do not exceed 10 years) are prone to non-agricultural activities and modernism in lifestyles.

The most regulated and equally highly socially protected (due to the transparency and legality of payments) is the activity of employees of budgetary institutions (police, local government specialists, teachers, doctors, etc.), who show an active public position and influence on management decisions on the territory). Representatives of this stratum of rural society demonstrate their own elitism and permissiveness. Also decisive one is the role of entrepreneurs (farmers, self-employed, or others), who receive a significant level of income compared to other members of society, both due to budget-making activities at the local level and due to the possession of significant land and property resources. Such individuals are often the subjects of public-private partnerships and actively implement the function of communication between business and government. In particular, in the Zhytomyr region, tenants support many social projects the purchase of equipment for local schools, the provision of equipment for clearing roads from snow in the winter, the purchase of New Year's gifts for children and more. It is also advisable to focus on global trends in economic development, declared at the World Economic Forum in Davos, which emphasizes the social responsibility of business, the need to intensify its cooperation with communities to implement socio-economic development projects [56]. Somewhat different is the position of some young people who cease to maintain traditional values (official family relations) and relatively easily sever ties with the territory and are characterized by a desire to increase income, personal and career growth in line with Western stereotypes.

The tendency to labor migration has intensified, when part of the population, continuing to live in rural areas, receives the main income outside them, in particular in urban agglomerations. A specific category of the population are property owners living outside it. By virtually severing ties with the territory, such persons at the same time remain its passive participants, sometimes paying land tax or engaging in little activity, often in anticipation of a favorable situation for the sale of their own property. The rural population is currently based on a social group such as those who receive social transfers [20-25]. To this group of people we include retirees, students, people with disabilities. The biggest threat now is the pessimistic perception of life by this category of the population (sometimes inability, reluctance or lack of vision for the future development of the community). Existence in rural areas due to the difficult situation, age, or other limitations of such persons is accompanied by a difficult economic situation [26, 42, 53]. Another category of rural residents are internally displaced persons, many of whom share the image of the tragedy of their own destiny. However, there are also people with an active lifestyle among the migrants, although their share is not significant.

3.2 Settlements as a Society-Oriented Environment

Polarization of the rural population, the presence of confrontation and the destructive nature of social processes due to the dominant influence of one of the parties can be overcome through a worldview, public administration practices, participation of all stakeholders in community organizations, living in one area, and the desire to rationalize human unity [15, 47]. At present, the availability of appropriate infrastructure plays a significant role in the development of territories. Its development is a mechanism for educational and extracurricular activities, uniting of the inhabitants of the territory with a common goal (children, their development and successful future is the goal of almost all adults, their worldview is the basis and guarantee of a capable community).

Participatory approaches in administration determine the precondition for involving a wide range of participants in cooperation and partnership based on local resources and the principles of a green cyclical economy. It is important to carry

out vertical and horizontal coordination of actions through joint planning of development goals and objectives in the development of strategy, as well as its individual areas, identifying the needs of community residents (an example of the structure of rural society is shown in Figure 2) and monitoring their providing, applying logical management models through long-term forecast of available prospects, and in order to create favorable living conditions for local residents.

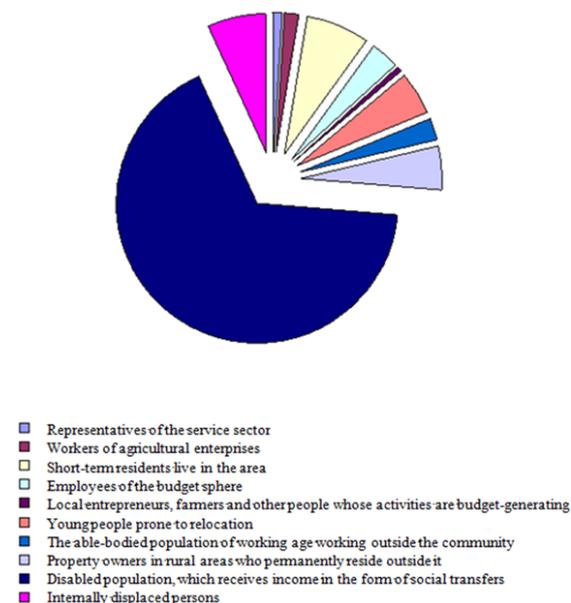


Figure 2 – The structure of rural society on the example of Bronykyvska OTG, %

Such alternatives to technocratic approaches to a market economy are, for example, “green solutions” in the principles of infrastructure formation: 1) adding new functions (for example, “rain garden”, which works as an office and water treatment site; 2) saturating the space with greenery resources, environmental protection, strengthening the role of employees in the management of enterprises, ensuring inclusion and participation in matters of responsibility and the formation and increase of social infrastructure; 3) hierarchy (“landscape levels”) – “green” infrastructure should be implemented at both local and regional levels (for example, an effective solution in this area is the experience of Lithuania, which has chosen the direction of socialization of the economic system, including due to the incentives of the population to preserve healthy ecosystems, create organic products, preserve the national culture and heritage of each region. Similar trends have emerged in Ukraine [8, 41, 42, 47].

In contrast to Lithuania, where activities in this area are mostly implemented centrally and with funding from the national budget (“top-down”), in Ukraine the practice of regional development, in particular, rural areas, is mainly implemented by the population and local governments (“bottom-up initiative”) [7]. At the same time, both at the level of Governments and in the field in both countries, there is a similar tendency not to accept the new, inertia to innovate, fear of making a mistake due to unwillingness to provide the necessary range and quality of administrative services. Obsolete or destroyed social infrastructure in rural areas is often unable to contribute to the rapid creation of added value [27, 31, 32, 35].

We believe that the synergy of activists, representatives of local governments, and public authorities can positively change political, economic, social values and institutions. In accordance with the socio-economic development strategy of the EU, the European Charter of Local Self-Government and world standards of public relations, the interests of residents are

recognized as paramount from the standpoint of development of territorial communities (Table 2).

Table 2: Rural restoration and development programs

Groups of programs	Target vectors of development
Production and technical	- Training of agricultural producers in new technologies and business activity; - Investing in agricultural production; - Renewal of fixed assets; - Assistance in observance of environmental protection standards by agricultural producers.
Ecological	- Environmental protection measures in agriculture; - Planting of new forest areas; - Improving the forest management system.
Social	- Assistance to young people in starting a farm; - Assisting farmers in earlier retirement.
Territorial	- Support for farmers in mountainous areas and other problem areas; - Restoration of agro-ecological potential of the affected territories.
Diversification	- Promoting the marketing of agricultural products; - Promoting the creation of processing facilities; - Promoting the development of agro-tourism.
Infrastructural	- Development of a network of advisory services, renewal of rural infrastructure; - Improving the provision of basic services to rural residents.

In fact, we are talking about intensifying the processes of sustainable development as a social process of achieving the common good of present and future generations through the joint efforts of all civic institutions, including the population and government, in achieving environmental, economic, and social goals of social development and not exceeding the allowable impact on the environment. These processes are taken into account in the defining guidelines and principles of the national economic strategy for the period up to 2030 approved by the Government of Ukraine, in particular, decarbonization of the economy, which involves the introduction of renewable energy and support for the European Green Course [1, 7, 37].

Currently, the administrative-territorial unit (settlement, community, district, region, country, supranational entity) is a multifunctional structure with appropriate indicators of population density, the degree of development of functional infrastructure, level of business activity, degrees of social, economic, political, cultural significance and influence for the development of other territories [36, 38, 40, 43]. Unevenness and heterogeneity in socio-economic and spatial development characterizes the territory as a whole and its individual parts, which complicates the process of managing its development. Such a structure acts as a complex socio-economic organism that develops rapidly around certain centers (for example, centers of business activity, transport communications, which determine the density of other objects; at the same time, these processes are reversed) [46, 50, 54].

Achieving a qualitatively new state of the territory is directly dependent on the level of development of the organizational and economic mechanism of its management and the tasks of the subject of management. The analysis of the organizational and economic mechanism of management of development of the territory of Ukraine testifies to the predominance of the functional approach in spatial administration. Its application involves the consideration of the territory as a set of separate functional zones [58-60]. This approach to management contradicts changes in the social structure and needs of the community. Also insufficiently taken into account in the planning process are the laws of use of natural and other resources. Functional management makes little use of the principle of biomimicry, able to ensure the harmonious spatial self-development of communities as systems with their own institutional environment while coordinating the interests of all partners. Currently, vector-controlled management scenarios are most often implemented in accordance with the priority zones ("development centers") and communications, due to the availability of private and public investments. Its product is based on the practice of obtaining a rapid response to investment and concentration of opportunities for economic and social growth. At the same time, territories and businesses with lower

investment attractiveness remain depressed due to its application (even despite their social significance). The process of looking for mechanisms to ensure the emergence of projects with a high multiplier effect is focused on evolutionary governance mechanisms, increasing the efficiency, innovation, capacity and sustainability of the region contributes to improving the level and quality of life of society.

The introduction of digital economy and electronic services will also contribute to strengthening the participatory nature of territorial management and the communicative component. Their dissemination allows improving communication between local governments, NGOs and residents of a particular area. We see the practical implementation of the digital economy as possible through the use of project management tools in the conditions of separate united territorial communities (OTG) of Ukraine is realized through the attraction and absorption of grant funds. In general, namely the search for sources of funding is 90% of the interest of local government leaders. The survey of rural and urban households (on average per household) confirms the need to provide systematic support to rural residents in solving problems of improving the livelihood system using a set of tools and methods (Figure 3) [52].

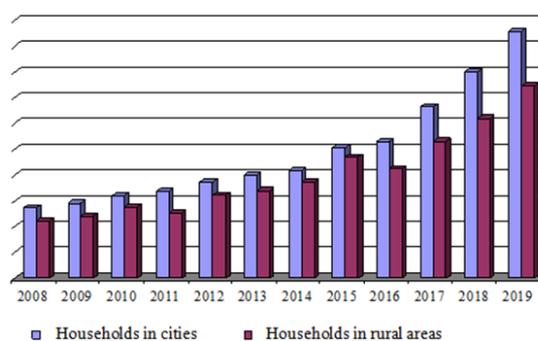


Figure 3 – Overall total expenditures of Ukrainian households on average per month per household, UAH

At the same time, under the adjustment of processes during the global pandemic against the background of a general reduction in the area put into operation, the real estate market in rural areas begins to develop faster than in urban areas (Figure 4) [52].

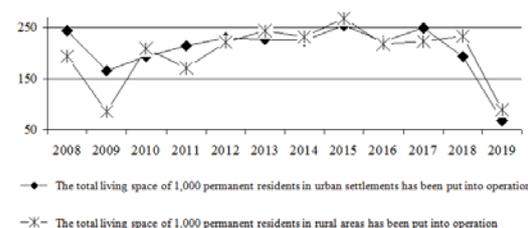


Figure 4 – Commissioning of the total living space in Ukraine per 1000 permanent population, m2 of total area

Traditionally, the principles of formation of rural social infrastructure provide for the formation of conditions of interest of development actors in compliance with the norms of social behavior, and the basic mechanisms of such activities are the control influences "top down" and "bottom up". In this regard, it is very important to strengthen the role of local communities and initiatives. SWOT-analysis of rural development of Ukraine is presented in Table. 3.

Table 3: SWOT-analysis of the development of rural areas of Ukraine

Strengths	Weaknesses
1. Increasing the pace of providing rural residents with mobile and Internet services 2. Presence of a significant number of ecological objects, favorable and safe	1. Gradual growth of the urban population, most of the rural population are of retirement age. 2. Low degree of involvement of rural residents in the management and

<p>environment, variety of landscapes, park, recreational and nature protection zones, significant prospects for development.</p> <p>3. Insignificant or absent queues at preschool and school educational institutions, availability of a wide range of forms of education</p> <p>4. Availability of natural resources and property complexes of housing is safer compared to catering cities</p> <p>5. High degree of communication and cooperation between residents, favorable conditions for the development of the public sector and the functioning of public organizations</p> <p>6. Active development of sports and children's playgrounds through local activists, public organizations and through funding from local governments</p>	<p>decision-making process.</p> <p>3. Insufficiently developed mobile network, often low quality mail and Internet services.</p> <p>4. Low level of development of digital technologies of all spheres of activity and services.</p> <p>5. The remoteness of rural areas from social and industrial infrastructure, which is not always convenient for maintenance.</p> <p>6. Insufficiently developed transport infrastructure and logistics.</p> <p>7. Underdeveloped trade, catering, household services.</p> <p>8. Insufficient number of teachers, cultural institutions and out-of-school education of youth.</p>
<p>Opportunities</p> <p>1. Existence of national and regional programs for the development of educational institutions, the "School Bus" system, etc.</p> <p>2. The development of technology makes it possible to reduce costs and the negative impact of communications and telecommunications means on the environment.</p> <p>3. The emergence of new opportunities for individual spiritual development of the population.</p> <p>4. Assistance from the Government to increase the area of public territories, their arrangement and development.</p> <p>5. Activation of new technologies, in particular, IT, improving the quality of service and accessibility for the population.</p>	<p>Threats</p> <p>1. The pandemic and the effects of globalization reduce the quality of life, administrative services, public safety, culture and social behavior.</p> <p>2. Migration of highly qualified workers and youth outside the country reduces the intellectual and demographic potential of the territory.</p> <p>3. Non-optimal system of budget support, in particular, in issues of education, culture, health care, which affects the quality of relevant processes.</p> <p>4. Due to the small number of business facilities, the employment prospect decreases</p>

At the same time, meeting the needs of consumers and the development of local initiatives should be implemented through partnership, division of responsibilities, participation and decentralization of management decisions. Continuous training and professional development, the introduction of creative technologies and innovations, openness to change contribute to the restoration of greening as the basis for the formation of a harmonious community of strong, viable actors. Assistance in creating social networks offline provides communication and dialogue between residents and institutions, strengthens local communities through collective perception and personal development [61, 62]. The biggest problems of our time include demographic (reduction of the rural population) and migration (the most active and highly qualified youth go to big cities and outside the country). Low population density, insufficient level of funding and staffing determine the decline in the quality of administrative services provided, as well as the satisfaction of educational needs, cultural needs of the population in matters of culture, health care, household services, etc.

The global environmental crisis and the COVID-19 pandemic have exacerbated these processes. The scenario analysis of the solution of the revealed problems testified to perspective prospect of public-private partnership as the mechanism of cooperation and the decision of social and economic situations. The current strategy of Ukraine's integration into the world community requires strengthening the centers of concentration of economic activity of administrative centers, which increases competition for resources, which in the first place raises the problem of sustainable development. Thus, administrative centers, becoming centers of business activity, investment concentration and catalysts for regional development, are simultaneously experiencing the negative effects of globalization in the format of growing socio-economic problems associated with the natural territorial boundaries of development. In this sense, the territory as a living space of the community is an independent factor in its development. It becomes a human habitat and is the place of its economic activity. Negative changes in the material and technical environment of the territory are manifested in the expansion of the natural environment build-up, disorder of the general planning structure, inefficient development of its morphology (transport,

engineering systems, natural landscape and economic zones) due to long-term predominance of functional approach in management, functional zones separated from each other, which contradicts the changes in the social structure and needs of the territorial community, promising evolutionary methods of modern zoning. The latter take into account the internal laws of interaction of objects. The opposite approach does not fully use the resource potential and opportunities of economic methods of land use management. Insufficient quality of administration aims to improve the organizational and economic mechanism of development of the territory through the practice of environmentally friendly activities and consideration of the residence of the territorial community as an ecosystem. Let us consider it on the example of education.

A component of the ecosystem approach to quality management of the education system is the constant monitoring of resources, restoration and reconstruction of existing unused buildings, playgrounds, which helps children acquire the necessary competencies, and the community – social and ecosystem cohesion, environmental values, regeneration and cultural potential of people, living conditions. Sources of funding for social projects can be voluntary donations, local, regional and national budgets, as well as EU structural funds, international and non-governmental organizations that contribute to the goals of a prosperous developed community, protection of vulnerable groups, security issues, orientation on public and cultural values. The principles of territorial community management are given in Table. 4.

Table 4: Principles of territorial community management

Principle of management	Signs
1. The principle of "top down" and "bottom up"	Participatory approach Decision making by locals Negotiations and communication among decision makers
2. Satisfaction of consumer needs and implementation of local initiatives	Analysis and assessment of population needs Continuous monitoring and evaluation of satisfaction with the quality of services provided Consideration and recommendation of ways to address existing needs and take private initiatives
3. Partnership and division of responsibilities	Providing communication and cooperation with stakeholders for project implementation Functions and division of responsibilities between stakeholders
4. Decentralized decision-making by local residents	Residents are involved in the management and decision-making process Procedures take into account the interests of the population and needs Locals offer the use and provision of services Organization of service provision in rural communities
5. Continuing education, training and encouragement of organizations	Agency services and search for new ideas (innovations) Services of the organization of innovative decisions Cooperation in communities is encouraged Safe Neighborhood Initiatives
6. Level of integration and cooperation	Making decisions that take into account the needs of local residents Services in the process of inter-municipal communication Formation of regional clusters and networks
7. Innovation, openness to change and efficiency	Introduction of innovations on the territory Efficient use of space and resources in the territory, including renewables (e.g., water, wind, sun)
8. Ecology	A rich landscape is created Safe nature Green infrastructure Multifunctional nature of activity

Given the widespread practice of defining the category of development of the territorial community as a process of improving its current state through management creates the preconditions for its sustainable development. This allows strengthening the relationship between the subsystem and the elements of a large socio-economic system – the territorial community. Further greening of socio-economic life is associated with the development of ecological and tribal settlements as integral socio-natural complexes with additional commitments by their residents to create communities with a new philosophy of life, ensuring sustainability and orderliness of human needs in harmony with nature. These trends characterize the emergence of a new type of settlement on all continents. The main idea of the new type of communities is to achieve self-

sufficiency and self-organization, active recreation as a guarantee of a healthy lifestyle. It is the gestalt (image) of living in harmony with nature, the philosophy of unity of communities and the surrounding space that forms new stereotypes which provide development and “tools of relationships” (so they are evident even in cities in the European cohabitation system or Jewish kibbutzim). The desire to unite is often accompanied by a shortage of manpower, a shortage of time, a de facto lack of family pedagogy, and a narrow specialization with concern for the individual [41]. Such is the altruistic selfishness through the unification of all resources and groups of people who want to live happily and sustainably, provided an understanding of the value of communication and mastering the art of internal relationships. Given the need to respond quickly to changes in the internal and external environment, we propose a model of application of the project approach in the management of territories (Figure 5).

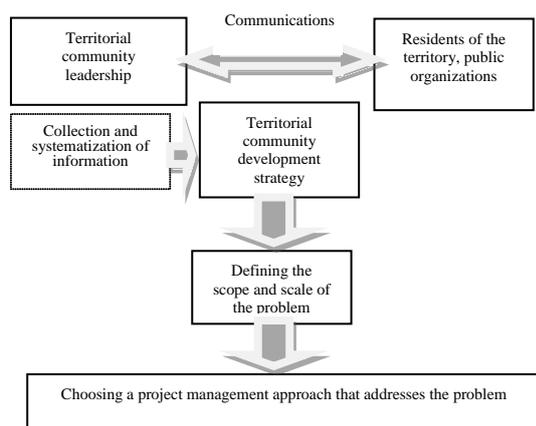


Figure 5 – Model of application of the project approach to management of rural areas

We consider the basis of its formation to be interaction and taking into account the interests of the inhabitants of the territory and its leadership. The rapid exchange of information on the problems of the management of the united territorial community can be improved through the gradual transition to activities based on the digital economy. This will help speed up the flow and systematization of information and management decisions. In addition, this model should be aimed at implementing the development strategy of the united territorial community, taking into account the resources and risks that may arise in the implementation of the project. Given the view of the project as a tool for implementing the strategy, the basic element of achieving its effect is to create improved living conditions and other positive effects for residents of a given area. The basis of modern project management is to encourage change based on problem analysis and ultimately creating value for the consumer. In this context, it should be noted as a relevant methodology of flexible management (Agile management) [6]. From the standpoint of achieving strategic guidelines for the development of rural areas through the intensification of the project approach, we consider it appropriate to introduce project management specialists into the management structure of the united territorial communities. Their functions should include such activities as development of project proposals, formation of project groups, substantiation of the project budget, study of strategic guidelines for the development of the united territorial community, monitoring of changes, etc.

The most common practices of assessing the effectiveness of regional management use such development indicators as optimal spatial organization of processes, favorable human habitat, organic unity of old and new architectural composition in the spatial area, rational use of territory as a strategic resource, investment attractiveness, optimal financial flows, technical development. However, they do not take into account the long-term impact of society on the environment, its ability to recover,

the availability of resources for future generations (including clean water, air, fertile soils). Therefore, the following parameters of the territory development need to be monitored: changes in the state of health of the population, its life expectancy, level of intellectual potential, ability and desire to have children, etc. We propose to implement the solution of this contradiction in the plane of the model of organizational and economic mechanism of development management in the format of functional dependence of socio-economic conditions of the administrative unit, where the determining element of development is management through a system of measures and management functions (1):

$$G(N, n_0, n_f, E, M, EM, EN, R, ER), \quad (1)$$

where N – set of management situations, each of which corresponds to a management function;

n_0, n_f – initial and final situation respectively,

E – set of control functions, such as $\forall i, j \in N \cup (n_0, n_f): (i, j) \in E$ if a situation is possible when the function i will be performed while performing the management function j ;

M – set of management situations, each of which corresponds to a structural element or management unit ($M \cap N = \Omega$, where Ω – empty plural);

EM – hierarchical set of managerial influences (subordination), such that $\forall i, j \in M: (i, j) \in EM$, if the structural element j is subordinate to the structural unit i ;

EN – set of control effects of the administration function is such that $\forall i \in M, j \in N: (i, j) \in EN$, if the management function j can be implemented in the structural unit i ;

R – set of resources of the management structure of the territorial community;

ER – set of weighted management influences of resource use, such that $\forall i \in R, j \in N: (i, j) \in ER$, if the management function j uses a resource i during its implementation.

4 Discussion

Finding an answer to the question of the minimum set of factors to ensure the capacity of territories has come to mean a dynamic, interactive interdisciplinary network that promotes innovation. The highest degree of efficiency in the implementation of the management function was found in the conditions of tribal settlements. They provide a motivational component, which is formed from the interests of the main actors of the territory (population, business and government), the laws of spatial organization, factors and resources of the territory; their application through ensuring the harmonization of interests, resources and motivations, sustainable development of the territory as a whole. There is the need for improving the organizational structure of local government through enhancing the role of public organizations of settlements, which are designed to provide organizational relations and connections in the management apparatus based on the design and regulation of activities which rely on streamlining organizational models with objectively selected target subsystems of the territory. This model allows taking into account the principles and methods of the system approach and changes occurring in the external and internal environment of the control system. The activity of public organizations and the implementation of program-target structures in the management of local development (“development zones”) allows creating an institutional environment of spatial development based on the coordination of interests and partnership. Related socio-technical development forms the principles of innovation. The management of these structural changes is ensured through the introduction of

innovations and measures with sustainable development of the ecosystem. Cooperation between universities, research institutes, and other research and educational institutions lays the foundations for value added, research and development. An example of optimizing value chains is the memorandum of cooperation and partnership signed in July 2017 between the National Research Center "Institute of Agrarian Economics", Polissya National University, the Association of Village and Settlement Councils, Nesolon Territorial Community and NGOs "People's Movement" "Granidub", "Research Institute for Management Systems Improvement", "Lagul Association for Sustainable Land Use" with the right of open accession. The Center for Territorial Community Development based on the results of cooperation on the basis of Polissya National University is an intellectual center for responding to the constantly changing environment, preparing community development strategies, projects, and creating innovations. Further research is related to the creation of an environment for public administration and business innovation as a special ecosystem with sufficient funding, skilled labor, defined specialization, guaranteed cooperation with business and access to global networks (currently such priorities include the use of GIS technologies in the regional development, in particular, through participation in the regional program for fire prevention, unauthorized deforestation, distribution of environmentally hazardous substances).

We are talking about the concept of innovation ecosystem as a mechanism for the inclusion of living organisms in the environment. Such an innovative ecosystem has a multi-level structure of interaction of individual elements for the exchange of energy, information and knowledge, and, consequently, the joint development and implementation of agreed solutions by stakeholders. The sustainable innovations formed in this way work as catalysts for clean production and solving socio-environmental problems in the short and long term, integrating a systems approach into local and specialized networks. The innovation ecosystem is in fact a network of connections and relationships (association of subjects and objects, information and knowledge) to ensure the sustainability of the environment by initiating appropriate changes, their creation and testing together with stakeholders. This process may involve government, value chain actors, and the local community. The above processes enhance openness and adaptability, expand the range of partners to gain knowledge. The established interaction is based on a common worldview, based on trust, sharing and a sense of identity, united by common values, which is a natural evolutionary transition from supply chains to ecosystems and a corresponding change in the business model to strengthen social networks with different roles and interests, overcoming common problems and forming sustainable practices to support the ecosystem.

The approach is based on key aspects, such as: identification and mobilization of internal potential; popularity and expansion of local systems; formation of local institutions; local responsibility and broad stakeholder involvement. The geographical context takes into account social, cultural, and institutional characteristics, focusing on the following: 1) identifying untapped potential to increase regional competitiveness and address social exclusion; 2) focus on functional economic areas; 3) formation of communication and consulting institutes of territories; 4) development of administrative capacity and joint management; 5) implementation of projects on the terms of co-financing and supporting the needs of local groups, stimulating their growth. The requirements for the functioning of such systems are the presence of a real center; direct, cross-cutting and multidimensional nature of activity; openness and interconnectedness; constant readiness for improvement in the conditions of intrasystem and intermunicipal cooperation; ethics and morality; predominance of long-term values. The criteria for selecting projects and programs are as follows: 1) local relevance (number of beneficiaries who enjoy the benefits, how long the project works; the amount of investment from the state and local budgets, etc.); 2) impact on the emergence of new initiatives and projects; 3) the possibility of inter-municipal and intersectoral cooperation; 4) level of satisfaction of interested beneficiaries /

participants; 5) the degree of regional innovation in different contexts; 6) improvement of networks (regional ecosystem, potential of stakeholders, national and transnational side effects); 7) sustainability of natural and human systems today and in the future (characteristics of decision-making, the level of efficiency of production, consumption, use of resources, waste and ecological systems); 8) the possibility of introduction under other conditions and in another region (Figure 6).

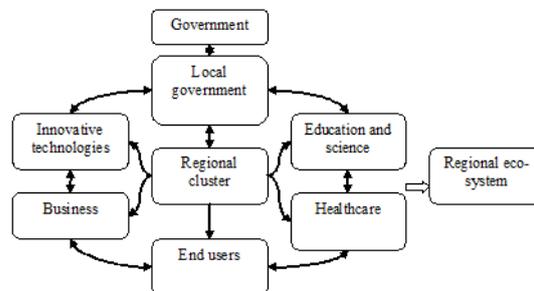


Figure 6 – Conceptual model of transition from regional clusters to ecosystem

An indirect indicator of the effectiveness of the system is the level of health of the population. After all, the processes of socio-economic dimension are interdependent and depend on culture, policy and organization, including employment growth, welfare. As the experience of the EU and Ukraine shows, regional authorities have a direct influence and play a central role in shaping the ecosystem, while the overall economic, social, and political situation in the country depends on the government.

5 Conclusion

Modern conditions for the development of socio-economic, investment, innovation and project-cultural sphere as promising defined the organization of sustainable development of business and local communities, based on the principles of management, business and social needs are conditions for management and livelihoods to improve the level and quality, mainly due to the rational functioning of the relevant infrastructure facilities. At the same time, the rapid growth of the world's population, the negative effects of globalization have identified the need for nature of centrism as a defining approach to society, reflected in the implementation of innovative ideas of green cyclical bioeconomy, optimal use of resources, public involvement and local initiatives, reduction of unemployment, solving housing and demographic problems of development, in particular, in rural areas (overcoming the existing asymmetries and disparities, ensuring the greening of life).

One of the ways to reduce the anthropogenic load on the territory is a more balanced distribution of the population throughout the country, in particular, by resettling part of the urban population on a permanent or temporary basis in rural areas while strengthening communication and cooperation between residents, including on a state basis, private partnership and inter-municipal cooperation, ensuring the availability of facilities to meet primary and secondary needs in places of residence (police, cultural, educational, health care, shops, ATMs, post office, administrative services). Ensuring these goals is achieved through finding and implementing local initiatives, involving "catalysts of socio-economic change" from among advisors and "idea generators" and adopting community development plans by the community itself, including on a project management basis and co-financing with local resources.

The application of the project approach in management is a tool to ensure the implementation of strategic guidelines for rural development. Its advantages are the ability to focus on the step-by-step solution of problems that arise in the process of achieving the goals set in the development strategy of the united

territorial community and ultimately creating value for the consumer in the case of flexible project management.

The basis of the model of application of the project approach to the management of rural areas is to take into account the interests of their residents, public organizations and strategic guidelines for the development of the territorial community. The introduction of elements of the digital economy is a factor influencing the improvement of communications and accelerating the process of making managerial decisions. This will allow monitoring of changes, quick response to the “mood” of the community, provide management with effective feedback, and residents – with prompt provision of information on the status of projects and the level of achievement of certain areas of development.

Literature:

- Anderson, E. (2018). Functional landscapes in cities: a systems approach. *Landscape and Ecological Engineering*. Special Feature: Report, 14, 193–199.
- Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations*, 2, 206-220. doi: 10.21272/MMI.2020.2-15.
- Bashtannyk, A., Akimova, L., Kveliashvili, I., Yevdokymov, V., Kotviakovskiy, Y., & Akimov, O. (2021). Legal bases and features of public administration in the budget sphere in Ukraine and foreign countries. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 63-68.
- Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov O.O. (2021). The current state of investment security in Ukraine in the context of covid-19 and its impact on the financial and economic situation of the state. *Collection of scientific papers Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. DOI: 10.18371/FCAPTP.V1I36.227770.
- Ciric, D., Delic, M., Lalic, B., et al. (2021). Exploring the link between project management approach and project success dimensions: A structural model approach. *Advances in Production Engineering & Management*, 16(1), 99-111.
- Edward, S., & Cole, R. (Eds.) (2015). *Brilliant Agile Project Management: A Practical Guide to Using Agile, Scrum and Kanban*. Harlow, England: Preason.
- Ekonomikos modelis Lietuvai. (2021). *Lietuvos Socialios Rinkos Pletros Institutas*. Available at: <https://socrinka.wixsite.com/socialirinka/misija>.
- Goncharenko, M., Buluy, O., Plotnikova, M., Shvets, T., & Arsentieva, O. (2021). Noosphere Education as a System of Environment Personality Development. *The Importance of New Technologies and Entrepreneurship in Business Development: In The Context of Economic Diversity in Developing Countries*, 194, 1999–2010.
- Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267 – 279. doi: 10.21272/MMI.2017.3-25.
- Hristov, I., Chirico, A., & Ranalli, F. (2021). Corporate strategies oriented towards sustainable governance: advantages, managerial practices and main challenges. *Journal Of Management & Governance*. Available at: <https://link.springer.com/content/pdf/10.1007/s10997-021-09581-x.pdf>.
- Isaieva, N., Akimova, A.I., & Akimova, A.N. (2020). Categorization of Personality Traumatic Experience in Chinese Women’s Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*, 28(2), 56-81. doi: 10.31470/2309-1797-2020-28-2-56-81.
- Kalyayev, A., Efimov, G., Motornyy, V., Dzianyy, R. & Akimova, L. (2019). ‘Global Security Governance: Conceptual Approaches and Practical Imperatives,’ Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: *Education Excellence and Innovation Management through Vision 2020*, 10-11 April 2019, Spain, Granada, 4484-4495.
- Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), XV, 56-62.
- Katsela, K., Palsson, H., & Iverna, J. (2021). Environmental impact and costs of externalities of using urban consolidation centres: a 24-hour observation study with modelling in four scenarios. *International Journal Of Logistics-Research And Applications*. Available at: <https://www.tandfonline.com/doi/pdf/10.1080/13675567.2021.1915261?needAccess=true>.
- Khodakivsky, E.I., Voitenko, A.B., Plotnikova, M.F., & Buluy, O.G. (2021). Psychological Foundations Of Management And Planning Of Innovative Regional Territorial Development. *Investment: practice and experience*, 6 58-64.
- Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. doi:10.14254/2071-789X.2020/13-3/3.
- Levytska, S., Krynychnay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development *Financial and credit activity: problems of theory and practice*, 25(2). 122–127. doi: 10.18371/FCAPTP.V2I25.136476.
- Levytska, S.O., Akimova, L.M., Zaiachkivska, O.V., Karpa, M.I., & Gupta, Sandeep Kumar. (2020). Modern analytical instruments for controlling the enterprise financial performance. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 314-323. doi: 10.18371/FCAPTP.V2I33.206967.
- Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. doi: 10.21272/MMI.2019.4-26.
- Liudmyla Akimova, Oleksandr Akimov, & Olha Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
- Liudmyla Akimova, Oleksandr Akimov, Iryna Mihus, Yana Koval, & Vasiliy Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: <https://doi.org/10.18371/fcaptp.v4i35.221969>.
- Liudmyla Akimova, Olga Osadcha, Vitalii Bashtannyk, Natalia Kondratska, & Catherine Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice*, 32(1), 434–443. DOI: 10.18371/FCAPTP.V1I32.200606.
- Liudmyla Akimova, Olha Osadcha, & Oleksandr Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice*, 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
- Liudmyla Akimova, Svitlana Levytska, Constantine Pavlov, Volodymyr Kupchak, & Marta Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice*, 30(3), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
- Liudmyla Akimova, Victoria Reinska, Oleksandr Akimov, & Marta Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
- Lozynska, T.M. (2015). Economic basis of rural communities as a factor of decentralization of power. In M.A. Lepsky (Eds.). *Sustainable human development of local communities: scientific works of universities – partners of the Project of the Association of co-owners of houses for the implementation of sustainable energy efficient solutions “Local development, community-oriented”*. Kyiv, 189–197.
- Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government

- Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
28. Mandagi, D.W., Centeno, D.G., & Indrajit, C. (2021). Brand gestalt scale development and validation: A takeoff from tourism destination branding. *Journal Of Destination Marketing & Management*, 19(100539). Available at: <https://linkinghub.elsevier.com/retrieve/pii/S2212571X2030161X>.
29. Marjanski, A., & Sulkowski, L. (2021). Consolidation strategies of small family firms in Poland during the Covid-19 crisis. *Entrepreneurial Business And Economics Review*, 9(2), 167–182.
30. Ministry of Finance of Ukraine. Official website. (2021). *Unemployment rate in Ukraine*. Available at: <https://index.minfin.com.ua/ua/labour/unemploy>.
31. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. doi:10.14254/2071-789X.2020/13-2/19.
32. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduev, M., Romaniuk, N., & Akimov, O. (2021). Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVII, 33-37.
33. Moskvicheva, N., Burdina, A., & Melik-Aslanova, N. (2021). Issues of Assessing the Effectiveness of Implementing Modern Information Technologies in Project Management of an Industrial Corporation. *Laplace Em Revista*, 7(2), 428-435.
34. Nataliia Akimova, & Alina Akimova. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. doi: <https://doi.org/10.31470/2309-1797-2018-24-1-27-46>.
35. Oliinyk, O., Bilan, Y., Mishchuk, H., Akimov, O., & Vasa, L. (2021). The Impact of Migration of Highly Skilled Workers on The Country's Competitiveness and Economic Growth. *Montenegrin Journal of Economics*, 17(3), 7-19. DOI: 10.14254/1800-5845/2021.17-3.1.
36. On approval of the National Economic Strategy for the period up to 2030. (2021). *Resolution of the Cabinet of Ministers of Ukraine*, No. 179, March 3, 2021. Available at: <https://zakon.rada.gov.ua/laws/show/179-2021-%D0%BF#Text>.
37. Onyshchuk, S., Filippova, V., Borshch, H., Vasylychshyn, O., & Iakobchuuk, V. (2020). Innovative solutions of improving efficiency in public management. *Revista San Gregorio*, 1(42), 194–204.
38. Osadcha, O.O., Akimova, A.O., Hbur, Z.V., & Krylova, I.I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 27(4), 193–200. doi: 10.18371/FCAPTP.V4I27.154194.
39. Petrunenko, I., Plotnikova, M., Nieliepova, A., Bilousko, T., Mazur, A., & Goncharenko, I. (2020). Development and support of small innovative entrepreneurship in Europe and the USA. *Revista San Gregorio*, 1(42), 215–223. Available at: <http://revista.sangregorio.edu.ec/index.php/revistasangregorio/article/view/1556/21-svetlana>.
40. Petrunenko, I., Pohrishchuk, O., Plotnikova, M., et al. (2021). Development of Small Farms in the Agro-Industrial Complex. *International Journal Of Computer Science And Network Security*, 21(3), 287–294.
41. Prisyazhnyuk, O.F., & Plotnikova, M.F. (2018). Mechanisms for managing of territorial communities development. *Scientific horizons*, 11, 56–61.
42. Prisyazhnyuk, O.F., & Plotnikova, M.F. (2018). Multifunctional Rural Development. *Bulletin of the Sumy National Agrarian University. Series "Economy i management"*, 6(76), 34–38.
43. Prysiazhniuk, O., Plotnikova, M., Buluy, O., & Yakobchuk, V. (2020). Reurbanization as a Solution of Socio-Environmental and Economic Problems. *Management Theory and Studies for Rural Business and Infrastructure Development*, 42(1), 41–50. DOI: <https://doi.org/10.15544/mts.2020.05>.
44. Pucci, T., Casprini, E., Galati, A., et al. (2020) The virtuous cycle of stakeholder engagement in developing a sustainability culture: Salcheto winery. *Journal of Business Research*, 119, 364–376.
45. Shamne, A., Dotsevych, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. doi: 10.31470/2309-1797-2019-25-1-384-408.
46. Shpektorenko, I., Vasylevska, T., Bashtannyk, A., Piatkivskyi, R., Palamarchuk, T., & Akimov, O. (2021). Legal bases of public administration in the context of European integration of Ukraine: questions of formation of a personnel reserve. *Ad Alta: Journal of interdisciplinary research*, 11(1), XVIII, 76-81.
47. Shvets, T.V., Ovdiyuk, O.M., Plotnikova, M.F., & Kostyuk, L.P. (2021). Entrepreneurship And Multifunctional Rural Development: Public Management, Strategy, Organization And Planning. *Economy And State*, 4, 137–142.
48. Shytyk, L., & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. doi: <https://doi.org/10.31470/2309-1797-2020-27-2-361-384>.
49. Skliarenko, O., Akimova, Al., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2), 321-340. doi: 10.31470/2309-1797-2019-26-2-321-340.
50. Smyrnova, I., Akimov, O., Krasivskyy, O., Shykerynets, V., Kurovska, I., Hrusheva, A., & Babych, A. (2021). Analysis of the Application of Information and Innovation Experience in the Training of Public Administration Specialists. *IJCSNS International Journal of Computer Science and Network Security*, 21(3), March 2021, 120-126.
51. Sohi, A.J., Bosch-Rekvelde, M., & Hertogh, M. (2021). Practitioners' Perspectives on Flexible Project Management. *IEEE Transactions on Engineering Management*, 68(4), 911–925.
52. State statistics service of Ukraine. Official website. (2021). *Ukrstat*. Available at: www.ukrstat.gov.ua.
53. Tkachuk, V.I., Shvets, T.V., & Plotnikova, M.F. (2020). Strategic Investment Management of the Entrepreneurship Development in Territorial Communities. *Agrosvit*, 24, 12–21.
54. Vorobei, O., Akimova, A., & Akimova, A. (2021). Metaphorical Conceptualization of WAR in Chinese Sports Discourse. *Psycholinguistics*, 29(2), 25-45. <https://doi.org/10.31470/2309-1797-2021-29-2-25-45>.
55. Weiss, M., Barth, M., & von Wehrden, H. (2021). The patterns of curriculum change processes that embed sustainability in higher education institutions. *Sustainability Science*. Available at <https://link.springer.com/content/pdf/10.1007/s11625-021-00984-1.pdf>.
56. World Economic Forum. (2021). *Reports*. Available at: <https://www.weforum.org/reports?year=2021#filter>.
57. Yakobchuk, V., Khodakovskyy, Y., Heimerl, O., & Plotnikova, M. (2020). Alternative Imperatives of the Decentralized Societies Activities. *Scientific Horizons*, 04(89), 15–26. DOI: 10.33249/2663-2144-2020-89-4-15-26.
58. Yakymchuk, A.Y., Valyukh, A.M., & Akimova, L.M. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), 1, 170-178. doi: 10.25140/2410-9576-2017-1-3(11)-170-178.
59. Yakymchuk, A.Y., Akimova, L. M., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), 2, 170-177. doi: 10.25140/2410-9576-2017-2-2(10)-170-177.
60. Yakymchuk, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), 2, 70-75. doi: 10.25140/2410-9576-2017-2-1(9)-70-75.
61. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. doi: <https://doi.org/10.18371/fcaptop.v2i33.207230>.
62. Zahorskyi, V.S., Lipentsev, A.V., Yurystovska, N.Ya., Mazii, N.H., & Akimov, O.O. (2019). Financial and administrative aspects of small business development in

Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. doi: <https://doi.org/10.18371/fcapt.p.v3i30.179717>.

63. Zehra, K., & Usmani, S. (2021). Not without family: refugee family entrepreneurship and economic integration process. *Journal Of Enterprising Communities-People And Places In The Global Economy* Available at: <https://www.emerald.com/insight/content/doi/10.1108/JEC-03-2020-0044/full/pdf?title=not-without-family-refugee-family-entrepreneurship-and-economic-integration-process>.

Primary Paper Section: A

Secondary Paper Section: AH

PROFESSIONAL MOBILITY OF THE FUTURE TEACHER

^aNADIA LUTSAN, ^bOLENA BULGAKOVA, ^cOLENA KUZNETSOVA, ^dOLENA BABCHUK, ^eSVITLANA BYKOVA

^aVasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., 76018, Ivano-Frankivsk, Ukraine

^{b,d}South Ukrainian National Pedagogical University named after K. D. Ushynsky, 26, Staroportofrankivs'ka Str., 65020, Odessa, Ukraine

^cV.O. Sukhomlynskyi Mykolaiv National University, 24, Nikolska Str., 54030, Mykolaiv, Ukraine

^eOdessa State Academy of Civil Engineering and Architecture, 4, Didrihsna Str., 65029, Odessa, Ukraine

email: ^alutsan.nadia@gmail.com, ^bHalen30@ukr.net,

^chelenakuz@gmail.com, ^dlbabchuk@gmail.com,

^eBykovas@ukr.net

Abstract: The article, on the basis of a predominantly sociological approach, establishes the relationship between the competitiveness of a specialist and his professional mobility; approaches and principles are identified, the goal and objectives of pedagogical practice are concretized, organizational and content aspects and conditions are clarified that provide active, information-rich, variable activity of student trainees in the context of solving the problem of forming the professional mobility of a future teacher. The study proves that the problem is highly relevant in terms of the prospects for its solution; it creates the preconditions for the development of a new generation of professional training programs, as well as advanced training of teachers. The universal content of the teacher's professional training, which is in demand in modern society, sets the task of forming pedagogical mobility, the ability to variably change the course and content of pedagogical activity, which allows one to flexibly overcome difficulties and clichés in pedagogical situations, to choose the most successful solution to the assigned pedagogical tasks and requires a fundamentally new view of professionalism – pedagogical training of future teachers in the system of higher pedagogical education.

Keywords: Development, Future teacher, Personality, Professional mobility, Society, Social mobility.

1 Introduction

The urgency of this problem is due to the fact that the socio-economic and sociocultural transformations that have taken place in our country over the past decades have exacerbated the problem of predicting the potential of human development; increased interest in professional mobility, which is becoming one of the main factors of human adaptation to new conditions. The solution of social problems is impossible without a teacher capable of actively creating a comfortable educational environment for each of his students and for himself at a high professional level.

The modern education system needs a teacher who has not only high professional competence, pedagogical culture, but also individuality, the ability for creative self-development, with a clear system of value orientations, positive motivation for teaching, professional mobility [25]. It should be noted that a modern university graduate must find 'application' for himself in the labor market, despite the fact that a fifth of the knowledge becomes obsolete in the first years of his independent activity. This situation occurs during the entire professional career 5-10 times [25]. This requires a young specialist to radically update his knowledge and skills. Instead of the "learning for life" paradigm, another one appeared – "life-long learning" [2].

The focus on the training of a specialist today is already insufficient; it is important to pay attention to the development of a personality capable of responding flexibly to constantly changing conditions, distinguished by entrepreneurship abilities, mobility, dynamism, constructiveness, and a developed sense of responsibility in professional activity. In this regard, in the modern higher pedagogical school, concepts are gaining increasing recognition in which priorities are given to the integral formation and development of the personality of the future teacher, the formation of the readiness to be mobile in professional activity by transferring from the state of performers to the state of actively acting subjects. To be a subject means to be internally ready for self-change in a rapidly changing world,

to have the ability to rebuild life situations themselves, changing and developing at the same time as a person and as a professional.

Studying the process of formation of the personality of a future teacher, researchers focus on the importance of such qualities as independence, responsibility, initiative in choosing learning goals and ways to achieve these goals [1, 7]. The leading idea of the research of these scientists is to resolve the contradiction consisting in the orientation of pedagogical education towards the information, "knowledge" paradigm without taking into account the individuality of future teachers and new requirements for a modern specialist based on the development and implementation of activity and mobility. According to experts, maintaining professional competence is becoming an increasingly difficult task, since knowledge, as noted above, quickly becomes obsolete and a specialist must update annually up to 20% of practical and 5% of theoretical knowledge [17, 23].

Emphasizing the thoroughness and high level of all these studies, we note that only certain aspects of the subjective activity of a person are considered in them, without taking into account the diversity of sides and manifestations of mobility. Thus, the awareness of the insufficient theoretical elaboration of the problem of professional mobility, the absence of a single terminological apparatus can be considered as a justification for the need to study it.

2 Materials and Methods

The key categories and concepts of our research are: "mobility", "social mobility", "professional mobility".

The problem we are considering has a complex character and is at the junction of different areas of socio-humanitarian knowledge; therefore, the methodological basis of this work is a systemic, personal-activity approach to the study of the professional mobility of future teachers, its content and ways of formation.

The theoretical basis of the research includes the provisions of modern science: psychological theories of personality development in activity (Ananiev, Vygotsky, Leontiev, Rubinstein, Teplov, etc.); psychological and pedagogical ideas of the teacher's personality development. Conceptually, the provisions of the pedagogical theory on the integrity of the pedagogical process were of great importance; fundamental provisions of professional pedagogical education in the new socio-economic conditions; the theory of the possibility of using active forms and methods of teaching in the pedagogical process, research of professional mobility.

To solve the set tasks, a set of complementary research methods was used:

- Theoretical analysis of philosophical, sociological, psychological and pedagogical literature on the research topic; semantic interpretation;
- Empirical interviewing, conversation, analysis of the activities of teachers and future teachers – students, as well as interpersonal dialogue.

3 Results

Statistical data indicate that in the prevailing socio-cultural conditions, far from all graduates of pedagogical universities work in their specialty [6, 16, 26]. In this regard, a higher pedagogical school, without abandoning the training of specialists in a specific profile (a mathematics teacher, a history teacher, etc.), should prepare graduates for a wider professional activity in the field of "human-to-human" [11, 13].

Professional mobility of a future teacher is an integrated personal quality based on a high level of generalization of social and

pedagogical knowledge and skills, which manifests itself not only in the readiness and ability to work creatively in the chosen profession, but also, if necessary, to choose a different type of professional activity within the framework of the specialties "human-human". Socio-pedagogical knowledge, skills and personal qualities formed in the process of studying psychological and pedagogical disciplines and during the period of pedagogical practice are universal for the professional activity of the "human-to-human" sphere, allowing a young specialist to successfully realize his potential not only in the teaching profession, but and be able to work in another specialty.

Mobility is a necessary quality of any person, regardless of his professional activity, because the current sociocultural situation requires from a person not only the ability to adapt to this situation, but also the ability to effectively realize his personal potential. According to some experts, mobility is a person's individual response to the challenge of a changing world [23]. Existing in an extremely dynamic world, a person must have high psychological flexibility, the ability to make choices and creatively transform the surrounding space. Mobility is distinguished by the conscious use of personal potential and creative influence on the world around us in accordance with one's own goals, values, aspirations and deeds, of course, taking into account the peculiarities of the surrounding world, as well as the changes taking place in it.

The concept of "mobility" began to appear frequently in pedagogical literature, despite the fact that it is not definitively defined, and, in most cases, is used intuitively. Today there is no unambiguous definition of "mobility", structure and levels of professional mobility.

The priorities in the formulation of the problem of mobility belong to P.A. Sorokin, and in both aspects – objective, i.e., inherent in society, and subjective, internal mobility. He considered social mobility as objective changes in the social position of a subject in society, associated with a change in his social status, positions, parents, etc. [21]. Sorokin, giving an idea of the horizontal and vertical parameters of social space, introduces the concept of "social mobility", which implies not only social movements of individuals, groups, but also social objects (values), that is, everything that is created or modified in the process of human activity. In order to explain the movements in the parameters of social space, the author uses the terms "horizontal" and "vertical" social mobility.

Significant one for our research is Sorokin's assertion that the education system not only ensures the socialization of the individual, his training, but also plays the role of a kind of elevator that allows the most capable, gifted people to rise to the highest levels of the social hierarchy. Sorokin associated vertical social mobility with a change in the social status of a person, with the career growth of a specialist, and horizontal – occurring at the same status level. Horizontal social mobility presupposes the transition of an individual from one social group to another, located at the same level of social stratification [21]. Today, a third type of mobility has emerged, which is called global mobility. It is associated with the migration of students on the scale of the created single regional (European, Asian, etc.) and global educational space. It should be noted that in general, when analyzing the psychological, pedagogical, philosophical, and sociological literature, it was possible to establish that the term "mobility" is most often found namely in sociological literature.

It is obvious that today social mobility is no longer directly related to social position and social status, but characterizes the way of social functioning of a person. Therefore, social mobility is defined as a property of social subjects, expressed in their ability to quickly and adequately modify their activities when new circumstances arise, easily and quickly master new realities in various spheres of life, find adequate ways to resolve unexpected problems and perform non-standard tasks [8]. In this regard, modern sociologists, considering social mobility in the same aspect of the positions of social constructivism, define it as "the ability of an individual to adapt and transform the social

environment, to quickly establish personal, cultural and business contacts in the micro- and macrosociety, and to demonstrate their social competence" [9].

Thus, expanding and detailing Sorokin's approaches to the concept of "social mobility" considered in relation to society, it is possible to associate this phenomenon with a person, with his abilities and personal qualities and define mobility as a person's ability to think independently and freely and evaluate events, to perceive educational programs and the offered information creatively, the ability to think critically, the ability to find non-standard solutions in new situations, the ability to foresee the nature and course of changes, both in the studied area and in social development.

The main approaches to the essence of professional mobility of a teacher, the identified stages of formation in the process of education at a university allow believing that professional mobility is an integrative property of a specialist, an internal (motivational-intellectual-volitional) component of a personality, which is at the basis of flexible orientation and activity response in dynamic professional conditions in accordance with competence and one's own life position, which manifests itself in professional activity in a situation of personal self-manifestation, in an active response to a problem situation when it is required to make decisions to change it. Extrapolating this definition into the context of considering the stages of development of the mobility of a future specialist, we come to the need to substantiate the incompleteness of the process of forming a mobile specialist at the stage of university training. Therefore, we believe that it is necessary to talk about the readiness of the future teacher for professional mobility.

Mobility of a person, including professional mobility, can be rational and productive if it is based on a solid value basis, being a social engine and a conductor of personal value orientations, consonant with the values of a developing society and is corrected by the social responsibility of the individual. Creative processes depend on the internal, inherent in human, properties of self-movement, variability, mobility and development, which we associate with mobility. It is essential that a person, interacting with social reality, is in a state of not only active, but also motivational, semantic movement, change and development.

Professional mobility is identified, as a rule, with the creation of values, moral attitudes; therefore, the problem of professional mobility is the problem of the development and change of human values, their scope, conflicts between new and traditional values and ways to overcome them [10]. As society develops (both progressively and regressively), new conditions are created that at the same time contribute to a more complete realization by a person of himself, his capabilities, and require an adequate assessment of the changing situation, the ability not only to adapt to these new dynamic conditions, but also reorient and reevaluate new professional realities.

It is important to note that professional mobility depends on the level of development of the personality itself, on the desire to actively influence and transform objective reality. At the same time, changes in the social environment have a variety of effects on an individual's personality, on the processes of his consciousness and thinking, on the driving motivational forces of actions and directly on behavior and professional activity. Thus, it can be argued that the formation of professional mobility is also a socially valuable act of creativity. Firstly, because a person contributes to the creation of new values, secondly, he creates his new "Self" and, thirdly, as a result, creates a new society [14], which fully corresponds to the descriptive paradigm of modern social development constructionism. Today, it is widely recognized that namely mobile people determine the present and the future of progressive professional and social changes [4, 5].

A modern teacher needs to have professional mobility, since his activities are dynamic: goals that depend on the goals of the state and its policies; student as a subject of training and education;

the teacher himself; conditions of the social environment; educational information subject to constant change under the influence of scientific and technological progress. The non-standard nature of pedagogical situations implies that the teacher finds himself in new circumstances every time. Pedagogical activity is not static in its essence – it poses increasingly more new problems for the teacher, each time demanding unique, creative solutions.

In the course of theoretical and empirical (interviews and conversations with young specialists and experienced teachers) research, we found that professional mobility depends on many factors: the level of education, communicative and professional competence, efficiency, professional intuition, values and meanings of life, moral attitudes and ability to forecasting, social mobility, life and professional experience. The problem of professional mobility is the problem of the development and change of human values, their scope, conflicts between new and traditional values and ways to overcome them.

As society changes (both in progressive development and regressive one), new conditions are created that at the same time contribute to a more complete realization by a person of himself, his capabilities and require an adequate assessment of the changing situation, the ability not only to adapt to these new dynamic conditions, but also reorient and reevaluate new professional realities. It is obvious that the readiness for professional mobility differs from the readiness for the activities of a teacher, because it presupposes not so much the ability to show professional abilities, but rather the ability to mobilize one's strength for a different perception of oneself in new situations, an active desire to find a way out of a situation of difficulty, to ensure the satisfaction of needs, value orientations, and a positive change in the professional and personal position.

In the course of the study, the indicators of the formation of readiness for professional mobility were revealed: understanding the essence of professional mobility, awareness of the level of readiness to be mobile in solving professional problems; reflexive skills: assessing the current situation and correlate with their capabilities; the ability to direct needs, motives, worldview, attitudes, goals to consciously overcome a situation of difficulty; the need for subject-subject interaction in the process of professional development; manifestation of strong-willed traits (decisiveness, perseverance, self-control, independence, initiative) in achieving a situation of success; openness to change; the ability to set goals, plan actions, design own professional development and achieve professionally significant competencies in solving pedagogical problems; the ability to find optimal ways out of a situation of difficulty; the ability to argue the choice of a decision and the quality of the validity of the phenomena of professional activity; active self-manifestation in normal and specially modeled (quasi-extreme) conditions; awareness, breadth, intensity, stability of orientation (social, professional, personal) to achieve high performance results.

The solution to the problem of the development of professional mobility of specialists at the stage of vocational pedagogical education is inextricably linked with the problem of ensuring its quality. In this case, it is possible to turn to various resources: organizational process (environmental opportunities); content; special resources (didactic and methodological materials); staffing (faculty); control resources (analysis of the compliance of educational services with the qualification requirements for a specialist). At the same time, the requirements for organizing the process of forming the professional mobility of a future teacher in the educational process of the university are as follows [1, 3, 15]:

- Introduction of new training modules into the content of training of future teachers to ensure experimental and research activities, taking into account the goals of modernization of education; targeted use of the regional component of the content of education;
- Development and implementation of effective forms of conducting classes, ensuring the variability of students'

activities, presenting them with the experience of creative, non-standard solutions to professional problems;

- Development of motives for professional self-determination of future teachers.

4 Discussion

The sphere of professional education creates objective prerequisites for the choice of methods, forms, means, and content of training, the organization of independent cognitive activity. New approaches (modular structuring of courses, a credit system for assessing the quality of training, etc.) activate students' interest in professional activities. They freely operate with such concepts as teacher's competence, readiness for professional activity, functional literacy/illiteracy. But for the most part, the activity of a modern specialist is insufficiently characterized by a willingness to change professional status, to career growth, to manifest any type of mobility (social, professional, personal, psychological, etc.), which leads to professional maladjustment.

One of the central problems of the development of the mobility of the future teacher is the correspondence of the forms of organization of the student' educational activity to the forms and nature of the professional activity assimilated by them (VA Slastenin) [22]. In practice, due attention is often not paid to the ability to assess one's capabilities and predict personal development, to find one's solution in a situation of choice, to defend one's individuality, providing a career prospect. Hence, the stereotype of professional thinking and behavioral clichés, self-doubt and, as a result, professional doom (unloved job and fear of changing it). Such unpreparedness of a professional (not only in pedagogical activity) for free-thinking [15], underdevelopment of responsibility for oneself and for the results of one's work, inability to critical self-evaluation of one's own usefulness in this field leads to dissatisfaction with oneself and to mental deformation of the personality. We conducted a survey (163 participants) of teachers in urban and rural schools in order to identify their attitude to their professional activities and to change their profession. 9% of respondents find complete professional satisfaction in working with children, 60% do not see career prospects, although they are confident in their leadership skills, 45% would like to change their profession, since they cannot meet the new requirements, but are not ready for such a turn events. A third of teachers believe that they have chosen the wrong profession, but do not see the prospects for self-realization elsewhere. The results of the survey showed that modern teachers need to develop the skills to predict personal and professional growth. All this requires a revision of the theory and practice of training a specialist, ensuring the conditions for the formation of a personality capable of professional mobility.

In this regard, contradictions arise:

- Between the social order for the training of a mobile specialist and the real possibilities of its full-fledged fulfillment in the conditions of the existing system of higher education;
- Between a sufficiently high level of elaboration of the general theory of training specialists capable of self-development, self-realization, and insufficient development of pedagogical conditions to ensure an effective training system focused on the development of professional mobility;
- Between the need to organize the space that ensures student mobility and the lack of development of methodological support that ensures this process.

Taking into account these contradictions, an obvious question arises: what are the conditions that provide a set of motivational-value, content-target, organizational-activity, theoretical-methodological and technological grounds for the formation of future teachers' readiness to be a mobile specialist?

The concept of “mobility”, which has arisen in sociology, can be interpreted in pedagogical research as a state that actualizes all the potential capabilities of an individual in order to find the optimal way out of a situation of difficulty and predict professional self-development.

We have found that this integrative dynamic “neoformation” in the personality structure of the future teacher reflects openness to change, the degree of awareness of the essence of mobility and manifests itself in the analytical way of thinking, the ability to assess the current situation, correlate with one's capabilities and needs, value attitudes and motives of professional self-development, the ability to predict and find the best way out of a situation of difficulty, adequately modify their activities when new circumstances arise.

Professional mobility is the foundation of the effectiveness of the individual's response to various problem situations that are emerging in modern society. It acts as a kind of personal resource underlying the effective transformation of the surrounding world and oneself in this world and provides the specialist with the readiness to change not only professional, but also personal life; promotes the development of a creative attitude to professional activity, to self-development, to the effective solution of professional and life problems with multidimensional factors of choice.

In general, the professional mobility of a future teacher can be defined as a personality trait that contributes to a quick response to a situation of difficulty and actualizes all the potential possibilities of a student's subjective activity when choosing options and methods for solving professional and pedagogical problems and predicting professional self-realization. The formation of professional mobility of future teachers is a process of professional training, which is based on the interaction of all subjects of the educational process at the university.

At the same time, the success of the formation of a structural-content model is possible with the implementation of the professional mobility of a future teacher, which has a prognostic character, focuses on the advanced development of a future specialist who is able to show mobility in difficult social conditions and realize himself. It can be assumed that the effectiveness of the formation of professional mobility of future teachers is ensured by observing the following pedagogical conditions:

- The implementation of the structural-content model of the process of forming the professional mobility of the future teacher;
- Building the process of professional training based on the principle of co-evolution (simultaneous development) of professional and personal mobility of a specialist;
- Inclusion in the curriculum of a pedagogical university and the implementation of a special course “Professional mobility as a basis and condition for a specialist's self-realization”.

It is obvious that each of these conditions has its own local capabilities, at the same time their unity and interconnection form an organic unity of the environment, different directions of pedagogical activity, and a free choice of forms of self-realization of the student's subjective experience, activate professional thinking and analysis of own activities, ensure the interaction of the subjects of the process professional training.

The structural and content model of the process of forming the professional mobility of a future teacher ensures the unity of such research procedures as goal-setting, selection of the content of the educational process, organizational and activity support for the interaction of all subjects of the pedagogical process, and with the help of constant assessment and correction, it can substantiate the results.

The second condition (building the process of professional training on the basis of the principle of coevolution) ensured the simultaneous development of professional and personal mobility

of a specialist. Future teachers learn to adapt to difficult situations of difficulty, to show flexibility when changing the conditions of professional and pedagogical activity, to critically evaluate themselves and others, form their self-esteem of their capabilities increasing, manifest predominance of motivation for achieving success.

5 Conclusion

As for the inclusion in the curriculum of a pedagogical university and the implementation of the special course “Professional mobility as a basis and condition for a specialist's self-realization”, we believe that namely this course is able to ensure consistency in the development of theoretical knowledge and active involvement of the student in activities that contribute to expanding the range of opinions, practical experience and knowledge on the problem under study. In the classroom, it is advisable to analyze situations from the life and professional activities of a teacher, socio-economic problems and the associated need to be a mobile specialist.

Further criterion analysis of the level of formation of professional mobility of future teachers at the end of this course is intended to show that the implementation of the selected pedagogical conditions contributed to an increase in the effectiveness of this process, which should be proved by the positive dynamics of the levels of readiness for professional mobility.

We should emphasize the need to monitor the formation of professional mobility. At the same time, monitoring is not a certain separate stage of the work it should be built into the educational process, carried out in an integral system of professional development of students as a necessary element of it. This implementation of the ‘diagnostic package’, which allows monitoring the formation of professional mobility, helps to optimize the interaction of all subjects of the pedagogical process at the university, and also launches the mechanisms of self-assessment, self-reflection of the course of one's professional development, allows one to see one's professional development as a whole and those gaps, on the level of which the student is. The positive dynamics of students' readiness for professional mobility is evidenced by the level of students' awareness of their readiness to be mobile.

On the basis of the principles of continuity, consistency, individualization, differentiation and continuity, it is necessary to develop a model for the formation of professional mobility of a future teacher, which implements the ideas of socially personality-oriented and subjective approaches, a gradual increase in the degree of complexity of teaching practice tasks and strengthening the social orientation of students' professional activities. Thus, the system for the formation of the readiness of future teachers for professional mobility is a set of active forms that, having increased communicative and motivating characteristics, create the most favorable educational and social environment and contribute to the formation of the readiness of future teachers for professional mobility. As a result, a certain level of readiness of a young specialist to move in social space, adaptation to changing conditions, interaction with a variety of cultural and social systems and subjects is formed, the formation of professional mobility and competitiveness of the future teacher is ensured.

Literature:

1. Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10-20.
2. Bautista, A., & Ortega-Ruiz, R. (2015). Teacher Professional Development: International Perspectives and Approaches. *Psychology, Society, & Education*, 7(3), 240-251.
3. Borisenkov, V., et al. (2020). *Development of future teachers readiness for academic mobility*. ITSE 2020, E3S Web of Conferences, 210. DOI: <https://doi.org/10.1051/e3sconf/20201018063>.

4. Chan, T.W. (2018). Social mobility and the well-being of individuals. *The British Journal of Sociology*, 69(1), 183-206.
5. Clark, T.N., & Lipset, S.M. (1991). Are Social Classes Dying? *International Sociology*, 6(4), 397-410.
6. Day, M., & Fiske, S. (2019). *Understanding the Nature and Consequences of Social Mobility Beliefs*. DOI: 10.1007/978-3-030-28856-3_23.
7. Desimone, L.M., & Garet, M.S. (2015). Best Practices in Teachers' Professional Development in the United States. *Psychology, Society and Education*, 7(3), 252- 263.
8. Galliani, S. (2010). Social Mobility: What is it and why does it matter? *Centro de Estudios Distributivos, Laborales y Sociales (CEDLAS)*, Working Paper 101.
9. Hargreaves, A. (2020). *Moving: A Memoir of Education and Social Mobility*. Solution Tree Press.
10. Hoskins, K., & Barker, B. (2014). *Education and Social Mobility: Dreams of Success*. Trentham Books.
11. Iievliev O., & Morska, N. (2017). Professional mobility as a leading form of mobility of participants in the educational process of higher education in the 21st century. *Ukrainian Journal of Educational Research*, 2(1), 51-56.
12. Iucu, R., Panisoara, I., & Panisoara, G. (2011). The Professional Mobility of Teachers - new tendencies in the global society. *Procedia – Social and Behavioral Sciences*, 1(1), 251-255.
13. Knight, P. (2002). A systemic approach to professional development: learning as practice. *Teaching and Teacher Education*, 18(3), 229-241.
14. Major, L., & Machin, S. (2019). *Social Mobility and Its Enemies*. Penguin, UK.
15. Marcelo, C. (2009). Professional Development of Teachers: past and future. *Educational Sciences Journal*, 8, 5-20.
16. Martin, E. (2015). Pathways that converge in teacher professional development: Are they present in Spain? *Psychology, Society and Education*, 7(3), 327-342.
17. Monteiro, A. (2014). *The Teaching Profession: Present and Future*. Springer.
18. Niemi, H. (2015). Teacher professional development in Finland: Towards a more holistic approach. *Psychology, Society and Education*, 7(3), 279-294
19. OECD (2016). New Forms of Work in the Digital Economy. *OECD Digital Economy Papers*, 260. OECD Publishing, Paris. DOI: <http://dx.doi.org/10.1787/5jlwnklt820x-en>.
20. OECD (2020). *A Broken Social Elevator? How to Promote Social Mobility*. Available at: <https://www.oecd.org/social/broken-elevator-how-to-promote-social-mobility-9789264301085-en.htm>.
21. Payne, G. (2017). *The New Social Mobility: How the Politicians Got It Wrong*. Policy Press.
22. Petrusheva, K., & Popeska, B. (2015). *Teachers' professional development – condition for quality of education in future*. Conference: ICON BEST 2015 – Economic Analysis of Global Trends in Tourism, Finance, Education and Management At: Skopje, Republic of Macedonia.
23. Phelan, C. (2006). Opportunity and Social Mobility. *Review of Economic Studies*, 73(2), 487-504.
24. Valeeva, R., & Amirova, L. (2016). The Development of Professional Mobility of Teachers in Supplemental Education System. *International Journal of Environmental & Science Education*, 11(9), 2265-2274.
25. Vanderlinde, R., Smith, K., Murray, J., & Lunenberg, M. (2021). *Teacher Educators and their Professional Development: Learning from the Past, Looking to the Future*. Routledge.
26. Yoon, K.S., Duncan, T., Lee, S.W.Y., Scarloss, B., & Shapley, K.L. (2007). *Reviewing the evidence on how teacher professional development affects student achievement*. Washington, DC: National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Primary Paper Section: A

Secondary Paper Section: AM

PECULIARITIES OF THE PROFESSIONAL FOUNDATION OF THE FUTURE PEDAGOGUE

^aANNA STRUK, ^bNATALIIA SIRANCHUK, ^cYULIIA RUDENKO, ^dSVITLANA BARYLO, ^eSVITLANA DOVBENKO

^{a,d,e}Vasyl Stefanyk Precarpathian national University, 57, Shevchenko Str., 76018, Ivano-Frankivsk, Ukraine

^bRivne State Humanitarian University, 31, Plastova Str., 33000, Rivne, Ukraine

^cState institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", 26, Staroportofrankivs'ka Str., 65020, Odesa, Ukraine
email: ^aannastruk2311@gmail.com,

^bsyranchuknata@gmail.com, ^crudenkoj@gmail.com,

^dsvitlana_bb@ukr.net, ^esjdovbenko@ukr.net

Abstract: The article aims to reveal the features of professional training of students of pedagogical specialties. The study emphasizes that a complex pedagogical system of vocational training has such properties as the unity and interconnection of various structural elements, a single internal organization based on connections and dependencies between the components of the system, interaction with the environment. Furthermore, the authors of the article pointed out interrelated aspects in the professional training of a future pedagogue, namely: personal, cognitive, praxeological, and technological. These aspects characterize the moral, psychological, theoretical, and practical readiness of the future teacher.

Keywords: Contemporary education, Future pedagogue, Modern pedagogy, Professional foundations, Students training, Teacher.

1 Introduction

Modern society needs socially mature, proactive young people, focused on positive self-realization in all spheres of society's life, who can adapt to the world around them and creatively transform it [9]. Therefore, severe requirements are imposed on professional education to ensure the quality of training of future pedagogues and strengthen their social role. The professional training of the future pedagogue is currently becoming the subject of many studies due to the increased requirements for the teacher as a specialist in the context of cardinal changes in society [11].

One of the pressing problems today is the modernization of the training system in universities, which does not yet meet the updated requirements and does not provide a sufficient level of formation of teachers' readiness for pedagogical activity [29]. Therefore, an important problem remains the search for effective ways, ensuring the necessary and sufficient conditions for improving the process of forming a pedagogue as a highly qualified specialist, capable of creative organization of all links of the personality-oriented pedagogical process.

Knowledge and technology are the basis for economic changes taking place in modern society. Technologies transform the sphere of professional activity of a modern person and lead to the emergence of "new knowledge". The key characteristics of the professional sphere of a modern person are the redundancy of professional information, the dynamism and adaptability of processes in the professional sphere, the uncertainty of professional situations [27].

In the society of the near future, demand is being formed for a professional who is ready to use his potential in solving problems not previously described in professional practice, creating conditions for the emergence of new professional knowledge and its comprehension. Therefore, activities in the professional field focus on applying technology to prototyping a completely new product and exploring new knowledge that arises in the field of its use.

As a result, a model of specialist training is formed in the system of higher professional education, which is characterized by the following features: the creation of conditions in the learning process for the formation of a new subject experience in the student, professional development through understanding problems and developing projects for their solution, the

formation of student's personal interest, providing implementation of real projects in the context of building an individual trajectory of student learning, developing the educational process within the framework of the logic of professional activity.

2 Literature Review

The future pedagogue is the implementer of state policy for the development and formation of the future generation [1]. Consequently, he should receive the greatest attention. His professionalism and the quality of professional activity depend on his training. This is nothing more than the result of the formation and development of the personality of the younger generation. In the current state of development of the national system of pedagogical education, the requirements for teacher training are growing [13]. Thus, general pedagogical training as a component of the entire professional training system acquires great importance in the personal development of the future pedagogue.

The vocational training process can be defined as a step-by-step process. The staggered nature of pedagogical education is determined by its relatively discrete stages, which are a sequence of qualitative restructuring in professional consciousness and activity, in the image of the professional "I", in reflection, functions, and technology of their use, and distinguishes three main degrees of lifelong education of a pedagogue [10].

The first stage is the choice of a profession, when a person is oriented in the world of professions, a preference for pedagogical activity as a professional one (at the stage of pre-vocational education), the assimilation of motivational-psychological and procedural components of the pedagogical activity, identification of the social role of a pedagogue with a certain subject area of science, culture (stage initial vocational training). The result of this degree of lifelong education is the comprehension of pedagogical activity as aimed at the qualitative transformation of the child, at the "formation of the human in the person."

The second stage is self-determination in the profession, mastering the essential mechanisms of the pedagogical activity, readiness for the transformation of sociocultural experience, search (in the process of student research), and approval (in postgraduate education) of one's own pedagogical style, awareness of upbringing as transformative assistance. The result of this degree is the conceptual position of the teacher-educator, the definition of the system of principles of his professional and pedagogical activity.

The third stage is professional self-development, when the author's concept of the pedagogue is implemented in the system of the pedagogical activity, the author's experience, educational programs, projects that coordinate the system of pedagogical factors. Thus, the processes of comprehension and awareness of professional and pedagogical activity occur simultaneously and at the "point of their meeting" the professional and personal position of the teacher-educator as a value-semantic education. It becomes the basis and the source of the teacher's self-development, the assertion of professional freedom and dignity.

In this regard, the authors highlight the following factors of new approaches to pedagogue training:

- Socio-economic, associated with changes in the public consciousness and the emergence of new values in education, that is, the advantages of self-development, self-education, self-education over the transfer of knowledge, skills, and abilities; the interests of the individual are of priority in comparison with curricula and programs [12];
- Practical, arising as a result of socio-economic transformations in our country, the emergence of new types of educational institutions, except for the general education

school; they need a new pedagogue with a holistic view of professional activity; the future pedagogue must act independently, master in the process of psychological and pedagogical training special skills and abilities of interaction and communication [30];

- Theoretical, due to both socio-economic and practical changes in the development of education; pedagogical education develops along the path of forming a holistic view of their professional activities among future pedagogues. Therefore, most pedagogical institutions include integrated courses in psychological and pedagogical disciplines in their curricula and, on this basis, purposefully organizes the formation of professionally important qualities of a future pedagogue, his professional consciousness and behavior, and also promotes the development of individuality [31].

For the formation of the teacher's professional skills, conditions are distinguished that are focused on the ability to solve practical problems related to the teacher's professional activity in the classroom; act as a learner, not a learner [1]; to form professional actions in accordance with the specificity and completeness of the definition of the pedagogical goal and methods of checking the actually obtained result; be aware of professional experience based on the reflection of the mode of action.

An analysis of scientific and pedagogical literature on the problem of training a modern pedagogue shows that it does not have a sufficiently accurate and clear picture [14, 16]. Some authors propose to improve the content of teacher training [1, 18]. For example, organize the educational process to devote most of the training time to independent, group, or network work, for the student to participate in his own education, to "live" in modern teaching technologies from the position of a student. The authors conclude that it is possible to prepare a modern pedagogue only by modeling the process of professional activity in the learning process.

Some authors note that "the existing practice of subject-based teacher training does not cover all components of science [6, 12, 20]. Moreover, the volume and depth of subject training do not fully reflect the level of development of science at the present stage. As a result, it becomes necessary to prepare teachers for the design of specialized (elective) courses that reflect the level of development of technologies and their areas of application in society.

A contradiction has developed between the constant growth of the educational potential of modern means, the increased requirements for the teacher's special-technological competencies, and the insufficient development of the theoretical and methodological foundations of their formation in the university [1]. The pedagogue should be able to use particular technologies to develop support and implement them in the educational process, analyze information technologies, the practical use of various special information technologies, which dictates the need for him to form special technological competencies. The authors believe that high-quality subject training is a necessary requirement for the qualifications of a pedagogue. They pay attention to the importance of the formation of algorithmic thinking of the future pedagogue.

For practical lessons, it is recommended to consider a system of pedagogical tasks that provide for the analysis of pedagogical situations (video recording of lessons) in order to bring the student's activity closer to his future professional activity [3]; organize meetings with authors of current textbooks; organize master classes and round tables with the participation of experts and specialists in the field of teaching methods; take part in the discussion of urgent problems.

It is generally accepted that the main direction of training a future pedagogue is a complex of methodological, pedagogical, methodological problems that are posed and solved by attracting higher school students to practical pedagogical activities aimed at increasing their level of professionalism [4]. The Pedagogical Encyclopedia makes it possible to establish the essential content

of the concept of "vocational training" as "a combination of specialized knowledge, skills and abilities, qualities, work experience and norms of behavior that ensure the possibility of successful work in a particular profession; the process of communicating relevant knowledge and skills to students" [10].

We believe that the complete analysis of the essence of professional training is contained in work, which substantiates the legitimacy of its understanding as a process of professional development of future specialists, the need to include a student in educational activities. A teacher's professional readiness for pedagogical activity is a fundamental condition for the successful fulfillment of the function of organizing an effective educational process for schoolchildren and the result of a teacher's professional and pedagogical training.

3 Materials and Methods

Based on the above point of view, we consider the professional training of students as an integral pedagogical system, the functioning of which involves the creation of conditions for the development of the personality of the future pedagogue on the basis of mastering the knowledge, skills, and abilities necessary for pedagogical activity, the development of professionally and personally significant qualities that ensure the efficiency of pedagogical activity.

When defining this concept, we proceeded from the understanding of the system as internally organized on the basis of one or another principle of integrity, in which all the elements are so closely related to each other that they appear in relation to the surrounding conditions and other systems as something single, and the pedagogical system as set interrelated structural components, united by a single educational goal of personality development and functioning in a holistic pedagogical process.

The study used the methods of theoretical analysis, generalization, concretization, and classification of information of a scientific, pedagogical, and methodological nature [2, 4, 8]. Based on the study of scientific literature, it has been established that the active development of visualization technologies, remote access, and collective interaction leads to changes in the field of pedagogical activity of a modern pedagogue. The key ones should be noted: the emergence of a variety of forms and methods of teaching (mobile learning, adaptive learning, personalized learning, foresight learning, etc.) [17]; changing learning models (network learning model, corporate learning model, blended learning model); improving the technical support of the processes of organizing training (distance learning online, offline, platform solutions).

In our opinion, the demands of modern society are focused on training teachers who are ready to carry out activities in conditions of redundancy in the information and educational environment, the dynamism and adaptability of the processes of organizing training, the uncertainty of the situations they face. In modern society, a demand for a pedagogue is formed as an active person who is able to independently determine and implement goals that go beyond the standard requirements.

4 Results

Within the theoretical study framework, the teacher's critical competencies are identified, which are necessary for the implementation of pedagogical activities in the new realities of the high-tech information society. Namely: the possibility of organizing the cognitive activity of schoolchildren, focused on the creation of information products and prototypes that did not exist before; the possibility of implementing projects with students using educational solutions that are not described in educational practice; the need to assess social risks from the use and application of the created educational solutions and developed prototypes [8].

Based on the results of the theoretical analysis of scientific works, the main ideas and approaches to the organization of the system of professional training of a modern pedagogue are

combined. As a rule, the authors are limited within the framework of the key idea, reflecting the need to form the readiness of a modern pedagogue for personal and professional self-realization through continuous learning and self-study. At the same time, the authors focus on the use of various approaches to organizing students' activities:

- The use of activity technologies;
- Solving practical problems;
- Analyzing and summarizing the experience of the pedagogical activity, including professional communities in the real work [16].

Professional training is represented by the following forms of training, ensuring its continuity:

- Training of new personnel;
- Training;
- Retraining (retraining);
- Training in the second (related) professions [4].

In professional training, groups of the following methods are usually used:

1. Verbal teaching methods:

- Story, explanation;
- Conversation;
- Work with technical and reference literature;
- Written instructions [19].

2. Visual demonstration teaching methods:

- Showing to the masters of the labor process;
- Demonstration of visual aids;
- Use of technical teaching aids [21].

3. Practical teaching methods:

- Student exercises;
- Performance of educational and production work and the solution of other production and technical problems by students;
- Laboratory and practical work;
- Business training and production games [23].

The structural analysis of the vocational training system determines the disclosure of its content through the selection of types of training that reflect its holistic nature and contribute to the achievement of its goal.

The substantive aspect of the professional training of students includes such components as moral-psychological, methodological, theoretical, methodological, and practical training, which, being interconnected and interdependent, ensure the effectiveness of the system's functioning under consideration [6].

A necessary component of the professional training of students is moral and psychological training, which involves the formation of the professional and pedagogical orientation of the personality of the future pedagogue [24]. This type of training is associated with developing value orientations of future teachers, interest in the teaching profession, professional and personally significant qualities.

The selection of the methodological component in the professional training system of future teachers is because, for the formation of the pedagogical system, it is necessary to integrate the empirical, methodological, and methodological knowledge in pedagogy. The full cycle of the pedagogical activity, bearing in mind the educational aspect, unfolds according to the following generalized scheme: practice (initial level) – theoretical knowledge (theory) – methodological knowledge (methodology) – practice (final level for this cycle).

5 Discussion

An essential task of training students is to equip them with modern pedagogical theory at a high level of systematization and generalization, which presupposes knowledge of the patterns of development, training, and education of schoolchildren, the essence and principles of an integral pedagogical process [7].

Theoretical knowledge about the goals and objectives of the integral pedagogical process, about the essence, content, principles, forms, and methods of the educational process at school, integrated into pedagogy, constitutes the basis of the teacher's professional activity. This determines the importance of theoretical training of students in the system of pedagogical training.

When characterizing the methodological aspect of preparing students for teaching, the following should be noted. Let us consider the methodology as a methodology aimed at the formation of programs of activity. The methodological activity is an activity within the framework of special methodological disciplines and is carried out as a special scientific activity, subject to the standards of this science, aimed not at changing them but at obtaining new products – new methods and means of scientific research in ways paradigmatic for a given methodological discipline [5].

Professional training of students involves equipping future teachers with theory and a methodology for implementing the educational process. However, if mastering the methods of the educational process is organically part of pedagogical training, preparation for the implementation of the educational process is associated with mastering the methodology of teaching a specific scientific discipline in the chosen specialty. In this case, it would be wrong to consider private methods as purely practical disciplines that only transfer theoretical positions from other sciences to the level of their practical application or as disciplines that generalize special scientific and psychological-pedagogical knowledge.

According to various researchers, the methodological training of future teachers is determined by the body of knowledge about the forms of organization, methods, and techniques of teaching and upbringing [20, 22]. Considering the structure of the pedagogical process and philosophical provisions on the levels of methodology, it seems to us advisable to include in this type of training knowledge about the means, forms, and methods of implementing a holistic pedagogical process.

Practical training is another structural element of the vocational training system for students. The assimilation of knowledge is inextricably linked with their application in practice, the formation of skills and abilities in the implementation of pedagogical activities, which forms the basis of the practical training of future teachers. The ability to understand global processes in the context of public policy strategy, readiness to manage systems and processes in the educational ecosystem are defined as the key professional competencies of teachers in the near future.

The formation of a teacher's readiness for the implementation of pedagogical activity in the conditions of an open architecture of the educational system is considered by us as the main task in the system of professional pedagogue training. In the conditions of an open architecture of the educational system, a pedagogue should possess the following competencies:

- Readiness to organize the cognitive activity of schoolchildren focused on the creation of educational artifacts that did not exist before;
- Readiness to implement projects with students using educational solutions that did not exist before and were not described in educational practice;
- The ability to assess social risks from the use and application of these educational solutions and artifacts [7].

A theoretical analysis of literary sources made it possible to highlight the key ideas taken as a basis in forming a system of professional training of a modern pedagogue [25, 28]. The key one is the idea of shaping the readiness of a modern pedagogue to implement professional activities in the context of "lifelong learning". This direction assumes a contemporary teacher's personal and professional formation by forming readiness for constant self-development and self-study.

The organization of the process of preparing a future pedagogue is based on the assumption that they determine their learning needs. This contributes to forming the most important skills in demand in the future: independent learning and management of the educational process [8]. This approach is fully implemented in the system of pedagogical support for the activities of a modern corporate university, within which training is built on the basis of the use of innovative methods, technologies, and tools for four key centers of competence – methodology, development, and training, assessment, knowledge management and consulting.

6 Conclusion

The process of preparing a future pedagogue at the present stage can be conditionally divided into the following main components: general methodological and developmental training), exceptionally professional (psychological, pedagogical, methodological), and personal training (self-education of the personality of the future pedagogue, his self-determination) [2].

The modern curriculum, which reflects the content of the professional training of a future specialist, provides that an important place in the system of professional training of teachers belongs to the disciplines of the psychological and pedagogical cycle. Let us single out separately general pedagogical training as an element of general, special-professional, and personal training of the future pedagogue. The result of such training is the mastery by students of a certain level of substantive, procedural, and scientific foundations of the pedagogical activity.

The analysis of psychological and pedagogical literature and practical activities made it possible to assert that today, the professional training of a pedagogue is a very urgent, priority, and multidimensional education [10]. Accordingly, pedagogical training in universities should be aimed at achieving the primary goal of education – the formation of an organic, integral system that affirms a person as the highest social value and ensures the general cultural development of the personality of the future pedagogue.

The structure of the system of professional training of students includes the following components: moral and psychological, methodological, theoretical, methodological, and practical training. These components reflect the holistic nature of the phenomenon of readiness for pedagogical activity and the dialectical relationship of its components, which gives reason to consider them as necessary and sufficient for the preservation and development of the system of professional training of students. In the system of professional training of a pedagogue, a constant search is carried out for approaches focused on the formation of the personal and professional development of a pedagogue without considering the peculiarities of organizing professional activities in the information society.

Applying innovative forms and means of teaching, modern means of assessing student learning outcomes, we set ourselves the goal – to teach students to think critically on their own, to be able to see problem situations and look for ways to overcome them with the help of modern technologies; develop and be able to generate new ideas, think creatively; competently work with the information received; to be sociable, tolerant, contact in various socio-cultural groups, to be able to work in a team, preventing conflict situations or competently getting out of them; independently engage in self-development, work on the

development of their own morality, intellect, general cultural (multicultural) level [23].

The formation of multidimensional pedagogical competencies is a vector in the professional training of a pedagogue [19]. Thus, a base is laid for obtaining theoretical and practical knowledge of a future pedagogue in a pedagogical educational institution, which positively affects the professional formation of a modern type of personality, the success of this personality, the formation of individuality, unique in its professional qualities.

Literature:

1. Agarwal, P. (2015). Next two decades of higher education: A developing countries perspective. *International Higher Education*, (80), 3-3.
2. Anderson, T. (2017). *How Communities of Inquiry Drive Teaching and Learning in the Digital Age*. Available at: <https://teachonline.ca/tools-trends/how-communities-inquiry-drive-teaching-and-learning-digital-age>.
3. Appiah, P.B. (2020). Digital Pedagogy: Responding to Learner Diversity with Inclusive Online Instruction. *Education*, 360. Available at: <https://medium.com/@education360/digital-pedagogy-responding-to-learner-diversity-with-inclusive-online-instruction-7ea8d124b638>.
4. Badry, F. (2019). *Internationalization of higher education in the countries of the Gulf Cooperation Council: Impact on the National Language*. Background Paper. Prepared for the Arab States 2019 Global Education Monitoring Report. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000371703>.
5. Brown, M., McCormack, M., Reeves, J., Brook, D.C., Grajek, S., Alexander, B., Bali, M., Bulger, S., Dark, S., Engelbert, N., Gannon, K., Gauthier, A., Gibson, D., Gibson, R., Lundin, B., Veletsianos, G. & Weber, N. (2020). *2020 Educause Horizon Report Teaching and Learning Edition*. Louisville, CO: EDUCAUSE. Available at: <https://www.learntechlib.org/p/215670/>.
6. Butler, M. (2012). Resource Based Learning and Course Design. *Law Library Journal. Georgia State University College of Law, Legal Studies Research*, Paper No. 2011-24.
7. Bykov, V.Y. (2010). An open educational environment and modern network tools for open education systems. *Scientific journal of National Pedagogical Dragomanov University. Series 2: Computer-based learning systems*, 9, 9-15.
8. Carnell B., & Fung D. (2017). *Developing the Higher Education Curriculum*. London: UCL Press. DOI: <https://doi.org/10.14324/111.9781787350878>.
9. Cerna, L. (2020). *Supporting immigrant and refugee students amid the coronavirus pandemic*. Available at: <https://oecdeditoday.com/immigrant-refugee-students-coronavirus/>.
10. Chang, Shu-Nu. (2007). Teaching argumentation through the visual models in a resource-based learning environment. *Asia-Pacific Forum on Science Learning and Teaching*, 8(1), Article 5.
11. Curry, N. (2020). *Putting the Pedagogy First in Digital Pedagogies*. Available at: <https://www.cambridge.org/elt/blog/2018/10/05/putting-the-pedagogy-first-in-digital-pedagogies/>.
12. Darling-Hammond, L., Hyster, M E., & Gardner, M. (2017). *Effective Teacher Professional Development (research brief)*. Palo Alto, CA: Learning Policy Institute.
13. Donnelly, R. (2016). *Supporting the Professional Development of Teachers in Higher Education*. Resource paper. Available at: <https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1033&context=ltcoth>.
14. Dyjur, P., & Lindstrom, G. (2017). Perceptions and uses of digital badges for professional learning development in higher education. *Tech Trends*, 61(4), 386–392.
15. Ganimian, A.J., Hess, F.M., & Vegas, E. (2020). *Realizing the promise: How can education technology improve learning for all?* Washington, DC: Brookings Institution.
16. Greene, B.A., & Land, S.M. (2000). A Qualitative Analysis of Scaffolding Use in a Resourcebased Learning Environment Involving the World Wide Web. *J. Educational Computing Research*, 23, 151-152.

17. Greenhow, C., Dexter, S., & Riedel, E. (2006). Methods for Evaluating Online, Resource-Based Learning Environments for Teachers. *Journal of Computing in Teacher Education*, 23(1), 21-28.
18. Hadjerrouit, S. (2010). A conceptual framework for using and evaluating Web-based learning resources in school education. *Journal of Information Technology Education*, 9, 53-79.
19. Hannafin, M.J., & Hill, J.R. (2008). *Resource-based learning*. In M. Spector, D. Merrill, J. Van Merriënboer, M. Driscoll (Eds.). *Handbook of Research in Educational Technology* (3rd ed.). New York: Lawrence Erlbaum, 525-536.
20. Holon, I.Q. (2020). *Initial Insights. Higher Education Digital Capability*. Available at: <https://www.holoniq.com/wp-content/uploads/2020/12/HolonIQ-Higher-Education-Digital-FrameworkInitial-Insights-Dec-2020.pdf>.
21. Ilchenko, O.Y. (2017). *Formation of motives of educational and cognitive activity of future teachers as a psychological and pedagogical problem*. Pedagogical sciences: a collection of scientific works. Poltava: PNPU, 69, 57-62.
22. Ilchenko, O.Y. (2018). *Conditions for forming the motives of students' educational and cognitive activity*. Collection of scientific works of teachers, post-graduate students, graduate students and students of the Faculty of Physics and Mathematics. Poltava: Ltd. "ASMI", 210-213.
23. Inamorato dos Santos, A., Gaušas, S., Mackevičiūtė, R., Jotautytė, A., & Martinaitis, Ž. (2019). *Innovating Professional Development in Higher Education: Case Studies*. EUR 29669 EN, Publications Office of the European Union, Luxembourg. DOI:10.2760/712385.
24. Kononets, N.V. (2018). *The concept of resource-based learning in high school*. Origins of pedagogical skill: a collection of scientific works. Poltava: PNPU, 22, 103-107.
25. Kononets, N.V. (2019). *Google Classroom Learning Management System in Professional Training*. Methodology of teaching natural sciences in the secondary and high school (XXVIth Karyshynski readings): Materials of the international scientific and practical conference, Poltava, May 2019. Poltava: Ltd. "Simon", 171-173.
26. Laverty, C. (2001). *Resource-Based Learning*. Ontario: Queen's University, Kingston.
27. Mellow, G., Woolis, D., Klages-Bombich, M., & Restler, S. (2015). *Taking College Teaching Seriously: Pedagogy Matters! Fostering Student Success through Faculty-Centered Practice Improvement*. Stylus Press.
28. Saran, S., Chapman, T., & Sharma, M. (2018). *The Future of Work and Education for the Digital Age (Rep.)*. CARI: Consejo Argentino Para las Relaciones Internacionales. Available at: https://t20argentina.org/wp-content/uploads/2018/05/A-New-Social-Contract-for-the-Digital-Age-VisionBrief-ORF-4-10-18-TC_Edits-3.pdf.
29. Todorova, I.S., & Pavlenko, V.I. (2011). *Psychology and pedagogy*. Kyiv: Centre of studying literature, 228.
30. UH High Commissioner for Refugees (UNHCR). (2020). *Supporting Continued Access to Education During COVID-19 – Emerging Promising Practices*. Available at: <https://www.unhcr.org/5ea7eb134.pdf>.
31. Zhuk, Y.O. (2006). *Problems of forming the educational environment of a modern school*. Models of development of modern Ukrainian school: Materials of the All-Ukrainian scientific and practical conference, Cherkasy – Cakhnivka, October 2006. Kyiv: SPD Bohdanova A. M., 71-77.

Primary Paper Section: A

Secondary Paper Section: AM

THE MYTHOLOGEMES “TREE OF LIFE” AND THE “SUN” IN THE WORLD FOLK PICTURE OF UKRAINIANS (FROM ANCIENT TIMES TO THE PRESENT)

^aOLHA PAVLUSHENKO, ^bLIUDMYLA PROKOPCHUK,
^cNATALIIA PAVLYKIVSKA, ^dVALENTYNA TYMKOVA,
^eLADA MAZAI, ^fNINA KUKHAR

^{a,b,c,e,f}Vinnitsia Mykhailo Kotsiubynskiy State Pedagogical
 University, 32, Ostrozkoho Str., 21001, Vinnitsia, Ukraine
^dVinnitsia Institute of Trade and Economics of Kyiv National
 University of Trade and Economics, 87, Soborna Str., 21050,
 Vinnitsia, Ukraine
 email: ^alushen4619@gmail.com, ^bliudapro578@gmail.com,
^cnatapavlikivska@ukr.net, ^dtymkova_v@ukr.net,
^elada.mazai@vspu.edu.ua, ^fnina.kukhar@vspu.edu.ua

Abstract: The article examines the transformations that took place with the mythical images “tree of life” and “sun” in the folk worldview of Ukrainians from the pagan era to the present. The sources were the texts of the oldest Ukrainian folklore works, written monuments of the Kievan Rus period, scientific research of East Slavic ethnologists, folklorists and dialectologists of the 19th and 20th centuries, field records on ethnographic topics. Considered in a comparative typological aspect, the ancient texts of folk poetry and literary works, descriptions of the spiritual practices of past generations of Ukrainians, the traditions preserved by the people in rituals and in arts and crafts, testify to the deep sacred etymology of the mythologemes “tree of life” and the “sun” in the picture of the world of the Ukrainian people’s ancestors, its consonance with other ethnic groups in the context of world culture. In the Ukrainians’ national picture of the world, the mythical images of the “tree of life”, the “sun” underwent transformations under the influence of changes in worldview guidelines. The forms of embodiment of these mythologemes in the Ukrainians worldview of the 21st century, as expected, narrowed down to metaphorical images, but not only are not lost, but tend to be preserved, thanks to the revival of national identity in the public consciousness.

Keywords: Folk poetry text, Mythologeme, Picture of the world, Sun, Tree of life, Traditional rite, Ukrainians, Worldview.

1 Introduction

The restoration of Ukraine's statehood, lost several centuries ago, has awakened a powerful national revival, in the context of which domestic ethnographers, ethnohistorians, folklorists, culturologists, ethnopsychologists actively began to study the authenticity of Ukrainians in all areas of their life from ancient times to the present, which for almost four hundred years in every possible way hindered first by the tsarist empire, and then by the Bolshevik government. In recent decades, the range of scientific interests of Ukrainian researchers includes ethnocultural texts, traditions and rituals, artifacts of material culture, which make it possible to trace the formation of the national picture of the world, to comprehend the manifestations of the mental, cultural, spiritual identity of Ukrainians in order to determine the dominant nation-forming factors [37].

For scientists dealing with the components of the national picture of the world, mythologemes are of interest, which ensure the continuity of ideological traditions from ancient times to the present day, creating a mental environment for aesthetic communication of all generations of an ethnic community in different planes of its culture [24].

2 Literature Review

We are unanimous with researchers who interpret the mythologeme as a “concrete-figurative, symbolic way of displaying reality”, which “becomes... a formula for a communicative symbolic means of establishing a connection with universal values encoded in myth-making acts...” [22, p. 83]. We consider it expedient to distinguish between the concepts of mythologeme as a symbol and archetype as a common idea, a motive for mythological plots, united by a common theme.

The objects of our interest are the mythologemes “tree of life” (“world tree”) and “sun”, since they are deeply rooted in the ancient layers of the national picture of the world and, at the same time, are well traced in modern Ukrainian ethnoculture.

The mythologemes highlighted by us have repeatedly come to the attention of East Slavic, in particular Ukrainian, researchers of various fields of scientific knowledge: linguists, historians, ethnographers.

Analyzing the verbal explication of the concept “tree” in the linguistic model of the world of Ukrainians, V. Vakulenko notes that “the world tree ... an image characteristic of mythopoetic consciousness, which embodies the universal concept of the world” [31, p. 15]. This idea is being developed by the Russian linguist N.A. Krassus, emphasizing that “the roots of the deification of trees lie in myths, the remnants of which continue to live, being embodied in phraseological units, poetic metaphors” [18, p. 50]. The epicentricity of the mythologeme “tree of life” in the mental space of Russians was noted by S. Yesenin: “Everything from the Tree – this is the religion of our people thinking ... The fact that music and the epic were born together through the sign of the tree makes us think of it as not an accidental fact of a mythical assertion, but as a strictly balanced representation of our distant ancestors” [35, p. 35]. N.N. Makovsky and T.V. Toporova, revealing the philosophical meaning of the sacralization of the tree, come to the conclusion that the image of the “tree of life” embodies the finite and the infinite, unites all cosmic zones of being: heaven and earth, time and space [20, p. 122]. The mythologeme “tree of life” in the comparative context of the ancient mythologies of Sumeria, Iran, India, China, Iceland, the peoples of Siberia, the North American Athapaskan tribe and on the ethnographic material of the traditional culture of the Ukrainian Carpathians was analyzed in detail by Tatiana Hoshchitskaya. The material for her research was archaeological finds and artifacts of arts and crafts [8].

The modifications of worldview dominants that the mythologeme “sun” underwent in the context of the Christian tradition was studied by T.A. Koberskaya. She highlighted the semantic, axiological, functional signs of the mythical image of the sun in the ideas of ancient Ukrainians [12].

The mythologeme “sun” in the semantics of artistic images of the works of B. Shultz and G. Pagutyak interested the researcher I. Bokshan, who revealed the conceptual meaning of this mythologeme in the artistic pictures of the world of both writers [3].

After analyzing the scientific context in which the mythologemes “tree of life” (“world tree”) and “sun” are presented, we define the purpose of our own research work: after tracing the existence of the chosen mythologemes in the folk picture of the world of Ukrainians from ancient times to the present day, concentrate attention to modern forms and content of their embodiment in the Ukrainian ethnoculture, since this aspect has not yet been the subject of a separate study. The empirical basis for us was the ethnographic materials recorded by other researchers at different times in different regions of Ukraine, as well as our own observations of traditions in the ethnocultural space of modern residents of Central Podillya.

3 Materials and Methods

Having studied the mythical image of the “tree of life” (“world tree”) in the world dimension, the East Slavic ethnologists and folklorists M.I. Kostomarov, A.A. Potebnaya, V.M. Toporov defined its planetary significance as a pre-Christian concept of the creation of the world, which united all ethnocultures. “The Image of the World Tree”, V.M. Toporov summarized his long-term observations V – is attested almost everywhere either in its pure form, or in variants (often with an emphasis on one or another particular function) – “tree of life”, “tree of fertility”, “tree of the center”, “tree of ascent”, “heavenly tree”, “shamanic tree”, “tree of knowledge”, etc. [28, p. 398].

The mythological heritage of the Ukrainian people (several texts of archaic carols are known) preserved the image of the “tree of

life” – in the Ukrainian folk poetry tradition it is an oak or ash – as the fundamental principle of the world, which is located in the middle of a continuous water space and is a place of accumulation of world-creative energy in the form of three doves, which in one version, “... have a council how to create the world,” and in the other – they get down to business [32, p. 46]. Folklorists and ethnologists have recorded two versions of the texts – earlier, not marked by the influence of Christianity, and later, with expressive Christian layers. Here is one of the texts, which, in addition to the characteristic features of the Christian worldview tradition, contains the imprint of the agricultural culture of our ancestors: What did we have from the beginning? Our God! There was nothing, only water. There was the only tree on that water. On that tree, there was a silk nest, and three doves in that nest, Not three doves – three angels. They went into the deep sea – into the deep sea, to the very bottom. They brought us three things: The first thing – we carry rye, We carry rye to people for bread; The second benefit – spring wheat, spring wheat for altar bread, To the service of God to the church; The third benefit is green grass, green grass for a live stock [32, p. 47]. M.I. Kostomarov pointed to the closeness of the plot of this Ukrainian carol with one of the hymns of the Rig Veda, which also speaks of a tree with two birds, from which the creation of heaven and earth began [17, p. 618-619].

In other texts of carols, we meet the mythologeme “tree of life”, which, in accordance with the concept of the authoritative Russian researcher in the field of mythology, culturology and semiotics, V.M. Toporov, is a model of the universe, which in the mythical picture of the world of our ancestors reflected a triune structure: the crown is the sky, the trunk is the earth, the roots are the underworld [29]. Here is a fragment of a Christmas carol recorded by Ivan Franko in the village of Naguevichi: There is a thin, tall sycamore – Hey, God forbid! Thin, tall, deep at the root. And at the root of the black coupons, And in the middle – spring birds, And at the top a falcon sat... [13, p. 168].

4 Results

In addition to ancient mythopoetic texts, the epicenter of the image of the “tree of life” in the archaic worldviews of the ancestors of modern Ukrainians is evidenced by its images on archaeological artifacts, in particular, on processed flints found at the site of excavations of Volyn Neolithic culture, near village of Lakhvychi, Lyubeshesky district, Volyn region [23], on a gold plate from a Scythian mound near the village of Gunovka of the Velikobelozersky district of the Zaporozhye region, and the most ancient of them are signs which researchers interpret as symbolic images of a “tree of life” on Trypillya ceramics [8, p. 630].

The mythology of the “tree of life” in various forms, mainly figurative and objective, remains alive in the ethnocultural discourse of modern Ukrainians. T. Hoshchitskaya mentions in her work a unique plot, recorded in 2015 by Alexei Nagornyak, about a large pine tree growing on the southern outskirts of the village Vetzitza of Rokitnyansky district of Rivne region, and, in the views of the locals, protecting the village from thunder and lightning, helping sick children, as well as helping recruits who go into the army. According to locals, this tree is endowed with a female essence – a man who cut off branches on it, in a dream a woman with severed hands comes [8].

According to our own observations, among the inhabitants of the villages Turbov, Novaya Pryluka, and Priborovka villages, Lipovets district, Vinnytsia region, there is a custom according to which young couples after the marriage ceremony go to the trees (birch and oak, fused trunks and intertwined crowns) and tie colorful ribbons on the branches, giving their actions a magical meaning – thus strengthening the marital relationship. Undoubtedly, this local tradition is due to the local reality, which is a rare natural phenomenon, but the ritual actions associated with the wedding tree, which has the popular name of the giljce, are common in most of Podolia. In modern villages of the Vinnytsia region, the custom has been preserved, according to which on Saturday evening before the wedding, the girl-lamps in

the house of the groom, and the bridegirls in the house of the bride decorate the cut pine or spruce of small sizes with multicolored paper flowers. The top of the giljce is crowned by a large flower framed by ears of rye or wheat and bunches of arrow-wood. All other branches are decorated by smaller flowers. Starting to make a branch, the participants of the ritual action sing: “Bless, God, (2 times) both father and mother, To your child to wear this giljce!” During the gifting of guests with a loaf, the elder first breaks the top branch with a large flower and gives it to the young couple together with the middle of the ceremonial bread, and then gives all the twigs with smaller flowers to the wedding guests (I). In the villages of Kazatinsky district, the tree that is used to make a branch is a cherry. Here, the senior boyar of the groom fixes the branch as high as possible in the yard of the bride and there it remains forever (II).

Until now, older Ukrainians endow the giljce with magical properties. Here is a story written by M.A. Pilipak 06/23/2007: “The bride grabbed the older flower, and the girls try to grab their flowers for the bride at once, believing that they will get married soon. And it's true! I just pinched the flower – Ganiska followed me – tork... and pinched, the girls say she doesn't have a boyfriend, how will she get married!?? But somewhere Ivan appeared – quite a nice boy – and wooed! Everyone was surprised!!!” (III) [25, p. 292]. According to the stories of residents of the village New Priluka, Lipovetsky district, Vinnytsia region, the largest upper flower of giljce is used in folk magic – for the plunge pool of a girl in order to hasten her marriage (IV).

Also, in some localities of Podolia, in particular, the Kazatinsky district of Vinnytsia region, an important element of decorating a wedding loaf is stylized tree shapes, which are fixed at the four corners of ceremonial bread (II) (Figure 1).



Figure 1 – Wedding loaf with stylized tree shapes. Provided by a resident of the village. Zozulinty Kazatinsky district, Vinnytsia region. By Ekaterina Kozak.

A rare custom of using a tree in a funeral rite by residents of the village Tsikilovka, Yampolsky district, Vinnytsia region, were described by I.V. Horofyaniuk – a tree with handkerchiefs or towels tied to its branches, intended for those who have come to say goodbye to the deceased, is carried at the head of the funeral procession [7]. The researcher of dialects of Central Podillia finds an explanation of the etymology of this local ritual action in the rudimentary motif of a tree as a path from the world of the living to the world of the dead, which, according to V.V. Ivanov and V.N. Toporov, is clearly traced in the religious and mythological representations of the Slavs and in the origin of the root morphemes of the words road and tree [9].

On Nadsanje, the idea is recorded that the souls of the dead find refuge in lindens – therefore, these trees are planted around the village after the death of relatives [10].

The mythologeme “tree of life” has long been embodied in the Ukrainian arts and crafts. Researchers of folk embroidery have discovered the “tree of life” motif in the decoration of sleeveless jackets, a piece of traditional clothing in the Lemkiv and Hutsul

regions [36], as well as in the decor of shirts in the Snyatinsk region [2]. The image of a tree with birds on the crown is a common motif on a tile, which has been made in the Hutsul region since the 14th century [14].

The tradition of depicting the “tree of life” on Easter eggs, in the painting of ceramics, carpet patterns, embroidery on towels and clothes is preserved by modern Ukrainian craftsmen and needlewomen. Each element of the symbolic drawing has its own meaning and name: the top, as a rule, is decorated with a flower – the fire of life; next to it, there are two spirits – guardians – birds of paradise, sometimes – two deer are placed at the bottom of the trunk, and water is depicted near the tree (Figure 2, 3, 4).



Figure 2 – Wedding towel. Published: <https://static.zrk.ua/handmade-product/big/163136/1.jpg?v=1601730413>



Figure 3 – A fragment of a mural. Published: https://www.google.com.ua/url?sa=i&url=https%3A%2F%2Fdi.sted.edu.vn.ua%2Fcourses%2Flearn%2F1731&psig=AOvVaw2m6VlvCq2sb0wmY277Wu6_&ust=1610308528661000&source=images&cd=vfe&ved=0CAIQjRqFwoTCJDAlozRj-4CFQAAAAAdAAAAABAD



Figure 4 – Hutsul pysanka (Easter egg). Published: https://etnoxata.com.ua/image/catalog/blog/27_03_2018/4.jpg

In the mythological plot of the universe, the core of which is the “tree of life”, already in the texts of ancient carols, there is implicitly a semantic component of the highest goal of this action – to prolong the human race. With the change in worldview guidelines in the minds of Ukrainians, namely this component of the mythical image began to dominate and the “tree of life” was transformed into a “family tree” (ancestral tree). The researcher of the material culture of the Lemkiv region, Y. Tarnovich, in his studios, recorded the image of a tree on the paintings in the dwellings of the Lemkos – it was applied with clay to the front door. Each branch corresponded to a separate member of the family, and with the birth of a new child, a branch was drawn on the tree. The Lemkos kept these symbolic images and made sure that none of the branches on such a “tree of the genus” was accidentally overwritten [27].

5 Discussion

In recent decades, interest in their ancestry has become increasingly more popular among Ukrainians [36], and the reconstruction of the “family tree” takes on concrete embodiment in various materials: metal, plastic, embroidery, etc. Does such a “family tree” have a sacred meaning for modern Ukrainians? No – most likely, it is perceived as an objectified metaphor.

The revival of national and cultural traditions returned to Ukrainian families the custom of putting in the house on Christmas Eve (the evening of January 6 before Christmas in the old style), a didukh, which is made from ears of wheat or rye (sometimes decorated with flowers), tied in bunches and fastened together in the shape of a tree (Figure 5).



Figure 5: Didukh. From the stock collection of the Ethnographic Museum of Vinnytsia State Pedagogical University named after Mikhail Kotsyubinsky.

Didukh symbolizes the spirit of the clan and the unity of all its families. After Epiphany, which ends the Christmastide, the didukh, according to legend, should be burned in the garden, smoking the fruit trees so that no diseases can harm them.

The symbol of the tree as a heraldic figure takes place in the modern territorial heraldry of Ukraine (Figure 6, 7).



Figure 6 – Coat of arms of Bakhmut. Published: <https://io.ua/3855326>



Figure 7 – Coat of arms of Slavuta. Published: <https://io.ua/3856279>

Thus, having come from deep pre-Christian ideas about the creation of the world, the mythical image of the “tree of life” has undergone various reflections in the folk picture of the world of Ukrainians and has partially retained until now the rudimentary components of its semantics in objects that are used in ritual tradition, as well as symbolic images in decorative-applied arts.

The mythological image of the sun is rooted in the pre-Christian era, when a person deified the forces of nature, which had a real impact on his life and economic activity. V.N. Toporov, based on a wide textual material of ancient Russian written monuments, proves that the Eastern Slavs worshiped the sun god, whose name is Dazhbog [30].

In accordance with the lexicographic description of the etymology of the name of the pagan deity, we learn that Dazhbog is Old Russian Dazhbog, Church Slavonic Dazhbog, Proto-Slavic Dadjbog, formed from the imperative form of the verb *dadj* (“give”) and the basis of the noun “bog”(“god”) – “happiness, prosperity” [4, p. 187].

The sun god Dazhbog was given a special place in the worldview of the ancient East Slavic tribes, for which there are repeated indications in the ancient Russian monuments The Lay of Igor's Host, Laurentian Chronicle, and Veles Book. In the Laurentian Chronicle we read: “And the prince Volodymer began the single ruling of in Kiev and put idols on a hill outside the courtyard of the terem – Perun made from wood and his head is silvered, and his moustache is gold, and Khrs Dazhb and Strib and Simargl and Mokosh” [30, p. 28]. The unknown author of the heroic poem of the 12th century The Lay of the Host of Igor called the Russians Dazhbogzhi grandchildren: “Prince Oleg made a lot of evil, and quarrels grew, And countless good of the Russian people perished - Dazhbogzhy grandchild”; “The time has come, brother, a difficult time; The desert overcame the Russian force. An insult entered Dazhbogz's family” (A Word about Ihoriv Pochid). Considering all the discussions that are being conducted in scientific circles around the authenticity of at least part of the texts of the Veles Book (Vleskniga), we note that they also mention Dazhbog as the progenitor of some of the Slavic tribes: “This is because Dazhbog created an egg for us, which is a world-star that shines on us. And in that abyss Dazhbog hung our land, so that it would be kept”; “The truth is that we are Dazhbogz's grandchildren” [34, p. 156].

The mythical image of the sun god created by the imagination of our ancestors, having overcome the thickness of the centuries, has come down to us in folk poetry. A long-standing wedding song with an appeal to god Dazhbog was recorded at the beginning of the 20th century in the village Strizhavka of Vinnytsia province from L. Yurkevich, by an outstanding Ukrainian composer Nikolai Leontovich. Here is a fragment of the text: “Oh, oh, oh, oh, Dazhbogzha, early, early... you are the god, year by year...” [19, p. 114]. The same song was recorded in 1970 from a resident of the village Old Aleksinets of the Kremenets district of the Ternopil region A.P. Kavun-Boriskina born in 1900 [33].

The culmination of the winter cycle of religious holidays of Ukrainians was and still remains the Nativity of Christ. In most of Ukraine, on the first day of Christmas (and in Western Podillia on the second), according to the old style (January 7), children and youth (in Galicia, respected owners) go first of all to their relatives, and then to other people to carol and sing congratulatory songs, which glorify the owner of the house and all members of his family. Some groups of carols performers walk with a heptagonal star decorated with ribbons, which symbolizes the star that announced the birth of Jesus Christ. This rite, and after it the time of its implementation among the people, was called *kolyada*, which became the subject of controversy among ethnographers and folklorists. Some researchers [13, 32] believe that the word *kolyada* comes from the Latin name of the New Year – *Calendae Januariarum*, which the Romans celebrated in the second half of December, and probably superimposed on the Ukrainians' celebration of the winter rotation of the sun even at a time when the tribes of the Eastern Slavs were in close contact with the Greco-Roman colonizers of the northern coast of the Black Sea. Nikolay Kostomarov denied the origin of the name *kolyada* with *Calendae* and derived it from the root of the word *kolo* (circle), arguing that “Christmas is a holiday celebrated by our ancestors in winter, at a time when the sun reached its minimum strength and returned back to spring. The roots of the holiday are in the universal human mythological concept of the birth of the sun” [16, p. 248]. A kind of continuation of such an etymologization of the name *kolyada* is the hypothesis of I. Nechuy-Levitsky: “Apparently, in the distant past, *kolyada* was the name for the deities of light and warmth, whose holidays coincided with Christmastide” [21, p. 6]. It seems to us that the various texts of carols with the name Dazhbog in the refrain, which Stepan Kilimnik cites in his research “Ukrainian Year in Folk Customs in Historical Illumination”, are direct confirmation of the connection between the caroling rite and the very name of *kolyada* with the worship of the ancestors of Ukrainians to the sun as a deity. Here is one of them: Oh God bless (Oh Dazhbogzhe)! The field is productive, Oh God bless (Oh Dazhbogzhe)! There is abundance on threshing floor! There are many bees in the beegarden, Oh God bless (Oh Dazhbogzhe)! The yard is armed, the pantry is full, Oh God bless (Oh Dazhbogzhe)! And in the house, there is benevolence for the servants, Oh God bless (Oh Dazhbogzhe)! In the yard, happiness for the live stock, Oh God bless (Oh Dazhbogzhe)! On a cattle horned and even small... Oh God bless (Oh Dazhbogzhe)! May God be on your way, Oh God bless (Oh Dazhbogzhe)! On every ford, on the carriage, Oh God bless (Oh Dazhbogzhe)! We congratulate you on happiness, health, Oh God bless (Oh Dazhbogzhe)! Happy Holidays and Merry Christmas! Oh God bless (Oh Dazhbogzhe)! [11, p. 49]. Another piece of evidence that casts doubt on the Eastern Slavs' borrowing of the ritual of caroling and the name of *kolyada* from the Greco-Roman tradition of New Year's celebrations, we see in written by I.V. Horofyanuk at the beginning of the 19th century in the village Dzhurin, Shargorodsky district, Vinnytsia region, a story about the ancient custom of caroling in honor of the first sheaf, which was kept unmilled until Christmas and used in holy evening rituals (in the western region of Ukraine it was called a carol). We find the researcher's explanations of caroling during the harvest as a symbolic designation of the beginning of a new circle of bread quite well-grounded. In her work, I.V. Horofyanuk notes that stories about this custom of Ukrainians at different times throughout the 20th century were recorded by A. Krymsky, S. Sherotsky, S. Kilimnik, S. Tvorun [7, p. 51].

The phantasmagoric notions of ancient Ukrainians turned the sun into a divine being, intelligent and perfect, who bears good, punishes evil, and stands guard over the truth. The anthropomorphism of the mythical image of the sun among the Eastern Slavs correlates with the characters of the solar mythology of other ethnic communities, in particular, Scandinavians, the peoples of Siberia, Georgians, and Bushmen, which are similar in their essence. Among the Evenks, the sun is represented by a woman, whose children light up the light of the day [15]. In the Christian picture of the world of the ancestors of the Ukrainians, the sun was transformed into a moral idea, a symbol of spiritual light, the all-seeing eye of God. I. Nechuy-

Levitsky recorded an old Galician song: “The bright Sun, the bright Sun complained to the dear God: I will not, God, go up early... Because the evil landlords came, On Sunday they cut firewood early...” [21, p. 12-13]. The connection between the sun and the eye is a common mythical motif among the peoples of Central America, as well as Egypt [15].

A diverse range of illusory ideas of Ukrainians about the sun as a mythical creature on the vast ethnological material collected in the early 20th century in different parts of Ukraine, was recorded by V. Petrov: the sun is holy, it is prohibited to talk about it; to see the holy sun belongs not to all, but only to a righteous man; only a righteous person sees the sun “playing” on Easter and on Ivan Kupala (Ion the Baptist); when the sun rises, people make sign of the cross to it; water from the snow collected at sunrise on the Presentation of the Lord in the Temple (February 15) was considered holy, children were washed with it to protect against the evil eye and diseases, and livestock and poultry were irrigated to protect them from disease; all dickens hide before sunrise because it fears its righteous light; the sun does not peek out of the clouds on days when great sin has occurred; when a sinful person dies, the sun is not visible all day, and if the righteous, the sun certainly appears at least for the time of the funeral; from the pieces of the sun souls are born in the stars, and after the death of a person the star falls, but if a person is righteous, then the star returns to the sun, so paradise is in the sun. Among the spiritual practices of Ukrainian peasants-healers, there was the achievement of ascetic-cult preparation of secret visions – “solar visions” – the vision of the invisible sun [24].

A number of beliefs recorded by researchers go back to the Indo-European era, as they are in tune with similar ones in genetically unrelated ethnic groups. The role of the sun as a judge and shepherd of people is known to many ancient mythologies, and the ancient motif of the sun-creator of all beings, including man, researchers have found in Hittite hymns to the sun, dating from the 15th century BC. The idea of many suns, of the black sun, is inherent in archaic solar mythologies and can be traced in the poetic images of various national cultures [15].

In the context of folk ritual and magical traditions, our attention was drawn to magic spell. In these cultural texts, one can read the deep humanistic foundations of the life philosophy of Ukrainians: the spiritual beauty and greatness of the individual, social harmony, love and compassion for others. The sun was asked to give kindness, beauty, mercy and love to people and their same attitude to themselves: Good afternoon to you, the shining sun. You are holy, you are clear and beautiful, you are pure, majestic and respectful... – educate me, servant of God (name) before the masters, before the priests, before the kings, before the whole Christian world: kindness, beauty, loves and graces, so that there was neither more beloved nor dearer than the servant of God born, baptized, prayed (name). How clear, majestic, beautiful you are, so that I may be so clear, majestic, beautiful before all the Christian world forever and ever. Amen [5, p. 93].

The cult of the sun and its anthropomorphic image are reflected in Ukrainian heraldry. The first mention of the image of the sun with a human face on the banners of Podillia is found in the medieval chronicle written by the Krakow canon Jan Dlugosz. In the story about the Battle of Grunwald in 1410, the author writes: “Among the other detachments that arrived here, three were from the land of Podolsk. All their banners are with a sunny face on a red background.” The images of the sun with a face framed by sixteen straight and wavy rays, but already on a white background, on the banner of Podolia, were placed in the book Description of European Sarmatia by A. Gvagnini in 1581 [26, p. 32].

This historical heraldic symbol was inherited by the modern Ukrainian city of Kamyianets-Podilsky (photo 7). As one of the elements of the heraldic composition, the face of the sun is depicted on the coats of arms of the Vinnitsa, Zhytomyr, and Khmelnytsky regions of Ukraine.

Solar symbolism is present in modern Ukrainian egg painting, in embroidery, ornaments, in particular, in traditional Hutsul zgardas, on pottery and woven products. Stylized symbols of the sun in folk arts and crafts are svarga, an octagonal star, a circle of strokes depicting rays (Figures 9, 10, 11); however, in the minds of modern Ukrainians, these signs have partially or completely lost their protective meaning and are considered as a memory of traditions ancestors.



Figure 9 – Fragment of embroidery. Published: <https://www.google.com.ua/imgres?imgurl=http%3A%2F%2Fosvit.in.ua%2Fimages%2Fukraine%2Fderevlyany%2Fsvarga-vyshivka>. Date: 03.02 2021.



Figure 10 – Easter Egg. Published: https://etnoxata.com.ua/image/catalog/blog/27_03_2018/8.jpg Date: 05.02 2021.



Figure 11 – Hutsul contempt. Published: <https://www.google.com.ua/imgres?imgurl=https%3A%2F%2Fzgarda.com>. Date: 22.01 2021.

A vestige of the solar cult in the worldview of our ancestors, obviously, is the custom of burying the deceased facing east, which is still unshakable and is kept in the traditions of the funeral rite throughout Ukraine. Also, Orthodox Ukrainians traditionally cross to the east if there is no church or icon in sight.

6 Conclusion

Thus, considered in a comparative typological aspect, ancient folk poetry texts, descriptions of spiritual practices of past generations of Ukrainians and traditions preserved by the people in customs and rituals, in arts and crafts, testify to the deep sacred etymology of the mythologemes “tree of life” and “sun” in the picture of the world ancestors of the Ukrainian people and confirm their consonance with the mythopoetic images of other ethnic groups in the context of world culture. The forms of embodiment of these mythologemes in the worldview space of

Ukrainians of the 21st century, as expected, narrowed down to metaphorical images. The analysis shows that they not only did not get lost, but also acquired a tendency to be preserved due to the revival of national identity, knowing their ethnocultural origins, the possibility of which became real in the conditions of a sovereign state.

A list of informants is as follows:

I. Notes by A. Vatag from Gimbel Anna Grigorievna, born in 1945, a resident of the village. New Obodovka of Trostyanetsky district, Vinnytsia region, Ukraine.

II. Notes by A. Vatag from Ekaterina Vladimirovna Kozak, born in 1964, a resident of the village. Zozulinty of Kazatinsky district, Vinnytsia region, Ukraine.

III. Notes of M. Pilipak from Gorbatiuk Maria Artyomovna, born in 1931, a resident of the village. Mitinty, Khmelnytsky district, Vinnytsia region., Ukraine.

IV. Records of O. Pavlushenko from Zhuk Galina Stepanovna, born in 1951, a resident of the village. New Priluka, Lipovetsky District, Vinnytsia Region, Ukraine.

Literature:

1. *A word about Igor's campaign*. (2021). Translated by Vasyly Shevchuk. Available at: https://www.google.com/ua/url?sa=t&rc=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiW696L5cjuAhUqmlsKHdNIA1EQFjAAAI .htm &usg=AOvVaw3N-xKc_9HazkcS5iIOR9JS.
2. Aronets, M.M. (1974). Folk embroidery of Prykarpattia in the late 19th - early 20th centuries. *Ukrainian Art History*, 6, 95-104.
3. Bokshan, H.I. (2016). *The mythology of the sun in the works of Bruno Schultz and Galina Pagutyak*. Available at: <http://ekhsuir.kspu.edu/handle/123456789/3485>.
4. Boldyrev, R.V. (1982). *Etymological dictionary of the Ukrainian language: in 7 volumes. Academy of Sciences of the Ukrainian SSR. Institute Of Linguistics named after OO Potebni*. Kyiv: Scientific opinion, 2.
5. Horofianiuk, I. (2020). Archaic folk rites and beliefs of the Ukrainians of Podolia as a source of reconstruction of the ancient Slavic culture. *Revista de Etnologie și Culturologie*, 28, 48-56.
6. Horofianiuk, I.B. (2015). Funeral rite of Central Podillya: ethnolinguistic studies. *Bulletin of Donetsk National University. Series B. Humanities*, 1-2, 69.
7. Hoshchitska, T. (2019). The symbol of the tree in world mythologies and the mythology of the world tree (in a comparative context and on the example of traditional culture of the Ukrainian Carpathians. *Ethnographic Notebooks*, 3(147), 623-640.
8. Chubinskii, P.P. (1982). *Proceedings of an ethnographic and statistical expedition to the West Russian Territory*. St. Petersburg, 1.
9. Ivanov, V.V., & Toporov, V.N. (1965). *Slavic language modeling semiotic systems (Ancient period)*. Moscow: Nauka.
10. Kachmar, M. (2010). Structural and semantic originality of Ukrainian etiological legends with dendrological motives. *Mythology and Folklore*, 2, 127.
11. Kilymyk, S. (1994). *Ukrainian year in folk customs in historical light: In 3 books, 6 vols*. Book 1, item 1; v.2. Fax. edition. Kyiv: Oberehy.
12. Koberskaya, T.A. (2016). Images-symbols in the ancient Ukrainian mythological and Christian tradition: axiological aspect. *Humanities Journal*, 2, 2-32.
13. Kolesa, F. (1938). *Ukrainian Oral Literature: General Review (with portraits of Ukrainian ethnographers and folk singers): A selection of works with explanations and notes*. Lviv: Prosvita.
14. Kolupaeva, A. (2006). *Ukrainian tiles of the 14th - early 20th centuries. History. Typology. Ambivalence*. Lviv: Logos.
15. Kontsevych, L.R. (1991). Salt. In: S.A. Tokarev (Eds.). *Myths of the peoples of the world. Encyclopedia: In 2 volumes. Second edition*. Moscow: Soviet Encyclopedia, Vol. 2.
16. Kostomarov, M. (1994). *Slavic mythology*. Kyiv: Oberehy.
17. Kostomarov, N. I. (1905). Historical significance of South Russian folk songs. In: *Collection of Works*, In 21 vols. St. Petersburg, 1905. Book 8. T.21, pp. 27-1081.
18. Krassus, N. A. (2004). The concept of “TREE” in Slavic mythology and poetry of A.S. Pushkin. *RUDN Bulletin, Series Russian and Foreign Languages, and Methods of Teaching Them*, 1(2), 50.
19. Leontovych, M. (1970). *Choral works*. Kyiv: Musical Ukraine.
20. Makovsky, M. M., & Toporova, T. V. (1996). Semantic structure of the Old German model of the world. *Questions of Linguistics*, 4, 122.
21. Nechuy-Levytsky, I. (1993). *Worldview of the Ukrainian people. Sketch of Ukrainian mythology*. Kyiv: Oberehy.
22. Okhrimenko, G., & Strilchuk, G. (1998). *Ancient images of a bush. History of religions in Ukraine. Scientific yearbook*. Lviv: Logos, 1, 172.
23. Orteha-i-Hasset, Kh. (1994). *Selected works*. Kyiv: Osnovy.
24. Pavlushenko, O., Mazai, L., Koliadych, Yu., Pavlykivska, N. Prokopchuk, L., & Poliarush, N. (2021). The concept of the family in the thinking of the young generation of ukrainians. *Ad Alta: Journal of Interdisciplinary Research*, 11/01-XVII, 125-128.
25. Petrov, V. (1927). The mythology of the “sun” in Ukrainian folk beliefs and the Byzantine-Hellenistic cultural cycle. *Ethnographic Bulletin*, Book 4, 88-119.
26. Pylypak, M.A. (2008). Wedding ceremony of Podillya. *Scientific notes Vinnytsia State Pedagogical University named after Mykhailo Kotsyubynsky, Series History*, 13, 288-229.
27. Savchuk, Y. (1995). *Urban heraldry of Podillya*. Vinnytsia: Continent-PRIM.
28. Tarnovych, Yu. (1941). *Lemkivshchyna. Material culture*. Krakow: Ukrainian Publishing House.
29. Toporov, V.N. (1971). On the structure of some archaic texts related to the concept of the “world tree”. *Works on sign systems*, 5, 9-62.
30. Toporov, V.N. (1980). *The world tree. In: Myths of the peoples of the world*. Encyclopedia. Moscow: Soviet Encyclopedia, 1, 398-406.
31. Toporov, V.N. (1989). *On the Iranian element in Russian spiritual culture. In: Slavic and Balkan folklore. Reconstruction of the ancient Slavic spiritual culture: sources and methods*. Moscow: Nauka.
32. Vakulenko, V.F. (2011). The concept of the TREE in the language model of the world of Ukrainians. *Series Philology, Linguistics*, 148(136), 15-28.
33. Voropay, O. (1958). *Customs of our people: ethnographic essay: In 2 vols*. Munich: Ukrainian Publishing House.
34. Wedding songs in two books (1982). *Volyn, Podillya, Bukovyna, Prykarpattia, Zakarpattia. Book 2*. In M.J. Shubravska (Eds.). Kyiv: Naukova Dumka.
35. Yatsenko, B. (Eds.). (1995). *Veles's book: Legends. Mity. Words. Tablets of existence of the Ukrainian people. I thousand BC*. Kyiv: Indo-Europe.
36. Yesenin, S.A. (1979). *Maria's keys. Collection of works*. In 5 vols. Moscow, 5.
37. Zakharchuk-Chuhai, R. (2002). *Embroidery. Lemkivshchyna: historical and ethnographic research: in 2 volumes*. Lviv: Institute of Ethnology of the National Academy of Sciences of Ukraine, 2.

Primary Paper Section: A

Secondary Paper Section: AI, AL, AM

SOCIOLOGICAL ASPECTS OF THE INFLUENCE OF PROPAGANDA ON THE MASS CONSCIOUSNESS OF THE POPULATION

^aVOLODYMYR POLTORAK, ^bYANA ZOSKA, ^cALONA STADNYK, ^dYANA PYLYPENKO, ^eALEXANDER ZUBCHENKO, ^fNATALIIA POLOVAIA

^{a,c}Classical Private University, 70-b, Zhukovsky Str., 69002, Zaporozhye, Ukraine

^{b,e}Mariupol State University, 129a, Budivelnikiv Ave., 87500, Mariupol, Ukraine

^dZaporizhzhia National University, 66, street Zhukovsky, 69600, Zaporozhye, Ukraine

^fNational Aviation University, 1, Liubomyra Huzara Ave., 03058, Kyiv, Ukraine

email: ^av.a.poltorak20@gmail.com, ^bzoskayana@gmail.com,

^ca.g.stadnyk@gmail.com, ^dpilipenko.yana90@gmail.com,

^ezubchenko2016@online.ua, ^fsonovitch.natalia@ukr.net

Abstract: This article represents a theoretical analysis and generalization of the views of various scholars and understanding the essence of the mass consciousness of the population, propaganda, and the specifics of the latter's influence on such mass consciousness. It is proved that mass consciousness (unlike individual, group, etc.) is a specific type of social consciousness that "possesses" certain advantages in terms of specificity and effectiveness of propaganda influence on it. The main states of mass consciousness are analyzed: value orientations, cognitive potential of individuals, public sentiments, and public opinion. It is shown that propaganda acts within the limits of its influence on the mass consciousness as a non-marketing mechanism for the production and transmission of both negative and positive information. It is revealed that both direct propaganda and its derivative forms such as paid journalism, publicity, propaganda 2.0 are used.

Keywords: Mass consciousness, Propaganda, Propaganda 2.0, Public opinion, Public sentiment.

1 Introduction

In recent years, a new area in the system of general scientific and The article is intended to analyze a complex and rather contradictory, not fully studied in sociological science problem of the impact of propaganda on the mass consciousness of the population, including the consideration of the mass consciousness as the main object of propaganda, the impact of some methods and technologies on the mass consciousness.

Today in Ukrainian and Russian sociological sciences (formerly partly within the framework of Soviet sociology) these problems are studied by O. Boyko, B. Borisov, V. Vasyutinsky, O. Vyshnyak, B. Grushin, B. Isayev, D. Olshansky, V. Ossovsky, V. Poltorak, G. Pocheptsov, A. Solovyov. As to the foreign experts, E. Bernays, G. Blummer, G. Lebon, D. Lilleker, W. Lippman, S. Moskovichi, E. Noel-Neumann, F. Allport, and J. Zaller pay considerable attention to the development of relevant issues.

The urgency of the problem of mass consciousness and the impact on it, a certain "management" of the consciousness of the population in the implementation of social, economic, cultural, and other policies, is very significant. It is fair, from our point of view, remarked by G.G. Pocheptsov in this regard: "Earlier, the management of mass behavior was much easier (for example, religion worked for this), because the world was more stable, so its model (picture) was also stable and fixed. Today, the world is in dynamics, so it requires more complex management methods that would take into account both these dynamics and the fact that there is a greater variety of permitted behaviors. That is, the past stages with one variant of behavior and constant views of the world, are, based on these positions, simple and easy to manage the mass consciousness" [17].

Unfortunately, this problem remains insufficiently developed today, including in sociological science. At the same time, it is closely related to another problem, why and how propaganda most deeply and effectively affects the mass (and not, for example, the individual, group, specialized) consciousness of the population in society including during such important and sharp actions as election campaigns, information wars, and so on.

There are striking examples of such an in-depth scientific approach to the study, analysis of propaganda as one of the most important mechanisms for influencing the mass consciousness and public opinion. Unfortunately, most often in this case the journalistic approach prevails; various, in particular, manipulative, receptions and technologies of propaganda are most often analyzed. At the same time, its deep mechanisms, such as the non-marketing approach to the formation and dissemination of both negative and positive information in order to influence the audience is practically not studied, as well as various modern forms of propaganda in particular, such as propaganda 2.0.

This publication attempts to consider in some depth, using a number of approaches proposed by relevant experts in the analysis of such issues, some particularly important issues of mass consciousness (including its essence, states, specifics of functioning) and propaganda as a mechanism of influencing mass consciousness. In particular, a task was to conduct a brief analysis of the specifics and effectiveness of various forms of propaganda.

2 Materials and Methods

Theoretical understanding of methodological approaches to the problems of mass consciousness and propaganda requires the introduction of primarily general scientific methods of theoretical knowledge. This is necessary primarily to clarify the complexity of problems related to the nature and structure of mass consciousness, its relationship with other components of social consciousness, including individual, group, ethical, and so on. Of particular importance is also a systematic analysis aimed at determining the place of propaganda in the system of methods and technologies for influencing the behavior of individuals, different groups of the population, their mass consciousness. Comparative and multifactor analysis are used to determine the components of mass consciousness and elements, propaganda technologies, the specifics of its impact on mass consciousness. For this purpose, functional analysis is used, which allows to clearly "place" the various elements of the phenomena and processes under consideration in the overall system of issues analyzed in the work.

3 Results and Discussion

Before proceeding to the analysis of the main problem of work, namely the impact of propaganda on various aspects of mass consciousness, which characterizes various aspects of society, individual groups and individuals operating in it, it is necessary to really understand the problem of mass consciousness, which undoubtedly (see below) is the main object of any propaganda activity, propaganda influence on the population.

Although the problems of the latter began to be studied (although mainly in scientific and journalistic terms) at the turn of the 18th -19th centuries, in, so to speak, the scientific context, this issue began to be investigated in the twentieth century, when large masses of people began to "grow" and integration of people from different social groups intensified.

What is mass consciousness? Why is such influence on it the main factor that "provides" any propaganda effect when it comes to any human communities: individuals, various social and other groups of people, in general, the masses of people? There are many theoretical definitions of the concept of "mass consciousness". Let us consider some) of them. For example, D.V. Olshansky writes that mass consciousness is one of the varieties of social consciousness, the most real form of its practical existence and embodiment. This is a special, specific kind of social consciousness, inherent in large, unstructured masses of people [12].

V.V. Rizun believes that it is a public consciousness, which is a set of views, principles, ideas, judgments, traditions, superstitions, knowledge, social and emotional experiences belonging to different social actors (relevant individuals, social institutions, groups, organizations, etc.), and produced throughout the history of social development [22]. Petrov interprets mass consciousness as a complex formation; it is characterized by rupture, porosity, contradiction, the ability to make rapid and unexpected changes in some respects and a certain "ossification" ("associated" with the formation of stereotypes) in others [15].

In domestic Ukrainian sociology, Vyshnyak wrote that "the separation of mass consciousness is most often associated with the division of public consciousness according to the ways in which its components arise. In accordance with this criterion, there are two major types of social consciousness: a) that which is formed by the whole mass of citizens with their direct reflection of public life; b) one that is formed in the process of specialized and formalized spiritual and spiritual-practical activities of individuals, professional groups, and various social institutions. The first type of social consciousness was called "mass consciousness", and the second "specialized consciousness" [28].

A more detailed description of the phenomenon of mass consciousness is given by a well-known expert on social and political psychology Olshansky. "Mass consciousness," he explains, "as the coinciding at some point in time (combination or intersection) of the main and most important components of consciousness of a large number of very diverse "classical" groups of society (large and small), but irreducible to them. This is a new quality that arises from the coincidence of certain fragments of the psychology of destructed for some reason "classical" groups. The industrial revolution and urbanization that began led to the emergence of mass professions and, consequently, to the mass spread of a limited number of lifestyles and the increasing consolidation of production, and it inevitably led to the deindividuation of the individual (to the typification of his psyche, consciousness and behavior)" [13].

That is why and namely in historical retrospect, along with individual, group, ethnic, class, and other such consciousness, a mass consciousness arose and exists, which, as already noted, "generates" in representatives of different social, ethnic, and other segments of the population of the same type (sometimes exactly the same) opinions, assessments and so on, and, accordingly, simplifies the task of propaganda.

It is really the case. V.A. Poltorak quite rightly notes that the mass consciousness is a part, a sector, a slice of public consciousness, within which representatives of different social, national, professional, and other groups may have and still have similar opinions, judgments, assessments that reflect their attitude to problems and facts of reality [18]. Accordingly, namely the presence of such a mass consciousness greatly simplifies the task of any propaganda because it allows the use of the same type of propaganda "product" (in a broad sense) and the same methods and technologies to convey it to almost all groups.

The following should be noted. When it comes to the mass consciousness that emerges in society (including through propaganda), one cannot ignore its connection with such a phenomenon as the mentality of the population and its various groups. The latter, as Isayev rightly believes, is a socio-political category that is a reflection of the socio-psychological state of the subject (ethnic group, social group, individual), that is the result of long-term, fairly stable influence of natural, geographical, ethnic, socio-economic and cultural living conditions of the subject and is manifested in various areas of activity [8].

Based on this, we can say that the very formation of mass consciousness in society in some way "hits" the mentality of individual ethnic groups, social and professional groups, etc., and in some way violates elements of their mentality [1, 6]. This

is neither good nor bad. Objectively, we can say (and this can be observed at times when revolutions occur and people with different mentalities go out to protest together), that the very process of formation and functioning of mass consciousness can really violate and violates elements of mentality in attitudes and behavior of some groups of the population.

Concluding the general review of the problems of the essence of mass consciousness, it is impossible to avoid views on it, and the processes of its formation and functioning of the famous Soviet sociologist B.A. Grushin, who for the first time paid special attention to this problem and prepared a special work *Mass Consciousness*, which was published in 1987. The beginning of his consideration of this phenomenon was made by him in the monograph *Thoughts on the World and the World of Thoughts* (1967). However, it should be noted that in this work the scientist did not distinguish between the essence of mass consciousness and public opinion. In 1987, he already considered public opinion as one of several states of mass consciousness.

In 1987, he noted, in particular, that "mass consciousness is qualified as a special case of unconditionally social consciousness, which, although realized in the mass of individual consciousness, does not coincide with each of them separately, with individual consciousness as such, and if subjects that are at its core will be qualified as a special kind of human communities the masses, which do not coincide with humanity as a whole, or with any society as a whole, or with any, including social (in the narrow sense of this word) groups that make up humanity and different societies" [7].

Although the above author's judgment of one of the classics of Soviet sociology seems difficult, it clearly expresses the position of the author, who believes that the mass consciousness is not the consciousness of certain groups of society, first, and does not coincide with individual consciousness secondly, as well as with universal consciousness, thirdly [30]. It is another, very specific formation, which differs from the individual, group, and universal consciousness by certain characteristics, which we consider in this paper.

Thus, considering the essence and specificity of mass consciousness as a whole, it is necessary to identify its main components or states, as they are often called. These primarily include value orientations, which are inherent in people who together "make up" this very mass consciousness, or rather which is inherent in them [23]. At the same time, it is cognitive potential, which is a measure of public awareness of various social problems, in relation to which the mass consciousness is created and functions [29]. It is clear that both the direction of propaganda and its effectiveness largely depend on the level of such awareness.

However, the main, key states of mass consciousness are certainly public sentiment and public opinion. The first, the public sentiments (moods), according to Petrovsky, are characterized, on the one hand, by their subject orientation (religious, political, etc.), on the other the nature and level of their emotional tension (apathy, depression, elation, enthusiasm) [9].

Similar public sentiments, as noted by Nazaretyan, can stimulate spontaneous mass behavior, which is characterized by "involving a large number of people, at the same time, irrationality (weakening of conscious control), as well as weak structure, i.e., blurred positional-role structure, which is characteristic of normative forms of group behavior" [20].

In this case, in the fair opinion of Rizun, the formation of mass sentiment is influenced by reality (social, economic, political living conditions), which directly affects people and changes the possibilities of realization of demands, desires, wishes, and virtual reality (propaganda, ideology, advertising, journalism, etc.), that through mass communication affects the minds of citizens, manipulating the demands and desires, needs of people [22].

Finally, of course, the main state of mass consciousness is public opinion (let us recall that the famous researcher of mass consciousness Grushin from the beginning generally identified it with the mass consciousness). Fortunately, regarding the essence and specifics of the functioning of public opinion in sociology, and in particular domestic, today there are enough scientific works.

If we give a general for today's definition of public opinion (not as a social institution, but as a state of mass consciousness), it is a "state of mass consciousness", which is a hidden or explicit, undisguised, fairly stable and competent evaluation of different social groups, strata to the problems, events, and facts of social life [18].

Ukrainian sociologist Ossovsky, in one of his works, characterizing, in particular, the concept of public opinion of the American researcher Allport and other modern scientists, came to the conclusion that "public opinion is a common opinion of individuals, representing a consensus of individual opinions on a particular problem of common interest" [21].

In general, characterizing the available number of foreign and domestic scientific works on public opinion, we can consider many problems related to its formation, functioning, influence on the processes of public institutions of various social, political, and economic decisions. But, based on the main purpose of this work, which is devoted primarily to the analysis of the specifics of mass consciousness and the propaganda' impact on the latter, we note only the following.

First, public opinion is formed and functions on those issues in relation to which public interest arises and exists. Secondly, it arises mainly on topical issues of society. Third, public opinion is the result of a discussion process involving individuals and groups of people. Fourth, public opinion has a certain competence, i.e., it can really be competent on issues that are available to the public and on which the latter is sufficiently informed [20].

Thus, it is possible to draw a fairly fair and reasonable conclusion that public opinion is practically the "main state" of mass consciousness, which is primarily influenced in the process of regulating the social sphere of functioning and development of society to take into account the state of mass consciousness and influence (if necessary) on its regulation.

To what extent can such an impact occur, in particular on the state of mass consciousness? It is clear that the mass consciousness as such, of course, has certain levels, which, on the one hand, provide "opportunities" for their functioning and change. On the other hand, they must be taken into account when organizing the impact on it. Vasyuchynsky singles out, in particular, the following three levels of mass consciousness. The first – "basic" means a set of opportunities that are inherent in the actual mass collective consciousness. They are determined by the general mental properties of human, the peculiarities of human consciousness as a form of reflection of reality. The second level structural and functional covers the sphere of mass consciousness, which is the result of long cultural and historical development.

The third, most superficial level (it can be called current-functional) applies to those processes and states of mass consciousness that are ordinary, wave reflection of current events. Hence politicians and political technologists who intend to influence the content of mass consciousness and want to their influence was sufficiently adequate, must take into account the complete impossibility to change the structures of the basic level, the extreme importance of the influence on the structural-functional level and only the relative potential to change the mass consciousness at the current level [27].

The great theoretical significance of the study of mass consciousness, the need for its practical analysis and regulation in the process of governing society cause attention to it in many branches of sociological science (especially, sociology of

politics) and many areas of regulation of social processes. At the same time, the main, say, means, complexes of mechanisms of such regulation of the processes of formation and functioning of the mass consciousness are advertising, public relations and propaganda.

Namely through them, primarily through propaganda, the population, including its political consciousness, is influenced, in particular, politically. "Political influence," as Boyko rightly notes, is one of the key factors in the process of seizing, using, and retaining power. Its essence is the ability of a political entity to actively stimulate the process of changing the motives and attitudes of other political actors in order to transform their behavior and actions. Political influence can be exercised both consciously and purposefully through the mechanism of persuasion and suggestion, and unconsciously (spontaneously), when changes in behavior, beliefs, and attitudes occur on the basis of the psychological effects of 'infection' and imitation. Political practice has shown that manipulation is an extremely effective tool of political influence [5].

This article focuses on propaganda, and propaganda aimed at changing the motives and attitudes of individuals, the mass consciousness of the population primarily by persuasion, without the active use of processes of manipulation of public consciousness in general and mass consciousness in particular. At the same time, this is based on the traditional understanding of the concept of propaganda, which has developed over the centuries.

In general, the origin of the term "propaganda" dates back to the 16th century, when Pope Clement established the Congregation for the Propagation of the Faith. It was about promoting the influence of the Catholic Church, its struggle with secular authorities around the world, the creation of missions in different countries. Later, this church term acquired a political tone [4].

Today, it is really primarily used in the implementation of political tasks in society, while ensuring that political actors achieve political goals. But not only this. Therefore, before covering this method in politics, it is necessary to say a few words about how the method is interpreted in politics in general; it is necessary to say a few words about how propaganda is interpreted in modern Russian and Ukrainian sociological encyclopedias.

In the first case: "propaganda can be considered as the dissemination, transmission of certain information, its interpretation and taking into account the impact of information on the formation of public opinion in general, as well as the views of certain classes, social groups, etc., social communities" [25]. In the second case: "propaganda is the purposeful spread of political, legal, scientific and technical, philosophical, sociological, medical, religious and other knowledge in society in order to form certain beliefs and orient the activities of people in certain areas" [26].

Thus, sociological encyclopedias quite rightly and logically interpret propaganda as not necessarily evaluative, not necessarily positive or negative flow of information in society. At the same time, it is certainly a question of disseminating certain information to the mass consciousness in order to regulate it, especially when it comes to politics. Namely in this perspective we will continue to consider the problems of propaganda.

We believe that the presentation of this problem should begin with the opinion expressed by Pocheptsov. "A person," he says, "cannot witness all events. Most of the information comes to him through specially designed information flows. However, during this transition, the original 'fact' is imperceptibly transformed into "opinion", and it is done so that the consumer of information does not find a substitution" [19].

We should say that Pocheptsov attaches great importance to this "mechanism of influence", interpreting it as certain tools and instructions, attaching such great importance to propaganda as a

mechanism of truly tendentious influence on the mass consciousness. "Objectively speaking," he writes, "propaganda, advertising, and public relations do not create and promote descriptions of life as much as its models. The same applies to news streams. That is, they are not based on information, but instructions... Propaganda can also be defined as the manipulation of meanings. Moreover, to refer to the desired meanings, propaganda uses labels – symbols that turn from endless repetition into symbols" [17].

Bloomer made a few more clarifications about this essence of propaganda: Propaganda, in his opinion, can be understood as a deliberately provoked and directed campaign to force people to accept a given point of view, mood or value. Its peculiarity is that in trying to achieve this goal, it does not provide an unbiased discussion of opposing views. The goal dominates, and the means are subordinated to this goal. Thus, we see that the initial characteristic of propaganda is the attempt of propaganda to achieve the acceptance of some point of view not on the basis of its real value, but an appeal to some other motives. Namely this trait makes propaganda suspicious. In the field of public debate and public discussion, propaganda operates in order to form opinions and judgments not on the basis of the merits of the subject, but mainly playing on emotional attitudes and feelings. Its purpose is to impose a certain attitude or value that begins to be perceived by people as something natural, true and real, and thus as something that is expressed spontaneously and without coercion [3].

After the above characteristics and judgments about the specific negative role of propaganda in its impact on the mass consciousness (regarding the general goals of propaganda as a disseminator of knowledge and information, we have already said above), the following opinion arises. Isn't propaganda in politics, in the sphere of public consciousness, something that always harms the affairs and that needs to be "removed" somewhere? But we also know examples when propaganda in such a case (by the way, there is also counter-propaganda) was quite positive, formed worthy goals, encouraged people to believe in something positive that is happening in society.

Therefore, continuing the analysis of problems of propaganda and its influence on mass consciousness, it is necessary, from our point of view, first of all, to define what place it occupies in the information communication which occurs between various public structures, institutes, social and other groups of people, separate individuals. The authors of "Political Communications", from our point of view, quite rightly believe that it is possible to distinguish two main ways of broadcasting information messages, which are almost opposite in nature, namely: marketing and non-marketing.

The first method – marketing – includes procedures and technologies that are focused on the specific needs of the actor and aimed at delivering messages to him at the right time and place. The second method – non-marketing – not only functions independently of the information needs of the recipient, but also the relevant contacts are formed only on the basis of the interests (positions, resources, etc.) of the communicator – that is, the one who organizes and transmits the relevant messages.

It is clear that propaganda (primarily political) refers to non-marketing methods of producing and broadcasting information messages. By definition of Solovyov, political propaganda is the main form of one-sided and monologue organization of information flows in the field of power, which are formed without taking into account the views of the recipient and on the basis of sharply critical attitude of the communicator to the position of its competitors [24].

In short, propaganda is no different from any other means of political information, which, like it, seeks to build information messages in such a way as to achieve recognition of their goals by the audience (perhaps, both positive and negative). It is clear that many different propaganda technologies are used for this, including manipulative ones. The task of this publication does not include a special consideration of such manipulative

propaganda technologies: it is a matter of a special publication. We will briefly analyze only the main forms of propaganda influence used when it comes to the mass consciousness.

The point is that in addition to the classic, so to speak, "direct propaganda", when certain ideas and problems are declared to influence the audience, the mass consciousness directly, without any camouflage, there are certain forms, so to speak, indirect influence on the mass consciousness in the process of propaganda. These include paid journalism, publicity and propaganda 2.0.

The first of them – 'paid journalism' – is a type of ordered, custom-made material. The main purpose of such materials is to create controlled information drives that are carried out in someone's interests [4]. According to Olshansky, "most often, it is positive material about a politician or a party, which is not accompanied by any messages that it is advertising. This type of material looks quite organic in the media and is often perceived as independent judgments or the editorial board's own opinion. This is due to the greater trust of the audience in such materials than in overt advertising" [13].

A slightly different "approach" to increasing the trust of the audience, the mass consciousness to the propaganda materials are implemented using "publicity" – the next form of propaganda influence. Unlike paid journalism, as noted by Korolko, "publicity is information from an independent source used by the media because it has the value of news. This is an uncontrolled method of posting messages in the media, because the source of the message does not pay anything to the press for posting" [10].

Finally, another new form of propaganda, designed to inspire maximum confidence in the mass consciousness, is "Propaganda 2.0". Sometimes when it comes to it, they say "soft propaganda"; sometimes, following Bernays, it is identified with public relations. But this is really a separate, specific kind of propaganda [2]. Although, it should be noted, the problems of such propaganda have not yet found their consideration and definition in sociology.

Pocheptsov, who uses the term most often today, says that "Propaganda 2.0 is propaganda hidden within literature and art, movies and TV series... Propaganda 2.0 is characterized by the fact that its propaganda orientation is not disclosed. If earlier only literature and art were built in such a manner, today news has moved to such a platform" [16].

Considering these three specific forms of propaganda – paid journalism, publicity, propaganda 2.0, it should be noted once again that in contrast to other methods and technologies of propaganda that use (often with elements of manipulation) to "organize", so to speak, purely propaganda in the negative sense of influencing the mass consciousness, they are aimed at carefully and unobtrusively convincing the audience, which is influenced by propaganda, in the real goals and intentions of a particular subject of propaganda.

4 Conclusion

The results of the theoretical analysis of the problems of mass consciousness and the influence of propaganda on it in the process of its appropriate regulation allow ingdraw the following conclusions.

The thesis that the mass consciousness acts as a certain, specific level of social consciousness, which is not reduced to individual, group, universal and "has" certain advantages in terms of the impact of propaganda on it, is defined and confirmed.

It turned out that the main states of mass consciousness are the value orientations of individuals, their cognitive potential, as the main – public sentiment and public opinion.

The analysis showed that propaganda, which has the main function in the processes of influencing the mass consciousness, its regulation, can cause both negative and positive consequences

and acts as a specific non-marketing form of production and transmission of information messages to the public.

The article identifies and briefly describes the main forms of propaganda that affect the mass consciousness and can regulate its state, namely: direct propaganda, paid journalism, publicity, propaganda 2.0.

Literature:

1. Asmolov, G. (2019). *The effects of participatory propaganda: From socialization to internalization of conflicts*. JODS. Available at: <https://jods.mitpress.mit.edu/pub/jyzg7j6x/release/2>.
2. Bernays, E. (2004). *Propaganda*. IG Publishing.
3. Bloomer, G. (1998). *Collective behavior. Psychology of the masses*. Samara: BAHVRAH Publishing House.
4. Borisov, B.L. (2001). *Advertising and PR technologies*. Moscow: FAIR PRESS.
5. Boyko, O.D. (2010). *Political manipulation*. Kyiv: Academvydav.
6. Cull, N.J., Culbert, D., & Welch, D. (2003). *Propaganda and mass persuasion: A historical encyclopedia, 1500 to the present*. ABC-CLIO.
7. Grushin, B.A. (1987). *Mass consciousness. Definition experience and research problem*. Moscow: Politizdat.
8. Isaev, B.A. (2008). *Politics theory. Tutorial*. St. Petersburg: Peter.
9. Keith, J. (2003). *Mass control: Engineering human consciousness*. Adventures Unlimited Press.
10. Korolko, V.G. (2000). *Public Relations Basics*. Moscow: Refl-book.
11. Lillecker, D. (2010). *Political communication. Key concepts*. Kharkiv: Publishing House "Humanitarian Center".
12. Nazaretyan, A.P. (2001). *Psychology of spontaneous mass behavior*. Moscow: PERSE.
13. Olshansky, D. (2001). *Fundamentals of political psychology*. Yekaterinburg: Business Book.
14. Olshansky, D. (2003). *Political PR*. St. Petersburg: Peter.
15. Petrov, O.V. (1998). *Sociological electoral technologists*. Dnepropetrovsk: Art Press.
16. Pocheptsov, G.G. (2017). *Recognition of propaganda and hate speech*. Available at: http://osvita.mediasapiens.ua/trends/1411978127/raspoznnavanie_propagandy_i_yazyka_nenavisti/.
17. Pocheptsov, G.G. (2016). *Meanings and wars: Ukraine and the Russian Federation in information and semantic wars*. Kyiv: Ed. house "Kyiv-Mohylanska Academy".
18. Poltorak, V.A. (2009). *Public opinion. Sociology of politics. Encyclopedic dictionary*. Kyiv: European University Publishing House.
19. Poltorak, V.A. (2011). *Public opinion in the system of political consciousness and political relations. Sociology of Politics: a textbook*. Kyiv: European University Publishing House.
20. Poltorak, V.A. (2000). *Sociology of public opinion*. Dnepropetrovsk: SOCIOPOLIS Center.
21. Public opinion as a social phenomenon. (2021). *StudFiles*. Available at: <http://www.studfiles.ru/preview/4056815/>.
22. Rizun, V.V. (2008). *Theory of mass communication*. Kyiv: Prosvita Publishing House.
23. Rusu, M. L., & Herman, R.-E. (2018). The implications of propaganda as a social influence strategy. *Scientific Bulletin*, 2(46), 118-125.
24. Solovyov, A.I. (2000). *Marketing ways of organizing political discourse. Political communications*. Moscow: Aspect-Press.
25. Sociological Encyclopedia. (2003). *The Encyclopedia in 2 volumes*. Moscow: Mysl, 2.
26. Sociological Encyclopedia. (2008). *The Concise Encyclopedia of Sociology*. Kyiv: Akademvydav.
27. Vasyutynsky, V. (2008). Mass political consciousness as a space for populist manipulation. *Contemporary Ukrainian politics: politicians and political scientists about it*. Kyiv: Ukrainian Center for Political Management, Special issue.

28. Vyshnyak, O.I. (2011). *Mass political consciousness: structure and methods of research. Sociology of politics. Textbook. Part II*. Kyiv: European University Publishing House.
29. Williams, P. M. (2016). *The propaganda project*. Phil W. Books.
30. Zheltukhina, M., Klushina, N., Ponomarenko, E., & Vasikova, N. (2017). Modern media influence: mass culture – mass consciousness – mass communication. *XLinguae*, 10(4), 96-105.

Primary Paper Section: A

Secondary Paper Section: AN, AO

VIRTUAL REALITY IN TRAINING SPECIALISTS OF THE INDUSTRY OF CULTURE AND ARTS

^aOLEKSII ROHOTCHENKO, ^bTETIANA ZUZYAK, ^cOLEG CHUYKO, ^dSVITLANA KIZIM, ^eMARIIA OSPISHCHEVA-PAVLYSHYN

^{a,e}*Modern Art Research Institute of the National Academy of Arts of Ukraine, 18-D, Ye. Konovaltsa Str., 01133, Kyiv, Ukraine*

^{b,d}*Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University, 32, Ostrozkoho Str., 21001, Vinnytsia, Ukraine*

^c*Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., 76000, Ivano-Frankivsk, Ukraine*

email: ^arogotchenko2007@ukr.net, ^bzuzyak@ukr.net,

^cart.trivium@gmail.com, ^dskizim2012@gmail.com,

^epavlishinma@gmail.com

Abstract: The article examines the conceptual foundations of virtual reality in the field of culture and art – both in socio-philosophical and practical terms. The concept and activities of virtual museums in different countries are described in detail and the possibilities of using virtual reality technologies, already tested in modern museums, in training specialists in the field of culture and art, are analyzed. It is shown that virtual reality has the potential to best implement the modern “subject-subject” concept of education in the field of culture and art, developing cognitive skills and creativity of learners.

Keywords: Art, Culture, Learning, Museum, Technology, Virtual reality.

1 Introduction

Virtual reality (VR) is a kind of semblance of the world around us, artificially created with the help of technical means and presented in digital form. The created effects are projected onto the human consciousness and allow experiencing sensations as close as possible to real ones. Back in the 20th century, it became clear that virtual reality has become a stable characteristic of modern society, and information is the basis of intellectual activity and the process of accumulating knowledge [2]. New information technologies have radically changed the sphere of production, public consciousness, and culture in general.

2017 will go down in history as the year when art became virtual. Increasingly more famous galleries and museums are exhibiting virtual reality artifacts. One of the oldest and most respected exhibitions of contemporary art, the Whitney Biennale in New York, is just such a work of the US artist Jordan Wolfson. At the London Sotheby's auction, one could see Salvador Dali's masterpiece “The Transitional Moment” in VR version. In January 2017, the American artist KAWS presented his VR project at the New York Public Library [16].

In turn, the new educational standards set an innovative task for the education system in the field of culture and art: to create such a learning environment that motivates students to independently obtain and process the information received, and exchange it. To solve this problem, it is necessary to develop new pedagogical approaches and technologies that would take into account the changes taking place in life itself, to push the boundaries of the learning environment far beyond the educational institution. However, the comprehension of this new reality in the context of education is slow and not always adequate, especially in the field of art pedagogy. Today, there is an obvious disagreement between education in the field of art and the dominant types of art culture in real life. This often negates the efforts of many art teachers, reduces the professional motivation of future teachers of music, visual arts, theater, and choreography. In this regard, the question of the possibilities and strategies of using virtual reality technologies in training specialists in the field of culture and art seems to be very relevant.

2 Materials and Methods

The communicative space of modernity is fundamentally different from the forms in which it existed in earlier times. Thus, starting from the 70s and 80s, the reality formed by computer and communication technologies enters the life of

people. Researchers of this phenomenon offer many definitions: “virtual reality”, “hyper-reality”, “pseudo-reality”, and so on [20]. In the context of the research topic, the phenomenon of “augmented reality” is also of interest, about which much has been said as a technical innovation, however, it seems that the boundaries of the use of this term are expanding and cover the entire cultural sphere of modern society.

Modern virtual reality is the result of the development of information and communication technologies; it should be considered a new specific sphere of human existence and a special cultural form of spiritual communication between people. All this allows saying that the depth of penetration of virtuality into the cultural and social life of a modern person is colossal and requires serious reflection. As a research strategy, it is advisable to use phenomenological, systemic methods and the method of complex and cultural-contextual analysis. The research methodology is based on the unity of theoretical-analytical and cultural-historical approaches.

3 Results

Currently the activities of the future specialist in culture and art are almost entirely accompanied by computer modeling [18]. Virtual reality has additional features that distinguish it from other manifestations of culture [27].

This approach seems to be more reasonable and fruitful. VR is part of culture, but not all culture is virtual. It is all the more difficult to agree to consider the whole culture as VR [9]. It is noted that people earlier and especially now, within the framework of their normal, very real life, are increasingly communicating with VR [3]. Moreover, individual subjects face with it so closely that they cease to distinguish imitation of reality from it itself. But still, this does not mean that the entire spiritual and material life of people, the entire culture should be considered only as VR. It should be noted that the definition of VR can be applied to the entire culture purely formally. In the culture of each society, there is a lot of relative and random things and phenomena, from a general point of view, optional ones, determined by the subjective predilections of people. However, for each society, its culture, formed due to many objective and subjective circumstances, exists as a single and integral system. People in their mass are forced to submit to it (culture) as an objective reality for them, it cannot be replaced by any arbitrarily created VR. In this sense, culture cannot be identical to VR [12].

Nevertheless, despite the criticism of opponents, there are increasingly more supporters of virtual culture, and the fact that virtualistics is one of the curious directions of modern culture is quite obvious is considered as confirmed. More problematic ones seems to be attempts to give it a leading meaning for the entire modern culture, allowing, as it seems to some, to talk about a qualitatively new stage in the development of society. Of course, the entire culture and the most significant part of virtual reality is inextricably linked directly with a person, his social activity, mental state and consciousness. With certain reservations, it can be noted that culture from the point of view of virtual assessment is based on the contradiction between reality and unreality. In this situation, reality is all the time accompanied and evaluated by what is located around it, while it itself fades into the background.

Digital technologies played a decisive role in the formation of the paradigm of postmodernism and art corresponding to this paradigm, and later the paradigm of post-postmodernism paradoxically caused the acceleration of the process of intellectualization, formalization and “automation” of art, on the one hand, and the spread of intuitive synthetic judgment in science on the other [17].

The changes that have taken place in art, including under the influence of digital technologies, are so significant that they

made it possible to reveal in contemporary art a powerful focus on the virtualization of art practices [25], and to come to the conclusion that in modern conditions, raising the question of art as a whole is aesthetically pleasing, it is incorrect that modern aesthetics deals with four fundamentally different artistic types: traditional (academic, classical, “graceful”), realistic (representative), conceptual (presentational), marginal and electronic (digital, virtual) arts [24]. Experts argue that the “growth” of the trend of “digital virtualization” in art is of particular importance and the future of art lies “in the virtual world of networked spaces” [2, p. 139]. Allowing artists to master the virtual reality of a new, electronic type, digital technologies determined the possibility of designing a new type of art within the framework of actual art – artistic virtual reality [5], and within the framework of aesthetics – the theory of artistic and aesthetic virtualistics with the most important concept of “aesthetic virtual reality” [23].

In such an interesting and difficult time, it is impossible for a traditional museum to work in the old way without introducing any appropriate changes in its work. It is difficult to attract visitors today in the usual ways, because many museums are introducing interactive technologies into their work, thereby reaching a new level of interaction with visitors: the principles and mechanisms of their work are changing, additional interactive activities appear – virtual branches, audio guides, lecture halls, etc. Degree of interactivity of the museum depends on many factors: on its funding, the initiative of its employees, its focus, and includes many manifestations, all of which are aimed at one thing: the most effective involvement of the audience in communication with the museum space to gain personal experience [7].

Virtual museums play an important role in the formation of a single cultural, informational, and educational space, allowing all people to become familiar with cultural artifacts. At the same time, virtual museums promote the development of intercultural dialogue by representing and promoting the cultural capital of their country.

At present, it can be stated that the phenomenon of virtual museums has important properties. First, it always exists in virtual space. Its location is the Internet, but the basis is real exhibits, so it has its own structure. At the same time, each organizer is given the opportunity to choose the structure and organization that is most convenient and visual. Of course, the prototype for a virtual museum is a real museum with its structural organization (exhibits, exhibitions, expositions, storerooms, catalogs, etc.), but each organizer contributes something of his own to create own special virtual museum.

In addition, the virtual museum is based on artifacts and cultural objects of the past, present, and (in some cases) future. When considering the real museum that we are interested in, it becomes obvious that its virtual form is a “new reality”. While a traditional museum is characterized by permanent exhibitions and temporary exhibitions, a virtual one is able to display its exposition constantly only in its development (any exhibition can be presented to visitors for years, their number depends on new ideas, projects; restrictions are associated only with the direction of activity and thematic features of this museum). The emphasis is made on the fact that the virtual museum is autonomous and can exist independently, not depend on the existing museum, and form collections on its own.

A striking example of such a museum that does not depend on a physical site and exists only on the Internet is the Google Cultural Institute. The Institute began its existence in 2011 and has united many sites on its website. Founded as a project that brings together the best art museums, according to Google, the project has grown significantly over the years and turned into a platform that brings together art museums, interesting natural sites, and the most visible objects of street art around the world. The Cultural Institute from Google meets all the requirements for a virtual museum: the visitor is fully able to try the interactive features of the site, walking through the expositions, independently choosing objects for study.

The National Museum of Singapore is currently running an immersive installation called *The History of the Forest*. The exhibition is dedicated to 69 images from the collection of natural history drawings by William Farquhar. They have been turned into 3D animations that visitors can interact with. Visitors download the app and then use the camera on their phone or tablet to explore the paintings [18]. October 2019 for the Parisian Louvre was marked by the opening of the virtual reality exhibition “*Mona Lisa: Behind the Glass*”. This is not just an opportunity to examine in detail the canvas of the genius of art Leonardo da Vinci, but also an opportunity to observe in the smallest detail how the picture has changed throughout the entire time.

One of the examples of the implementation of VR by the Tate Gallery is also of interest: in 2017, using virtual reality, they recreated the studio of the artist Amedeo Modigliani as part of an exhibition dedicated to his work. Visitors could visit Paris a century ago and see the place where the artist once worked [1].

From 2015 to 2018, the Tate Gallery climbed to the fifth place in the number of visitors in the British capital, according to statistics from ALVA, the London Top Tourist Attractions Association. This museum actively implements technology, conducts interactive exhibitions and installations for visitors using VR and other technologies. At the same time, more traditional museums, such as the British Museum and the National Museum of History, only lose visitors every year (for example, in the latter, between 2013 and 2017, there were 1 million fewer annual visitors there) [6]. Statistics show that people are more interested in attending interactive exhibitions, so the introduction of VR helps to attract visitors [5].

Nevertheless, there is a nuance: a virtual museum, in order to be considered a museum (based on the above definition of a museum), should rely on the broadcast of real objects/exhibits. The obligatory nature of this factor helps us to define a virtual museum. So, for example, in the mentioned Cultural Institute from Google, all objects are real”. Perhaps in the future, when virtual museums strengthen their status, this condition will not be so mandatory: for example, a real exhibit will cease to exist for some reason, and its virtual analogue will remain and retain the status of cultural value.

4 Discussion

Based on all that has been said, several features inherent in a virtual museum can be distinguished, which are very positive for use in the learning process [13]:

1. The Virtual Museum is an excellent platform for communication. The Internet site allows creating an accessible environment for feedback, any visitor can leave a wish/review, contact the site administrators and get answers to all questions of interest. In addition, some virtual platforms have their own chat rooms for communication of visitors with each other, drawing up a viewer rating of a particular exposition.
2. Saving time. The convenience of a virtual museum is that the visitor himself chooses the time of visit, and this can be weekends, holidays, and night time. In addition, many virtual museums have convenient and very detailed search engines, which is very convenient when one needs to find a particular exhibit. Even if a real museum is available, one will still need to spend certain resources on the road and search for the required object. In a virtual museum, this problem is solved by a search engine.
3. Availability. To visit the virtual museum, only Internet access is required. Thus, the visitor can experience cultural values anywhere in the world from the comfort of his home or any other convenient place. Most virtual museums are constantly being improved and have mobile versions, so this automatically removes most of the obstacles on the way to a real museum, such as its territorial accessibility, degree of inclusivity.

4. Flexible exhibition environment. The virtual museum is independent of the premises and its technical capabilities. The virtual museum is free to choose its structure, the space of the virtual museum itself differs from the real museum, which sometimes allows going beyond the exposition and creating independent projects in virtual reality.

Historical museums can show how different locations looked many years ago, reconstruct historical cultural monuments, and offer visitors a virtual tour of different eras. Art museums can bring iconic paintings to life; VR technology allows not only to travel through time and gain useful knowledge, but also to build a dialogue between the exposition and the guests of the museum. Literary museums can create virtual films based on the works of authors to whom a particular museum is dedicated, this will allow visitors to get acquainted with the work of writers in a playful way. Architectural museums using virtual reality technologies can recreate the most ancient structures, significant monuments of architecture and architecture, visitors can walk through the created locations and see everything in the smallest details.

Since the entire aesthetic virtual reality of a particular art project is artificially formed by a network artist, contemporary art critics suggest calling it "virtual art" [10]. In addition, given that within the limits of aesthetic virtual reality, two large spaces can be distinguished, differing in the nature of the recipient's aesthetic activity, namely: dynamic and interactive aesthetic spaces researchers suggest distinguishing between presentation and interactive virtual art [21].

In fact, dynamic aesthetic spaces (presentation virtual art), intended solely for their presentation as virtual aesthetic objects, their virtual visit and contemplation, without the active participation of the recipient in their modification corresponds to the so-called "passive" form of virtual reality, within which the user acts as a recipient of information, and interactive aesthetic spaces (interactive virtual art), "designed for active interaction with the recipient, for his creative participation" – an "active" form, within which two-way information exchange is provided, that allows the recipient to influence the virtual environment [25]. Since, along with the passive and active forms, one more, "research", form of virtual reality is often distinguished, within which the user is given the opportunity to choose the information flow due to free movement in the virtual space; one more subspace can be distinguished within the aesthetic virtual reality research, and within the limits of virtual art, one more form is 'research virtual art'. Taking into account the very concept of modern education, which involves strengthening the interaction of the teacher and students, increasing the creative component and independent work of students, it seems expedient to combine all three forms of art of virtual reality in training specialists in the field of culture and art.

One of the basic attitudes of artists and organizers of museum exhibitions is based on the perception of drawing as a process. As conceived, this process can be seen: if to carefully look at the work of artists in virtual reality glasses, one can watch how the work is created by the artist right in front of own eyes (in virtual reality). Somewhere in the virtual space the painter's hand "flies", changing the picture that the visitor sees here and now. This brings the viewers closer to the artist, allows them to look at the work differently and become an accomplice in the creation of the art object. Specially developed software allows artists to draw complex 3D shapes right in the air. For each artist, programmers created personal tools and loaded certain ready-made models into the program [21].

Moreover, there are other interesting projects. The unique project of the Tretyakov Gallery invites to plunge into art using VR technology. One can look into the workshops of Kazimir Malevich and Natalia Goncharova, and then become the main character of Shishkin's "Morning in a Pine Forest" and "The Scream" by Edvard Munch.

The Tretyakov Gallery presents an unusual project that allows not only to get in touch with the works of Kazimir Malevich, Natalia Goncharova, Ivan Shishkin and Edvard Munch, but also to be inside their works, to comprehend the creative methods of great artists. Thanks to virtual reality technologies, viewers can create their own picture in the best traditions of the avant-garde, offer their own interpretation of "Morning in a Pine Forest" and deeply feel the aesthetics of the famous Norwegian expressionist [11]. Such projects can be excellent teaching tools. Sensors are installed in the room, which form the space for creativity. The artist launches a computer drawing program through a special online service using the Internet. Then he picks up joystick brushes, puts on VR glasses and, using a virtual palette, creates a picture in a volumetric space that exists only in a digital environment. Thus, the process of merging the latest modern technologies and art takes place.

It is quite obvious that virtual museums today have already "ready-made" technologies for successful application in the educational process, both in the theoretical and in the practical part.

Today, scientific circles are increasingly substantiating a statement that has been confirmed in practice about the emergence of a virtual civilization and the formation of cyber culture [26]. Culture is understood primarily as all that significant created by people themselves, by humanity. It complements 'natural' nature and is, therefore, rightly called second nature, or humanized nature. The greatest sociologist of the 20th century P. Sorokin characterized culture as a system of values with the help of which society integrates, maintains the functioning and interconnection of its institutions. Explaining the understanding of culture as a set of values and norms used by people, he cites, in particular, a curious example: "In the classroom, the teacher and students are individuals, the totality of these personalities, together with the norms of their relations, constitutes the classroom society, not only scientific and other ideas that they possess and exchange, but books, blackboards, furniture, lamps and the room itself represent the culture of this society" [19, p. 36].

Noting the general axiological characteristic of culture, let us consider the problem of its interaction with the rapidly expanding virtual reality. Recently, there has been a very noticeable tendency to identify virtual reality with the entire human culture and public consciousness as a whole.

In the future, cyberculture has every reason to become a full-fledged culture, having mastered a special virtual – way of understanding and explaining the world. The basis for this conclusion is that this idea itself is gaining increasing recognition in very different branches of theoretical science and practice [12]. In addition, it should be noted that there is also a social need for new ways of explaining the world and mastering it.

The Internet itself today is an unprecedented phenomenon, significant primarily because of its virtual nature: being anarchic in its structure, having no direct governing structures, it nevertheless has a very high degree of self-organization, which is most valuable in our dynamically developing time.

The Internet creates a "virtual community of people", thereby transforming modern culture into a so-called "global village", where there are no boundaries for communication. Paying attention to the fact that the new virtual civilization with its cyber culture and rapidly expanding virtual psychology begins to destroy and replace the new European type of culture, There is amazing fact of the creation in Japan of an entire virtual city with a population of 10 thousand people. The system that simulates the city uses the latest computer graphics to enhance the implementation of the virtual environment [11]. Each computer owner can become a resident of this city by choosing an appearance from the offered 1100 options. Residents of the city marry, have fun, communicate, elect the government, etc.

A slightly different understanding of VR can be observed in Trant: "Virtual reality has additional features that distinguish it from other manifestations of culture. VR is part of culture, but not all culture is virtual [23, p. 372]. People for the most part are forced to submit to culture as an objective reality for them; it cannot be replaced by any VR created voluntarily. In this sense, culture cannot be identical with VR, as it was noted above.

5 Conclusion

Considering all the facts of the combination of culture and virtual reality in the present and the emerging prospects of the future, it can be quite definitely said that humanity is gradually moving from a 'written' culture to a 'screen' culture, from an industrial civilization to a post-industrial civilization informational. Numerous areas of integration of culture and VR are already clearly outlined, they are quite wide and will cover now or in the near future very diverse areas of human activity, including education in general and teaching technologies in particular.

It is interesting to note that the views of postmodernists (J. Baudrillard, W. Eco) regarding the processes of virtualization of the modern cultural and communicative space are extremely pessimistic. In particular, Baudrillard speaks of the end of real reality, which gave way to the reality of simulacra. Hyperreality is one of the basic concepts of the philosophy of postmodernism, expressing the cultural situation when the phenomena of truth, adequacy, reality cease to be perceived as ontologically based and are perceived as phenomena of a symbolic order [8]. In such a semantic space, the phenomenon of reality, according to postmodernists, acquires the characteristics of hyperreality, within which the original and the copy (fake) coexist in the same cultural context. Thus, postmodernism takes a person out of the dictates of one particular culture: the transcultural world is not located in the directory zone in relation to the existing cultures, but simultaneously inside all of them. Hyperreality in the views of postmodernists can be assessed as a culture's reaction to its own simulation: the processes of mimicry, simulations lead to the falsification of the very desires of a person, having a tremendous impact on his psyche [5].

However, it is difficult to agree with this opinion – virtual reality is not a simulacrum, but a legitimate fruit of cultural creativity, directly related to value instances and even to ideal absolute reality.

Most definitions of teaching methods emphasize that this category includes both the activities of the teacher and the activities of the student: "The teaching method is a system of sequential interrelated actions of the teacher and students, ensuring the assimilation of the content of education" [19, p. 22]. In our opinion, modern information tools for presenting educational material are so specific and developed that they produce qualitatively new properties of the content of education, which were not contained in traditional methods. VR radically transforms the principle of visibility, creating a semblance of real objects through information modeling. As a result, the student receives almost the same (or stronger) personal experience in visual, auditory, tactile, olfactory perception, in the implementation of actions, as in real interaction with similar situations.

In teaching, through the use of information systems, the subjectivity of both the teacher and the student is sharply increased, the boundaries of the implementation of the principles of visibility and accessibility, inclusive learning, the connection between learning and life, and the potential of emotional impact on the student are expanding. These and other features of VR methods and program-informational training allow speaking of them as dominants in the implementation of subject pedagogy. The essence of subjective pedagogy lies in the fact that the educational process is viewed as the interaction of not subject and object but two subjects – a teacher and a student. The main object of pedagogical activity is the subject. The goal of subjective pedagogy is the formation of a subject in cognition,

learning, objective activity, experience, interpersonal and social relations, etc. In subjective pedagogy, the task is to form a student as a full-fledged subject of life with his self-regulation, self-determination, self-determination, self-education (continuous education) at all stages of life way [14]. VR images, when they are included as content, a component of a task, have a significant effect on increasing creativity, stimulating the process characteristics of thinking, which is critically necessary in teaching in the field of culture and art.

Literature:

1. Boldyreva, N. (2018). *Exploiting the potential of virtual reality. Innovative practices in museums*. GRIN Verlag.
2. Caarls, J., Jonker, P., & Kolstee, Y. (2009). Augmented Reality for Art, Design and Cultural Heritage – System Design and Evaluation. *EURASIP Journal on Image and Video Processing*, 3. DOI:10.1155/2009/716160.
3. Carrozzino, M., & Bergamasco, M. (2010). Beyond virtual museums: Experiencing immersive virtual reality in real museums. *Journal of Cultural Heritage*, 11, 452-458.
4. Ching, E., Cai, Y., & Thwaites, H. (2018). Special Issue on VR for Culture and Heritage: The Experience of Cultural Heritage with Virtual Reality: Guest Editors' Introduction. *Presence*, 26, 3-6.
5. Choi, D., Dailey-Hebert, A., & Estes, J. (2016). *Emerging Tools and Applications of Virtual Reality in Education*. IGI Global.
6. Dragicevic, M., & Bagarić, A. (2019). *Virtual Technology in Museums and Art Galleries Business Practice – The Empirical Research*. In: Tipurić, Darko Hruška, Domagoj (Eds.). 7th International OFEL Conference on Governance, Management and Entrepreneurship: Embracing Diversity in Organisations. April 5th - 6th, 2019, Dubrovnik, Croatia, Governance Research and Development Centre (CIRU), Zagreb, 175-183.
7. Drotner, K., & Schrøder, K. (Eds.) (2013). *Museums Communication and Social Media*. Routledge: New York.
8. Evans, L. (2019). *The Re-Emergence of Virtual Reality*. Routledge.
9. Freeman, A., et al. (2016). *NMC Horizon Report: 2016 Museum Edition*. The New Media Consortium: Austin.
10. Geroimenko, V. (2014). *Augmented Reality Art: From an Emerging Technology to a Novel Creative Medium*. Springer.
11. Geroimenko, V. (2021). *Augmented Reality in Tourism, Museums and Heritage: A New Technology to Inform and Entertain*. Springer.
12. Guazzaroni, G., & Pillai, A. (2019). *Virtual and Augmented Reality in Education, Art, and Museums*. IGI Global.
13. Gutowski, P. (2019). Development of Virtual Museums in Poland. *Studia Periegetica*, 3(27), 9.
14. Kaser, D., Grijalva, K., & Thompson, M. (2019). *Envisioning Virtual Reality: A Toolkit for Implementing VR in Education*. Lulu.
15. Nechvatal, J. (2009). *Towards an Immersive Intelligence: Essays on the Work of Art in the Age of Computer Technology and Virtual Reality (1993 - 2006)*. Paris.
16. Parker, E., & Saker, M. (2020). Art museums and the incorporation of virtual reality: Examining the impact of VR on spatial and social norms. *Convergence*, 20, 1-15.
17. Pop, I., & Borza, A. (2016). *Technological innovations in museums as a source of competitive advantage*. In Proceedings of the 2nd International Scientific Conference SAMRO, Sibiu, Romania, 14-16 October 2016, 1, 398-405.
18. Rohotchenko, O., Zuziak, T., Rohotchenko, S., Kizim, S., & Shpytkovska, N. (2021). Graphic design in the professional training of future specialists. *Ad Alta: Journal of Interdisciplinary Research*, 11(1), Special Issue XVIII. Available at: http://www.magnanimitas.cz/ADALTA/110118/papers/A_24.pdf.
19. Setiawan, P.A. (2021). *Delivering cultural heritage and historical events to people through virtual reality*. IOP Conference Series: Earth and Environmental Science, 729. doi:10.1088/1755-1315/729/1/012111.

19. Sharma, P. (2005). *Modern Concept of Education*. Routledge.
20. Shehade, M., & Stylianou-Lambert, T. (2020). Virtual Reality in Museums: Exploring the Experiences of Museum Professionals. *Applied Science*, 10, 1-20.
21. Sirazhiden, D. (2020). *VR and AR technologies in the modern cultural space and their role in environmental education*. E3S Web of Conferences, 217. <https://doi.org/10.1051/e3sconf/202021708002>
22. Styliani, S., Fotis, L., Kostas, K., & Petros, P. (2009). Virtual museums, a survey and some issues for consideration. *Journal of Cultural Heritage*, 10, 520-528.
23. Swift, R., & Allat, D. (2016). *Virtual Reality in Education: Oculearning: Our Path to Reality*. Activado.
24. Trant, J. (2009). Emerging convergence? Thoughts on museums, archives, libraries, and professional training. *Museum Management Curatorship*, 24, 369-387.
25. Tzanavari, A., & Tsapatsoulis, N. (2010). *Affective, Interactive and Cognitive Methods for E-Learning Design: Creating an Optimal Education Experience*. IGI Global.
26. Wang, B., & Liu, Y. (2019). The Research on Application of Virtual Reality Technology in Museums. *Journal of Physics*, 1302, 42-49.

Primary Paper Section: A

Secondary Paper Section: AL, AM

PASTORAL IN INSTRUMENTAL AND VOCAL MUSIC 18-21 CENTURIES: GENRE INVARIANT AND PERFORMANCE

^aLIUDMYLA SHAPOVALOVA, ^bMARIANNA CHERNYAVSKA, ^cNATALIYA GOVORUKHINA, ^dYULIJA NIKOLAIEVSKA

^{a-d}Kharkiv I.P. Kotlyarevsky National University of Arts, 11/13, Constitution Sq., 61003, Kharkiv, Ukraine
email: ^arefleksia@ukr.net, ^bpianokisa@gmail.com, ^cgovoruhina_n@ukr.net, ^djulia310873@gmail.com

Abstract: The article presents two aspects of revealing the theme of pastoral the emblematic genre of the Baroque and Classicism epochs in the subsequent musical and historical context: typological which made it possible to collect a summary genre portrait, or a structural-semantic invariant of the genre; axiological indicates the degree of actualization of the genre in the context of the performing practice of musical culture of the twentieth century.

Keywords: Flute, Genre invariant, Harpsichord, Instrumental music, Performing interpretation, Programming, Semantics of pastoral in music, Vocals.

1 Introduction

Images of nature represent an “eternal theme” in the musical art of Western Europe in the 17-19th centuries, embodied in various genres in diverse national-style variations. At the same time, the images of nature as an objective reality of the world are a difficult object for reflection by means of music due to the fact that the objective (external) world does not constitute a dominant of its onto-sonological capabilities. It is believed that music is the art of a person's inner experiences, the world of psychology.

Among the variety of musical pieces with program names, there is such a sphere of sound description of nature, which attracts the attention of a researcher with a special genre “code” of human behavior this is pastoral. Its actualization, firstly, is associated with the tendencies of the time. Recently, open air concerts, established during the Baroque era, have become increasingly more popular. Taking into account the realities and challenges of the time, many music-making traditions are being revised in favor of abandoning the closed space of concert halls. In his interview to the Milestones of the Millénium program, landscape architect John Dixon Hunt, who is engaged in the design of park design for outdoor concerts, confirmed the unquenchable interest of modern people in pastoral, expressing the opinion that it was “the desire to escape from the civilized world that made pastoral music a public favorite topic for a long time” [8].

Secondly, in this genre name, the main thing is not so much the external vision of nature in its various forms, but the internal being, the spiritual kinship of nature and human as the crown of nature and, at the same time, closely connected with the creator. The generally accepted meaning of the appearance of the pastoral in the world of Western European art is a reaction to the relationship between human and nature, the idealization of the latter as a perfect way of life (the prototype of Paradise on earth). In other words, the poetics of the genre in its European cultural archetype is a conventional picture of the image of a person in the bosom of nature in the light of admiration and worship of it.

Finally, there is a third concept. “Music is also nature: it is the embodiment of purely dynamic, non-physical, non-material principles that make up an integral element of nature” [17]. The thought of G. Orlov, in the development of which another definition of music is born, that is important for the disclosure of the research topic: music is a semantic model of a person. Hence the hero of the pastoral appears in the mythological image of a shepherd (shepherdess) as the personification of a person close to the ideal.

2 Literature Review

The history and theory of pastoral has been studied in detail by researchers from different countries. Its uniqueness lies in the longevity of its existence: “only the recorded history has 23

centuries” [10, p.3]. As it is known, the first examples of pastoral appeared in ancient times, continuing to attract poets, writers, musicians, scientists for centuries. Since the pastoral originated in the syncretic art of Ancient Greece and Rome, its musical branch is still influenced by “related ancestors”, which makes it logical to use an interdisciplinary approach when studying this phenomenon.

A long path of development and numerous “rebirths” in changing eras and national cultures contributed to the emergence of various interpretations of the pastoral in the art of music. An important topic that gave rise to the discussion was the attitude to the genre definition of the pastoral in music. Let us turn to the well-known music encyclopedia Grove Music Online, an expanded section on pastoral in music, where authors [4] represent a range of different opinions of authoritative scholars. Similar reviews can be found in other works [10; 27, etc.].

The degree of insufficient study of the genre history of the pastoral confirms the presence of its varieties and “mixes-fusions” with other semantic influences of lyrics, drama and even epic (the authors of the article on pastoral in the literary encyclopedia point to the fact that in 1666 Moliere wrote a heroic festivities held under King Louis XIV).

One of the controversial issues was the definition of pastoral as a genre, since the very understanding of this phenomenon often goes beyond the usual understanding of the genre [4], forcing to call it a tradition. “The method of identifying a complex of uniform formalized features does not work in relation to a genre that is so diverse and changeable over the course of a long history” [10, p.3]. For example, Bryan Loughrey in *The Pastoral Mode* refers to pastoral as fashion, not style and genre [12]; his opinion is supported by Paul Alpers in *What is Pastoral* [1] and Grahame J. Lavis, who expresses a similar point of view in *Pastoral Modes in the Poetry and Prose Fiction of W.G. Sebald* [11].

Sakalo compares the scale of the pastoral in the Western European tradition with the vertical vector that permeates the cultural space from the myths of the creation of the world to the present, considering it an artistic phenomenon of a meta-genre nature [25]. If Paul Kane distinguishes the pastoral modus, which expands the boundaries of the genre and makes it possible for pastoral to “move through many genres” [26], then Korobova uses the term “musical modus of pastoral” (both in the sense of a high degree of musicality, genetically inherent in this genre, and as a way of the genre's existence in its musical forms, in which a purely musical image of the pastoral genre crystallizes” [10]). The aforementioned scientists [4; 10; 27] agree that that pastoral is not just a genre, but an intra-genre system, exceptional “in terms of the breadth of expansion into the spheres of various arts, having both extra-musical and purely musical projection” [10]). Its semantics is a complex that idealizes the 'shepherd' theme, perceived “from the point of view of the city, as a rural plot, in which one can discern the underlying contradiction between city and village” [27, p. 40].

The pastoral is called a universal myth created in European culture, the basis of which is “a poetic vision of human existence in its integration into the nature of a harmonious world with an emphasis on the idealistic perspective of perception of this existence” [10, p. 24]. At the same time, the specificity of the pastoral was manifested not even in the invariability of its imagery, plots, and, most importantly, the ideological and semantic constant: the poetic modeling of the image of an ideal person as an integral part of the world of harmonious primordial nature. According to Sakalo, “the most important is the stage of development of each cultural epoch and in what function the pastoral was in demand” [25, p. 507]. As a result of the change in ideological and semantic accents, the pastoral from the objective ideal substance of the material world created by God

has turned into an element of the subjective artistic system of the romantic creator. The change led to the loss of the original stable content-semantic paradigm and the acquisition of qualitative characteristics of the means of the individual artistic system by the pastoral.

There is an established parallel between pastoral and idyll (Schiller, 1800) and the “mode of experience”, emphasizing its psychological expression. The opposite is the opinion of William Empson, who views the pastoral as a symbol of a hypocritical picture of an unjust society. To the pretense of traditional pastoral, he opposes realistic (or parody) pastoral, which gives “a natural expression of the feeling of social injustice” [7, p. 17]. The manifested vulgar sociological view emphasized how far the original meaning of the cultural archetype of the pastoral (stored in its etymon) has gone in such ideas about the content of the genre in the secularized culture and science of the twentieth century.

3 Materials and Methods

Among the constants of the composer's embodiment of natural phenomena, the dominant place is occupied by sound visualization, understood as the following:

- The programmatic principle of the structure of the cycle of compositions on the theme of “seasons”: from the orchestral suite by A. Vivaldi to the piano cycle by P. Tchaikovsky and pieces by A. Piazzola for bandoneon);
- Plein air on the water seascapes (marinas): Music on the Water by Handel; Scheherazade by Rimsky-Korsakov; the theme of the sea from the introduction Island of the Dead by Rachmaninoff); the water surface of the lake (Magic Lake by Lyadov); spring streams, fountain jets;
- Natural phenomena of sound-spatial nature (thunder, waterfall); for example, Beethoven's Sixth Symphony; J. Massenet Poème pastoral (Pastoral Poem), words by J. Florian and A. Sylvester);
- Musical ornithology: the voices of birds as the logos of nature.

The purpose of the study is to identify the structural and semantic invariant of the genre in the dynamics of the Pastoral human image: from genesis in the art of Baroque and Classicism, through the stages of transformation of the Cartesian picture of the world, to the revival of the biblical view of nature in the works of the twentieth century.

4 Results and Discussion

The semantics of the pastoral should be defined in two perspectives: typological (a set of means of musical expression that make up the structural-semantic model of the genre) and in socio-cultural dynamics.

4.1 Typological Discourse

The sound image of the pastoral is based on a human voice and a shepherd's flute, a soundscape, birdsong, and the murmur of a stream. Everything is in complete harmony, goodness and peace. According to Jeffrey Hopes, in the sound image of the pastoral, “not the sounds of the song of the muse, the flute of the shepherd, the song of the nightingale, the echo of the cave or the murmur of streams are important, but their awakening as an essential environment in which the original pastoral voice is embodied as an expression of itself” (Hopes, 2017). The ratio of “human” and “natural” components” [10, p. 26] reflects the most important quality of the semantic invariant of pasteurality. Both components the author writes can be abstracted or concretized to varying degrees: “Human” component through national and social attribution of primary genres, quotation; “Natural” through sound-imaging detail (ibid.).

The outward signs of the pastoral are associated with the gallant style this is the grace of postures, graceful movements, restraint in the manifestations of feelings, chastity of the soul and bodily beauty. The inner content of the genre is associated with spiritual

content. If to put all the pastoral images and motives in European music of the New Time into a certain system, a huge array of material appears, which is associated with showing a person in the bosom of nature and reflecting his feelings in this regard. For example, The Seasons by Antonio Vivaldi, sonata Pastoral for harpsichord by Domenico Scarlatti, Pastorals for harpsichord by F. Couperin (for example, Les Bergeries), for oboe and piano by B. Godard, for voice and piano by Stravinsky, Sincerity of the Shepherdess (inserted act) for the opera The Queen of Spades by P. Tchaikovsky; Symphony No. 2 Space Pastorals by Valentin Silvestrov (created in 1965, presenting the space of the secret and unexplored space), etc.

The artistic essence of the musical pastoral, its figurative system is determined by many factors, among which the “constant sources of the musical and extramusical range, which form the etymology of the pastoral meanings” [3], acquire great importance. The musical sources of the intonational vocabulary of the pastoral include “nomadic” timbres-images of musical instruments and plot-situational signs that embody “music-making scenes”; to non-musical: intonations of plastic origin; figurative and plot-situational signs of theatrical nature; ornamental structures. The images of musical instruments are of great importance in the intonational vocabulary of the musical pastoral, being “those lexical elements of the idyllic language that, depending on the context, bring semantic and emotional shades into the content of the musical text” (ibid.).

The historical tradition of musical pastoral is associated with the playing of authentic shepherds (“carmen pastoral”, according to Virgil, comes from the “bucolica ode” of Theocritus). The Christmas pastoral was associated with the playing of “Italian shepherds (pifferari), who were recorded as playing the noise (piffero) and bagpipes (zampogna) at Christmas in cities <...>, this music could be cultivated in the 17th century and was imitated in these and later pastorals” [4]. The pastoral musical tradition has formed not only a timbre and instrumental topos (Korobova), but also a figuratively emotional topos with a characteristic complex of expressive means, such as a three-beat rhythm (most often 3/8 or 6/8), phrasing symmetry, parallel movement of voices in third, sustained humming bass, etc. This pastoral complex turned out to be surprisingly stable, passing through the centuries: from the syncretic model of the ancient eclogue, through the theatrical-dramatic branch of the musical pastoral of the New Age (15th-16th centuries), the dramatic pastoral of the Renaissance, continuing its development in the musical-theatrical, chamber-vocal, ballet music, actualizing in the 18th century georgics, pastoral troubadours, meditating in the Christmas church pastoral, preserving the fragile “pastoral oasis” [4] in the era of romanticism, getting a new breath in the twentieth century and refracting into flourishing in the variety of stylistics of modern music.

The structural-semantic invariant in pastoral presented in the study was developed on the basis of analytical modeling of examples of modern presentation of chamber-vocal and instrumental music by Western European and Eastern composers. Among the main parameters, the following should be mentioned:

- Tempo (designation) is at the same time determining the state of a person's soul;
- Theme-melody (song, contemplative) the semantics of peace, harmony with the surrounding world; the voice of a person as the voice of the Soul, while the flute, lute, harp (Aeolian harp), these timbres of man-made instruments (aerophones and chordophones), personify the speaking nature, its spirit;
- Metro rhythm as a rule, dancing (because dance is a synonym for divine order, subordination of the vertical of the sky and the vale earth). The organization of time and space is the highest law of hierarchy, which is justified by the creator, and music is the highest confirmation of this;
- Choice of key – very often it is F-dur, G-dur, D-moll;
- Timbre and register characteristics of the pastoral in the spatial perspective of the external world and related features

of the interpretation of this music (special psychological attitudes).

The most striking instruments associated with pastoral semantics are the wind instruments, and in particular the flute, which has been observed throughout the history of its existence. In the twentieth century, the traditions of the new pastoral flute semantics are associated with the work of Debussy, who brought a bright mythological beginning. In general, musical pastorals of the 20th century, directly related to natural idyll, poetic enchantment, illusion and grace, freedom and improvisation, are not only an idyllic image, but, to a greater extent, a person's view of nature, which is constantly changing and striking. In this work, the composer used the flute as a symbol of the Faun's image, it is filled with emotionality, sensuality, bliss (due to the lower register, which traditionally conveys mythical images), the use of drawling notes and the legato stroke, which convey an enchanting atmosphere. In another composition *Syrinx* for solo flute, pastoralism turns out to be doubled by the desire to "reproduce beauty" and the composer managed to create his own fantasy atmosphere, where everyone's imagination can go its own way. The piece uses the middle and low register of the instrument, the dynamic range does not go beyond the *mf*, while the performer is expected to demonstrate the brightness of dynamic expressiveness.

Claude Debussy's experience found its continuation. Thus, Arthur Onneger used the flute in the work *Dance of the Goat* to convey a mythological image, using the technical capabilities of the instrument, such as a rich timbre of a low register, wide leaps, sharp and staccato rhythm. Jules Mouquet in the work *The Flute of Pan* showed the flute in 4 images – Pan, birds, nymphs and Shepherds – for each finding special expressive and technical capabilities of the flute (register saturated with timbre and thick sound paint – for the image of Pan, melodic trills and gentle passages, emotional and lyrical motives – to convey gentle images of nymphs).

If we turn to the flute works of 20th century composers, we can find a rather stable pastoral complex [6], because despite the different semantic roles, it turns out to be the most stable, since the flute is most of all associated with the moods of the idyll. In the work of many composers, from the perspective of this type of semantics, the techniques of echo are used, imitation of the singing of birds, the voices of nature, the noise of the wind, the murmur of water, etc. In the shaded palette, this is expressed in a variety of stacc., the use of frullato, very rare varieties of sound marking, the desire for coherence, the duration of a melodic line or passage. The use of contrast dynamics and a variety of "quiet" dynamic nuances ("p", "pp", "ppp") are also associated with the programmatic concept (plein air, pastoral).

The pastoral complex of the flute role is vividly represented by such a work by Sofia Gubaidullina as *Sounds of the Forest* for flute and piano. First of all, the upper register of the instrument is involved here. The initial rhythm-intonation sounds in a roll call with the piano part, immediately creating the image of a "roll call of birds". It seems to "unwind", gradually incorporating a sufficiently large range, which creates the effect of the swaying wind. A particularly vivid image appears against the background of the tremolo at the piano: the flute plays triplets on one sound, as if imitating the sound of a woodpecker. A similar complex is observed in the work *Landscape* by Vladimir Rotaru, Pastoral by Edison Denisov. The first piece is of free construction, improvisational content (tempo rubato), written without bar lines and in a free metric. The basic intonation (sonoro) develops in the process of development, expanding the boundaries of sound. The work uses fermata (hovering on individual sounds), whimsical rhythm and, moreover, mainly the middle register of the instrument. The thematicism of the play is rather "blurred", it is like a "sketch" of a landscape. E. Denisov's Pastoral uses grupettos, trills, mainly medium and high registers, and many fioritures among performing instruments.

Pastoral semantics are often nationally colored, which is vividly embodied in the works of Chinese composers of the 20th century. For example, in Guo Wenjing's concert *Sadness in the Desert Mountains* for the Judy flute with an orchestra of Chinese traditional instruments, the coloristic side of the sound is associated with the sounds of nature, the spirit of the mountainous area (Chongqing, Sichuan province), which is emphasized by different tessitures of the Judy part (low, middle high register), the technique of continuous breathing, rapid repetition of sounds (Double tonguing), double staccato. *Sun Rays on Tianshan Mountain* by Huang Huwei for flute and piano is even more of landscape nature. Thus, the figurations in the ascending movement in the introduction for the piano and the tremolo for the flute are nothing more than a depiction of the sunrise. The composer draws a picture of the sunrise as if by musical means. The intonation specificity of the named works fully reflects the national specificity (the use of pentatonic scale, the desire for medium and high register, which corresponds to the poetics and philosophy of Chinese art). Different registers of the flute differ significantly in the nature of the sound: the lowest one is mysterious and "glassy", the middle one is light and poetic, the upper one is distinguished by brightness and brilliance, and the highest one is piercing, which should be taken into account in the performance of works by Chinese composers.

Thus, the voice of the flute is so diverse in its timbre colors and technical capabilities, thanks to it, it is possible to express pastoral semantics and the whole gamut of feelings and emotions.

In vocal music, pastorality is recreated by its own complex of means, but it is primarily associated with tempo, rhythmic and modal characteristics. Thus, in the well-known Chinese folk song *Song of the Shepherd* (Pastoral), the slow pace of the story is reflected precisely in the slow pace, the predominance of large durations, and the variability of the melodic line. Rhythmically, the finalis draws attention: the smooth movement of the melody is disturbed by the figure "two sixteenths and a quarter with a dot" – the so-called "reverse dotted line", which creates syncopation. Thus, the rhythm of the Shepherd's Song, on the one hand, is quite simple, on the other, it is distinguished by the internal variant transformations of the same rhythm-formulas. The scale of the minor pentatonic scale from the tones *h* and *e* in the first part of the verse and the scale of the major pentatonic scale from the tone *g* in the second part is the fret basis of Shepherd's Song.

An interesting example is Pastoral by Igor Stravinsky. Thus, the introduction is stylized as "tuning" and "acting out" of a small ensemble, which is expressed by the composer in clear functional lines of the accompaniment (which contain both a certain bass and an ornate and graceful melodic line). In the vocal part, the composer uses vocalization (chanting "a-a", "a-y"), which allows interpreting the voice, on the one hand, as a member of the ensemble on a par with the instruments, on the other, as something "angelic".

4.2 Axiological Discourse

The pastoral is based on an important philosophical theme of the relationship between nature and human, the interpretation of which refers to the fundamental ideological concepts associated with the "picture of the world." The key factor in this dyad is the position of human in relation to nature. Who is human – the ruler of nature or one of its types, to what extent can a person interfere with nature? The answers to these questions formed two worldviews – anthropocentrism and nature-centrism. Thus, representatives of the first direction formed a system of views, according to which human is the highest stage in the creation of nature, he is "the center of the universe, the beginning of being and knowledge" [2]. This type of "effective" world outlook has been known in Western European society from the Renaissance to the present day.

Another type of outlook – nature-centrism – defines a person as a part of nature, therefore all living beings live and develop according to its laws. Such views formed the basis of the ancient

ideological attitudes of Eastern philosophy and spiritual practices, where “Taoism, Confucianism and Buddhism have very specific intersection points, since they are all based on the knowledge of the unity of nature and man” [30, p. 7]. In Europe, the nature-centered worldview originates from the ancient philosophers Leucippus and Democritus, and starting from the 17th century it is transformed into sciencecentrism, focusing on the need for human to understand the laws of nature, and, finally, in the second half of the 20th century, it finds itself in ecocentrism.

If we compare the views of Eastern and Western philosophers representatives of nature-centrism, one can notice a significant difference in their views. In China, “the measure of all things was not man, but nature, which is infinite and, therefore, unknowable. In the ancient beliefs of the Chinese, any objects of nature were deified: trees, stones, streams, waterfalls. Religion was considered an art of living, and a contemplative attitude demanded a complete and humble fusion unity nature” [22, p. 122]. In the works of the ancient Chinese philosophers Lao Tzu and Chuang Tzu, a pantheistic interpretation of Taoism [21] is presented, according to which the divine spiritual principle, existing in unity with nature, lies at the basis of the universe. Western philosophy of nature-centrism denies teleology (goal-setting), it is strictly causal, and recognizes only natural causal determinism. Therefore, it turns out to be possible to combine hard necessity at the micro level and a large element of randomness at the macro level. In nature-centered discourse, the spiritual substance of the cosmos is denied; the idea of the unity of the micro- and macrocosm disappears; not only the cosmos is objectified, but also human himself. The spiritual connection of a person with the cosmos is broken, the human soul is recognized as mortal and can exist and function only in the human body [13, p. 177].

It is not surprising that in the European cultural tradition a person had no choice but to create his own ideal world, a wonderful corner of nature, in which he would be happy and protected from the harsh realities of life.

The starting position in the study of pastoral in music anthropocentrism (“how a person thinks of himself and the world such music is”) can be revised (rethought) from the standpoint of theological interpretation of nature as heaven on earth. Hence the role of symbolic structures in the language of music (the semiotic approach in its connection with the spiritual analysis of the human image). Through the prism of pastorals in various musical genres and styles (opera, vocal and piano music), one can hear the historicism of musical ideas about the Beauty of the world in the realities of European culture, which is still sounding, alive and relevant for a person of the 21st century.

For a musical pastoral, “the idyllic has become one of the most representative figurative and emotional toposes” [9, p. 220]. The poetics of the pastoral approaches the contemplative philosophy of the East, which makes it possible for the subject to dissolve his (Self) in the Universe, having rested in body and soul.

Thus, the musical semantics of the pastoral should be understood somewhat broader than the etymon generally accepted in the scientific community (in translation from French, “pastoral” is “rural, shepherd’s life” from the Latin *pastoralis*). In European music, this genre took root in the imitation of ancient poetry (Virgil *Eclogi*, which was later echoed by Petrarch, Boccaccio, T. Tasso). Its genesis, of course, has pronounced theatrical roots, which is no coincidence that for depicting pastoral scenes and plots, a space is needed, within which a pastoral way of life is formed with its hierarchy of life values, in the “nature – human” system. Here, the criterion of aesthetic and ethical is important when evaluating the semantics of the pastoral in music (especially instrumental, not “tied” to the poetic word). Such a criterion is the spiritual etymon of the term “shepherd”, behind which the sacredness of the name of Christ and the entire Christ-centered culture of Western Europe is hidden. Bach’s cantata *Du Hierte Israel* (“You are the shepherd of Israel”) is an ideal example and evidence of the fidelity of this thought.

Of course, the musical language of the pastoral embodiment for today’s listener is full of vague symbols, associative allusions and hidden allegories, which have generally lost their Christian overtones: the shepherd is no longer Christ, but an allegory of a person’s correct life. The beautiful shepherdess is a symbol of a woman’s gallant lifestyle instead of the Mother of God, an icon of earthly purity and beauty.

5 Conclusion

An analysis of current creations of the Pastoral genre today (both in vocal and instrumental music) has confirmed the relevance of their semantics for modern man, which consists in the revision of the prevailing clichés of secular ideas about pastoralism as about kitsch (outdated anachronism, mannered and sugary life) and the substantiation of the spiritual meaning of the pastoral in the musical art of the New Age. Pastorals are often credited not with beauty, but with prettiness, a corny outer shell, and not the essence of the greatness of true Beauty. Is it so? In our opinion, this is not the case in music. Although in the paintings of the French painters Watteau, Francois Boucher, J. Fragonard, the beauty of the body (bodily) prevails – the external beauty of the interior (the artful world), in musical works with the same name by the French composers F. Couperin, J.-B. Veckerlain, J. Massenet and many others who made stylizations on the “pastoral style” of past eras (Bastien and Bastiena by Mozart or his *Mass in G-dur*, Pastoral, Berlioz *Scene in the fields* from *Fantastic Symphony*, Tchaikovsky *Sincerity of the Shepherdess* from *The Queen of Spades*, A. Glazunov’s ballet *The Young Lady-Peasant*) the cult of Beauty reigns in the unity of the bodily (hence the ballet or dance) and spiritual life of human.

When we, performing the works of masters of old eras, think about what the pastoral means today, from the point of view of a person of the 21st century, then, we understand that between them and the present (conditionally “here and now”, in the words of M. Mamardashvili), there is a huge gap in perception. This problematic situation indicates a reassessment of the values of human culture in the mirror of the pastoral – it is like the discovery of another life within the familiar picture of the world, which constituted the axiological (value-ethical) discourse of research. This vector constitutes the value-ethical meaning of the pastoral in the postmodern consciousness of modern culture.

Pastoral is a characteristic image of a person in European music with a rich semantic spectrum of meanings. Moreover, the pastoral in music is different than in painting. Summing up the main meanings in a system, we get the semantic horizon of the genre in the fundamental ontological perspective ‘human – nature – God’.

The main functions of the pastoral in the onto-sonor dynamics of the genre-style picture of Western European music are as follows:

- Nature as an image of paradise (human is in harmony with the world and himself, for this is the divine order);
- Art of stylization, reaction to the idealization of the past. Indeed, in the music of subsequent eras, the pastoral loses its religious meaning and passes into the category of the art of stylization, imitation of the past. In the music of J. Haydn, W.A. Mozart, L. Beethoven, Schumann, this is no longer a theocentric picture of the world, but a “Cartesian illusion”, variations on a “dream” about an unfulfilled life, colored in light tones of nostalgia for what has been lost.
- The role of the lyrical “Self” of a person, without which the fullness of being is impossible (psychologization of the poetics of the genre), is presented in the works of romantic composers (especially representatives of national schools). In the cyclical form of a large chronotope (for example, in the concept of Handel’s oratorio or Beethoven’s symphony, as well as instrumental concerts and suites, vocal cycles), the pastoral becomes a symbol of the lyrical relaxation of the hero suffering from the imperfection of human society. Sometimes these pictures of nature receive a national faceting: for example, Pastoral from *Arlesienne* by J. Bizet,

piano Pastoral by E. Granados; Lesya Dychko vocal pastoral Signs of Spring (from the cycle Nezhazna Zorya on Ukrainian poetry).

In general, thanks to the musical emanation of the Pastoral Human image, the pastoral genre appears in dynamics from the mytho-poetic genesis through the stages of Cartesian illusions and earthly dreams to the reception of the biblical view of nature as Paradise on Earth (paradise). This is the vitality of the pastoral as an “eternal leitmotif” of European culture, moreover, the primary cause of Beauty as the prototype of the world (archetype) and the relevance of the pastoral in our days.

Literature:

- Alpers, P. (1986). *What is Pastoral?* Chicago: University of Chicago Press.
- Anthropocentrism. (2020). *Encyclopedia "World History"*. Available at: <https://w.histrf.ru/articles/article/show/antropotsentrizm>.
- Asfandyarova, A.I. (2003). *Intonational vocabulary of pastoral images in the themes of J. Haydn's piano sonatas: author*. PhD thesis in Arts. Ufa.
- Chew, G., & Jander, O. (2001). *Pastoral [pastorale]* (Fr. It. pastorale; Ger. Hirtenstück, Hirtenspiel, Schäferspiel, etc.). Printed from Grove Music Online. Available at: <https://www.oxfordmusiconline.com/grovemusic/view/10.1093/gmo/9781561592630.001.0001/omo-9781561592630-e-0000040091>. DOI: <https://doi.org/10.1093/gmo/9781561592630.article.40091>.
- Davydova, V. (2007). *Music for flute by Russian composers of the second half of the twentieth century (on the example of concert and sonata genres)*. PhD thesis. Volgograd.
- Davydova, V. (2021). “I am a flute”: about one facet of the image. Available at: <http://www.21israel-music.com/Floete.htm>.
- Empson, W. (1935). *Some Versions of Pastoral*. London: Chatto & Windus.
- Hopes, J. (2017). *The sounds of early eighteenth-century pastoral: Handel, Pope, Gay, and Hughes*. Available at: <https://journals.openedition.org/area/5741?lang=en>.
- Korobova, A.G. (2011). *Modern man: what is a pastoral to him? That he was pastoral? (About the paradigm of the genre in the musical culture of our time)*. Human: Image and essence. Humanitarian aspects: Yearbook. Russian Academy of Sciences, Moscow, 201-225.
- Korobova, A.G. (2007). *Pastoral in the music of the European tradition: to the history and theory of the genre*. PhD thesis in Arts. Musical Art. Moscow.
- Lavis, G.J. (2014). *Pastoral Modes in the Poetry and Prose Fiction of W.G. Sebald*. Submitted for the Degree of Doctor of Philosophy. English and Comparative Literature. Goldsmiths College, University of London.
- Loughrey, B. (1984). *The Pastoral Mode*. London: Macmillan.
- Makukha, G.V. (2019). *Discourse principle of classification of philosophical doctrines*. Available at: <http://publishing-vak.ru/file/archive-philosophy-2019-4/19-makukha.pdf>.
- Medushevsky, V.V. (2013). How to reveal the beauty of European music to representatives of other cultures? *World of music. Baku*, 1(39), 37-41.
- Mokulsky, S. (1934). *Pastoral*. Literary encyclopedia. Volume 8, Moscow.
- Mutuzkin, I. (2009). Flute in the musical culture of the early twentieth century: on the question of the self-determination of the instrument. *Bulletin of Nizhny Novgorod University named after N.A. Lobachevsky*. Nizhny Novgorod: Publishing House of Nizhny Novgorod State University, 6, 161–164.
- Orlov, G. (1992). *The tree of music*. A. Frager & Co.
- Pakhsaryan, N. (2004). “Light” and “Shadows” of the Pastoral in Modern Times: Pastoral and Melancholy. Pastors over the Abyss: Collection of Scientific Works. Moscow, 3-10.
- Pastoral in literature. (1908). *Encyclopedic Dictionary of Brockhaus and Efron: in 86 volumes*, (82 volumes and 4 additional). SPb., 1890-1907.
- Pastoral in music. (1908). *Brockhaus and Efron Encyclopedic Dictionary: in 86 volumes*, (82 volumes and 4 additional). SPb., 1890-1907.
- Pastoral Music with John Dixon Hunt. (1999). *Milestones of the Millennium*. Available at: <https://legacy.npr.org/programs/specials/milestones/990616.motm.pastoral.html>.
- Qin, T. (2012). *Image of a native land in piano compositions of the Chinese composers*. PhD thesis in Arts. Kharkiv.
- Rogozinskaya, M. (2013). *The greatness of historical styles as a key issue of their theoretical understanding*. Available at: <http://www.musigi-dunya.az/new/added.asp?action=print&txt=1607>.
- Ryan, J., & Wallace-Crabbe, C. (Eds.). (2004). *‘Woful Shepherds’: Anti-Pastoral in Australian Poetry*. Imagining Australia: Literature and Culture in the New World.
- Sakalo, O. (2010). Pastoral – a paradise of loss by romanticism. *Scientific Bulletin of the National Musical Academy of Ukraine named after P. I. Tchaikovsky: The lucky opera house and problems of identification*. Kyiv, 89, 506-523. Available at: <https://studylib.ru/doc/2409519/pastoral.-%E2%80%93-raj--utrachennyj-romantizmom>.
- Schiller, F. (1800). ‘Über naive und sentimentalische Dichtung’, *Kleinere prosaische Schriften*, Leipzig, 2, 3-216.
- Taylor, A. (2015). Is there an Australian Pastoral Poetry? *Le Simplegadi*, 13(14). DOI: 10.17456/SIMPLE-6. Available at: https://www.researchgate.net/publication/307827907_Is_there_a_n_Australian_Pastoral_Poetry.
- Titarenko, M. (Eds.) (2006). *Spiritual culture of China: an encyclopedia in 5 volumes + additional 6th volume*. Institute of the Far East of the Russian Academy of Sciences. Moscow: Eastern literature, vol. 6 (additional).
- Vaysband, A., & Sigov, K. (2012). *Symposion. Meetings with Valentin Silvestrov*. Kyiv: Spirit and Litera.
- Wang, I. (2009). *Implementation of national traditions in the piano music of Chinese composers of the 20-21 centuries*. PhD thesis in Arts, SPb.

Primary Paper Section: A

Secondary Paper Section: AL

VOCAL AND CHOIR PERFORMANCE IN THE MUSIC AND THEATER UNIVERSITY (PSYCHOLOGICAL AND COMMUNICATIVE ASPECTS)

^aLIUDMYLA SHAPOVALOVA, ^bYULIIA NIKOLAIEVSKA, ^cNATALIIA MYKHAILOVA, ^dIRYNA ROMANIUK, ^eANNA KHUTORSKA

^{a-e}Kharkiv I.P. Kotlyarevsky National University of Arts, 11/13, Constitution Sq., 61003, Kharkiv, Ukraine
 email: ^arefleksia@ukr.net, ^bjulia310873@gmail.com, ^cnata.mik.76@gmail.com, ^dyarka_lviv@ukr.net, ^esnumiki@ukr.net

Abstract: The article is devoted to the problems of modern musical and theatrical education, in particular, the search for new ways, forms, methods of its improvement. The research methodology is based on the interaction of personal, competence-based and contextual approaches to the professional training of a specialist. The scientific novelty of the work lies in the study of the effectiveness of innovative pedagogical methods of work in the disclosure of the potential musical abilities of students of the acting departments of theatrical universities. It was revealed that in the development of creative abilities, knowledge, and skills, individual psychological components of pedagogical activity are determined. From the standpoint of an individual psychological approach to the subject of the educational process, the possibility of forming an integral personality and creative individuality during practical lessons in ensemble singing is considered. The need for a new pedagogical experience, obtained due to the variety of integrative approaches to the educational process, with the prospect of a qualitative increase in the level of knowledge of students, is emphasized. The necessity of introducing innovative concepts developed in related branches of social sciences into the educational process is substantiated.

Keywords: Choral performance, Ensemble singing, Folklore ensemble, Interpretation, Innovative technologies, Musical and theatrical training, Traditional singing, Vocal performance.

1 Introduction

In recent years, a new area in the system of general scientific and pedagogical knowledge pedagogical innovation science, has become increasingly important. Its area of interest is focused on the theoretical substantiation and analysis of various aspects of innovative processes in the education and training system, related to the development of practical recommendations for the development, implementation of innovations, and ensuring the effective functioning of innovative projects and programs. This relatively young field of pedagogical science is aimed at optimizing the processes of updating the education system, their theoretical understanding and justification in order to effectively manage them.

At the heart of pedagogical innovation is, first of all, the personal formation of subjects of education, through the introduction of modernized pedagogical tools into innovative educational activities. Improvement of the educational process intensifies the search for new psychological and pedagogical approaches to the organization of education and training of actors, creative youth [1, 2, 4].

At the current stage of the theater's development, conditions are ripe for the introduction of fundamentally new productions of performances that meet the requirements of the modern viewer/listener. There is arising need for a professionally trained acting (musical) troupe (collective), which in turn indicates the need to move to a new quality level in the system of acting education. The search for innovative ways of forms and methods of work aimed at the personal formation of the subject of education in the development of creative abilities, knowledge, skills, methods of activity, competencies seems to be very relevant.

2 Literature Review

The orbit of interests studied by pedagogical innovation is very wide and affects economic, sociological, cultural, pedagogical, psychological directions. In the field of view of the scientific developments of A.V. Khutorsky, S.D. Polyakova, I.I. Tsyrukun, N.R. Yusufbekova, L. Kozak, O.M. Ignatovich, G. Wilson, the analysis of the principles and patterns of the innovative pedagogical process is put, as well as determination of the

specifics of the implementation of innovative pedagogical technologies. Questions of the psychology of creativity, creative activity, the competence of a creative personality are developed in the works of A.L. Groisman, N.V. Rozhdestvenskaya, M.T. Tallibulina, A.V. Toropova, V.A. Molyako, etc. However, many fairly stable concepts (for example, the "musicality of an artist") require clarification in the process of forming the conditions under which they become a characteristic feature of a gifted person. The category of "musicality" is dynamic and depends on many factors that influence its development; nevertheless, namely pedagogical efforts lead to anagenesis.

3 Materials and Methods

The purpose of the study is to determine new methods, forms, means, technologies used in pedagogical practice, focused on the development of the personality of an actor (musician), his musicality (stage performance), and the revealing of creative potential. Namely these attitudes are necessary in the work of a teacher (choirmaster, vocalist, ensemble leader) to identify the potential abilities of young musicians and actors.

In performing and pedagogical practice, there have been discussions for a long time about the genesis of musicality, namely: does its level depend on the innate characteristics of the individual or the labor expended on the development of these characteristics?

An innate predisposition acts only as a potential of a creative personality, which in some cases may remain unfulfilled. At the same time, a kind of dynamic synthesis of the genetic inclination to creativity, the characteristics and properties of a gifted person with efficiency, perseverance and striving to achieve the goal provides an exceptional level of artistic skill. "The duality of the phenomenon of musicality: its integral continual (fluid, continuous) nature and structure of "root" elements (discrete musical abilities) determines the theoretical and practical separation of pedagogical influences. On the one hand, it is necessary to pay attention to individual musical abilities, their all-round development. On the other hand, not to lose sight of musicality as a property of consciousness to hear the "score of the world" around, in artistic and life phenomena ..." – writes A.V. Toropova, relying on the research in the field of musical psychology by B.M. Teplova [17, p. 20].

Thus, the concept of "musicality" is correlated not only with a number of specific musical abilities, but also contains a special vision of the world and a personal attitude towards it, which goes beyond the narrow professional framework of musicology and affects the philosophical and psychological aspects of the problem. All "other" possibilities of musical development grow directly in this psychological environment: an emotional series of mental phenomena and states, intonational-symbolic images that structure consciousness, which are the basis of individual originality.

Based on the position of an individual psychological approach to the subject of the educational process, it is necessary to take into account that the priority in the development and formation of an integral personality is not so much the organization of successful mastering of the foundations of musical performance, but the actual development of the need for creation and communication, creativity and self-reflection [5, 7]. For an individual approach in pedagogical activity, it will not be superfluous to emphasize self-knowledge, which, in turn, will strengthen personal motivation for perception and knowledge of the surrounding world, form an individual strategy for "expanding" musical consciousness, and will allow updating the arsenal of pedagogical techniques that contribute to the development of a qualitatively new original individual musicality.

Below we will offer several directions of work: a choirmaster and vocalist with students of theatrical specialties, the head of

the traditional singing ensemble (student) and the stage director of the student play (in which the above directions are combined).

4 Results

The work of the choirmaster with students of the theater department of a higher educational institution is directly related to the goals and objectives that arise in the process of forming the student's creative personality, and takes place during practical lessons on ensemble singing. Ensemble singing is one of the disciplines of the educational cycle aimed at the musical education of an actor in modern theater [9, 10]. The idea of the course is to reveal the meaning of ensemble singing in the process of forming the creative personality of students of theatrical faculties of higher educational institutions in the field of culture and arts.

The purpose of such an academic discipline is the formation of basic knowledge and the development of practical skills of ensemble performance, the creation of a comprehensive theory and teaching methodology based on a combination of the constituent components of the art of ensemble and choral singing. In the learning process, a number of tasks are solved:

- Acquiring skills and mastering the culture of ensemble singing;
- Development of musical abilities (hearing, memory, rhythm, etc.);
- The formation of a musical worldview through the practical study of samples of folk music, composers – classics, modern music stage;
- Determination of methodological principles of teaching ensemble singing and musical education of actors from the standpoint of the specifics of theatrical art.

As a result of classes, not only vocal-auditory coordination is formed (I hear – I reproduce), a sense of rhythm, musical memory, melodic and harmonic hearing are developed, but also personal qualities are formed – communication skills, emotionality, purposefulness, morality, etc. The peculiarity of working with the acting collective is that the individual singing development of each member of the ensemble is the basis on which the education of the individual and the collective as a whole is built.

The level of musical “data” of those entering the theater universities is very diverse, often even mediocre (in the presence of pronounced acting skills). The task of the teacher-choirmaster is to interest, involve in the creative process all members of the collective, to develop a single style of singing.

Vocal and choral work in a theatrical student collective is carried out in accordance with the psycho-physiological characteristics of students, since the training takes place against the background of age-related growth and development, certain periods of which (mutational and postmutational) are of particular importance for the formation of an actor's singing apparatus. Timely diagnostics of age-related vocal changes, determination of the mode and specifics of work in the above periods, timely implementation of preventive measures aimed at improving the health and quality of students' progress represent the pedagogical competence of the choirmaster. Finally, it is extremely difficult to choose a repertoire that would meet all the requirements for it. That is why the choirmaster has to somewhat correct or modify (arrange) the choral or ensemble score, as if “adjusting” it to a certain cast.

The specificity of communication with a vocal ensemble (choir) requires many qualities in a conductor-choirmaster: the ability to lead a large number of performers, establish creative contact with the team, perfectly hear the sound palette and properly respond to inaccuracies in performance, concisely and clearly formulate their requirements and wishes, and also be able to organize, plan a rehearsal and preparation for it, economically spend the energy and time of all its participants.

Singing in an ensemble is an active form of musical activity, involving all psychophysiological systems of the human body, and, therefore, its possibilities of influencing the process of personality formation are unlimited. Namely in the ‘team’ of artists the need for self-expression, interest in communication, the need for imitation or contradiction appear, which forms a personal attitude, an assessment of what is happening. Therefore, it is necessary to educate the study group as a creative team, which is one of the most important conditions for the active work of each of its participants.

Another important factor in correcting the educational process is learning ability, the features of which, according to M. Kanovskaya, are “reserve of knowledge and skills; receptivity to the assimilation of new material and the ability to comprehend it; the ability to independently apply the acquired knowledge in solving various problems; the ability to generalize, highlight the essential features of new material, etc.” [6].

Teaching solo singing at a theater university has its own specific individual psychological characteristics, depending on the specific orientation of students – actors of a drama theater or animation theater. It is closely connected not only with ensemble, choral singing, but also with stage speech, because the same functions of the instrument-voice are involved, but each discipline develops its different states. In addition to the obvious natural closeness of the processes of singing and speech, the factor of stage action is also included, since, in most cases, an actor must sing and speak with one voice so that the perception of his character does not cause distrust among the audience. The main task of the solo singing subject is the maximum development of a student's natural vocal abilities and finding his individual expressiveness, which, in turn, involves the formation of skills in creating his own interpretation of a song, romance, depending on the stage context and the director's intention. If we compare acting singing with the performance of an academic or pop singer, then the increased importance of the expressiveness of the verbal component of the actor becomes obvious.

Consequently, the measure of interpretability in relation to the composer's intention increases, which finds expression in changes in such constant components of a musical work as pitch, form-building dynamics, metro-rhythmic pattern, etc. Naturally, such an interpretation of a musical and poetic work must have a solid foundation in the form of a justified director's decision and an expressive acting presentation, otherwise the artistic significance of such a performance will be low. We can talk about the need for the interaction of two patterns – neutralization and compensation, at each level of reference to the text. When composing a song, the composer neutralizes individual elements of the poetic primary source, compensating for them through musical expressiveness, and the actor, performing the work in a certain stage situation, levels out individual elements of the artistic artifact, compensating for this with acting expressiveness and contextual introduction of new meanings.

The specificity of the tasks of acting singing also leaves an imprint on the learning process of students, who often do not have great natural vocal abilities. Therefore, teachers have to actively use in the learning process the technique of influencing the instrument-voice through the creation of figurative characteristics, associative links. While in various branches of vocal training it is generally accepted that the technical component is primary, in this case it is necessary to focus on the primacy of the artistic principle, when the mastery of singing technique comes through the adjustment of emotions and feelings. Therefore, the individual psychological characteristics of a particular student are so significant – the ability to empathy, emotional intelligence, type of temperament, etc.

Poor associative perception, insufficient culture of sensations can hinder the creative development of a student, his awareness of his expressive individuality. Education at a theater university is designed to expand the scope of the individual's expressiveness in various fields (word, gesture, music, plastic, singing, etc.) through familiarization with the achievements of world culture, traditions, through the experience of teachers from

different schools and generations. "Drama actors have the strongest combination of singing skill and will to be creative in an emotional, authentic stage presence. The quality of sound as such is not the subject and purpose of an actor's art in a drama theater," – writes V. Bogatyrev [3, p.108]. The emotional responsiveness of the student actor often becomes the key to his successful mastering the curriculum and realizing his creative potential. The development of emotional intelligence, which involves both the awareness of other people's emotions and the mastery of one's own, contributes to the successful vocal learning of even students with insufficient vocal training and hearing impairment. All teachers would agree that singing lessons lead to the development of not only purely vocal hearing, but also emotional hearing, but at the same time, an inverse relationship may well be justified – by developing emotional expressiveness by musical means, we also improve vocal intonation. Therefore, an excellent practice for the development of individual expressiveness of the voice is singing the same phrase (song) with different emotional content, searching for gradations of one feeling, or switching different emotions. To warm up the vocal apparatus, one can use any tongue twister in the simplest melodic solution (for example, "from the clatter of hooves dust flies across the field" an incoming descending melody within a fifth), and play it playfully, but with different "filling" (taunt, grotesque, ironic, sly, mocking, caustic). Or, it is possible to change the semantic orientation, sing humorously, restrained, irritated, anxious, timid, etc. Such experiments are very helpful in further pedagogical practice, namely, in the process of building a student-actor's own performing interpretation of a work, when it is necessary to find an adequate and actual intonation.

5 Discussion

Speaking about vocal performance in a theater university, one cannot ignore the peculiarities of the singing education of actors of various orientations – drama theater and animation theater. All the scanty literature on this issue relates specifically to the education of dramatic actors, while singing in the animation theater has its own characteristics (let us note that the theater of a young spectator also did not become an object of study in this vein). As it is known, at the present stage of the development of animation theater, most of the repertoire is still focused on the children's audience, which also affects the vocal material, that contains songs of various animals, fairy-tale creatures and specific characters. The performance of such songs requires a search for timbre colors, exaggerated intonation of the melodic line and articulatory expressiveness, while the actor must be able to combine singing and work with a doll, which is very difficult, since it requires good coordination of the skills of different groups vocal, motor, communicative (controlling one doll can be carried out by several people at the same time).

In order to prepare the student for his subsequent professional activity in the animation theater, the solo singing course involves the study of characteristic works, children's songs that are performed on behalf of a fictional character whose vocal characteristics are seriously different from the natural sound (sonorous, throat tones, tightening of the larynx, singing with splitting elements, etc.). An interesting effect is obtained when the work and the voice with which it is performed are in semantic contradiction with respect to each other. Such paradoxicality causes a lively reaction of the audience and contributes to the development of emotional stability in the student (for example, a lullaby sung in the manner of the lead singer of the group "Rammstein"). In creating an up-to-date and interesting performing interpretation of a work with a student-actor, several stages can be distinguished:

- The choice of the tonality that best reveals the character's image and corresponds to the student's abilities;
- Learning the text of poetry and music with the introduction, if necessary, of some corrections (in arrangement, form, pitch, etc.);
- Search for an actual stage solution (finding the context of a vocal work and its development);

- Selection of means of vocal and acting expressiveness, which can once again correct the musical component of the work.

Usually, students try to listen to many versions of the performance of the studied work in order to create their own interpretation. Naturally, in this case, one has to keep track of the moment of pure copying of other people's versions, since the task of training is to find own means of expression, the development of creativity. This is another difference in the training of academic singers and student actors: the former can constantly listen to the reference sound of great singers in search of a unified manner of performance, and the latter must find themselves in each character (in academic, pop, folk, jazz manner of sound).

It would be wrong to say that every piece performed by a student actor undergoes radical changes, of course, not. Choosing a repertoire for training, the teacher starts from the genre specifics of the material being studied, including songs created for theatrical performances (dramatic, animation), from films, cartoons, musicals, pop numbers and folk songs (Ukrainian and foreign). In addition, the vocalizations of various authors are studied, which are solved in the form of acting sketches, when solfeggio becomes akin to the foreign language spoken by the character. In such a pure genre, where poetic text is absent, there is a search for musical intonations that give rise to content and a stage situation. An integral part of the learning process is the performance of classical works of various genres, especially lyrical romances, which are often in demand in classical theatrical performances. In the solo singing course, students also go through various duets, trios that provide communication and co-creation skills; namely during creative brainstorming, the most interesting interpretations of familiar works are born this situation is closest to the atmosphere of the theatrical space and allows students to show their directing abilities. Here it is appropriate to quote E. Lieberman's statement, addressed to pianists, but quite relevant for a singing actor: "You must have the right to creative work with the author's text the right of talent, the right of culture, the right of artistic sincerity" [8, p.231].

Another area is teaching traditional culture. In educational activities within the educational process in music universities, nowadays there is a tendency to various forms of representation of traditional music culture in performing practice. One of the possible manifestations is the practical activity of student folk groups, which accumulate the acquired skills of solo and ensemble singing, knowledge of the history and ethnography of their region, the semantics of folk costumes, life, customs. As it is known, folklore is a synthetic phenomenon that requires a commensurate approach related to the study of poetics, mentality, a sense of demos in its cultural environment. All this is the need for a comprehensive approach to the study and reproduction of musical folklore. Based on the experience of working out the methodology of working with the student folk group "Path" ("Stezhka") of Kharkiv I.P. Kotlyarevsky National University of Arts, we point out the key criteria that express the values and form the basis of the concept of its activities.

1. It is important to pay attention to the preservation of musical folklore in its original form. This is due to the fact that nowadays, in an urban environment, the representation of peasant culture is exposed to the risk of unwanted layers, which level the established folk traditions. The greatest difficulties arise in performing practice, which should be based on the understanding of the differences between authentic folklore without any treatment as living creativity (in its original form, corresponding to primary sources) from pseudo-manifestations as imitations of individual performing principles without taking into account its integrity, which contributes to the destabilization of the national folklore gene pool.

2. The culture of preserving folklore monuments requires high culture and education of the people who represent it today. An important factor is the professional approach to the

representation of the folk song tradition, which is embodied in the activities of research and performance educational (student) folk groups associated with the stage reconstruction of authentic folklore – songs, rituals, folk instrumental music. Professional representation of the diversity of folk song tradition should be based on a scientific, research approach. In order to be a worthy heir of the folk music tradition, which is determined by such a key feature as antiquity, one should dive into its specifics, thoroughly study it, have knowledge about the specifics of its nature and established principles. Thus, one of the primary criteria set before the group leader is the focus of initial and practical activities on the education of a member of a folk group as a competent, professional researcher.

3. Hence the following natural criterion of the concept of the group, related to the preservation of the authenticity of the folklore work without any changes. Let us note that the authenticity of the folk song tradition should be distinguished from the stylization of folklore, which eliminates its true essence. No arrangements aimed at introducing the “decoration” of a folk song, which should sound in its original form, that causes a distortion of the display of traditional musical culture, are inadmissible. Thus, in the practical activities of the student folklore group, it is aimed at reproducing (= representation) of the tradition of folk performance in the form as it exists in the natural environment, and how it sounds in the performance of the direct bearers of the tradition. Orientation to this approach presupposes acquaintance, study, and mastering of the authentic manner of performance, characteristic for the sound of the ancient folk song tradition, which forms the corresponding performing style: open sound, mastering of traditional musical style embodied in mastering the local musical dialect.

4. The following logical instruction of the folk group's activity is determined by mastering and feeling of the specified performing style, thanks to the correct approaches embodied in the right, adequate assimilation of musical folklore material. This process has several stages associated with the processing of folk song samples, which can be represented in the following logical sequence of educational activities:

- Acquaintance with a folklore work through listening to an audio recording of a sample from the bearers of tradition;
- Transcription (decoding) of a folk song – fixation of verbal and musical text in the recording, with the study of genre and style features of the sample (scientific approach);
- Sounding – reproduction of a folk song in its original (authentic) form, which is the result of previous stages of research of musical material.

This principle of mastering determines the appropriate for musical folklore (as a phenomenon of oral tradition) the process of assimilation – “word of mouth”, based on auditory experience, rather than focusing on visual assimilation embodied in the musical text (which, in the case of folklore, is always only a formal scheme). The importance of live perception is confirmed by the fact that the musical notation has no live performance aura, no features of sound production, combination and balance of vocal timbres, agogic features, performance nuances, which generally determine the conformity of folk culture with its worldview, mental, linguistic and structural semantics principles.

Since singing is always a conscious reproduction, the performance component is associated with changing, improvisational parameters (features of articulation, caesura, agogics, dynamics, tempus, rhythmic), at the same time, music stylistic (melody, rhythm), fixed in the notation text, under different conditions of perception contains constant invariant signs. Therefore, it is necessary to have an adequate ratio of a given structure in the performance interpretation. Indispensable in this approach is the auditory sense of the folklore phonosphere, which should be followed by an understanding of the canonical and improvisational principles of musical folklore as a language, a system of artistic thinking.

5. The specificity of musical folklore in teaching is due to its basic features as one of the deepest sources of culture, which is revealed in various manifestations: at the level of language, customs, norms of behavior, manner of communication. It is necessary to take into account this fact, to make efforts to translate the meanings of folklore, laid down for many centuries of operation. It is obvious that folklore is the emblem of a certain national culture as an inalienable spiritual value.

Quite often in educational and experimental performing groups, the attention is focused on the external side (spectacular); instead, as the main feature, there should be the adequacy of the reproduction of the depth and internal potential of traditional culture. Immersion in the specifics of the musical folk song tradition promotes self-knowledge, comprehension of the creativity of ancestors, the spiritual potential and strength hidden in it [18-20]. Obviously, this is very important for young people. That is why it is necessary to direct the forces of the leader to reveal the inner essence of the folk song tradition, moral and ethical content laid down in the folklore, its stylistic principles and versatility. An attitude exclusively on the spectacular form of its embodiment eliminates its key features: intimacy, modal nature, expressed by improvisation, variability, etc. (rather than imitation).

Therefore, the overriding task of the leader of the student folklore group is to reproduce in the educational and performing activities of students the mode of thinking (the term of S. Hrytsia), corresponding to the folklore environment. This is aimed at making the folk song sound in conditions as close as possible to natural. The action of the mode of thinking has an impact on the performance of the laws of musical thinking at all levels: musical vocabulary, verbal, performing style, timbre characteristics of singing, agogics.

6. It is impossible not to take into account the role of folklore as a way of communication. In working with a folk group in a natural way, it should be obvious to students that folklore (as well as language) exists, first of all, not as a means of stage action, but as a way of live communication (autocommunication, dialogue). Hence, it is important to take into account the psychological attitude of making music, including “for self”, which is most consistent with established laws and the nature of folklore.

Adherence to the ethnographic stereotype of behavior and ethno-etiquette by members of the educational folklore group is another important condition for an adequate approach to the representation of ethnocultural musical tradition. Important are the traditionally established psychological guidelines, formed on the basis of certain pronounced indicators – the characteristic types of behavior, attitudes to spiritual values. The set of traditional rules of cultural behavior is manifested in traditional stereotypical forms – in facial expressions, gestures, in relationships with others.

7. Observance of the protective function in the performance representation is essential, because folklore is a product of collective consciousness. Thus, the members of the student body should be equal (ideally interchangeable), united around the leader of the group from within, which can change.

A significant role is played by the pedagogical experience of the head, aimed at socialization and comprehensive development of the creative personality of the student, the unity of educational and didactic elements, taking into account the mechanisms of group psychology. The basis of creative, natural functioning of the group should be the principle of taking into account the psychological similarity of individuals (based on common worldviews, mentality) and the differences of each participant as a valuable creative personality.

Thus, a successful and effective method of working with a folk group is based on empirical knowledge about the learning process, its purpose, content, main principles and tools that have a strong ethnic color. The purpose of training is enrichment with knowledge, social experience passed down from ancestors, the

formation of taste. A sense of moderation and correctness in working with the original source is crucial, so as not to destroy the organic structure of the nature of musical folklore, so as not to standardize it. The professional representation of the folk song tradition, embodied in the activities of educational student folk groups, is determined by the quality and complexity in its research and interpretation, which are the embodiment of research and performance experience.

Let us consider the creative work of a director and choirmaster on staging one of the musical performances on the training stage. It will be about the puppet show "Ukrainian vertep" staged by director A. Inyutochkin (at the Department of Acting at the Puppet Theater of Kharkiv I.P. Kotlyarevsky National University of Arts). The director's intention was to build musical drama based on choral numbers. Despite the fact that all the genre canons of the play are observed here, namely the choral component concentrates the musicality of the action – something new that the director introduced and what gives the performance the status of a musical one.

The nativity scene as a synthetic phenomenon constantly attracts the attention of folklorists, theater experts, literary critics, musicologists, ethnographers, researchers of the fine arts. The classical structure of the genre assumes two parts. The first part is based on the biblical story – the birth of the baby Jesus Christ, the killing of babies by the order of King Herod, the image of the mother of Jesus. The second part, in a grotesque manner, reflects the artist's view of contemporary reality. The musical part of the performance was not initially defined and was created directly during the production. That is why the musical material was selected and arranged for the intended performers, taking into account the vocal range and their technical capabilities. As a rule, the ensemble-choral numbers are based on authentic melodies performed both in unison and in two or three voices ("Nova Radist", "Do Not Cry, Rakhila", etc.).

All musical material, with the exception of two vocal numbers (Koliskova and Kozak's song), is performed a cappella. The performance makes extensive use of the capabilities of such a Ukrainian folk instrument as a bandura, not only as a musical accompaniment, but also as a tuning fork and as an element of artistic depiction. It should be noted that the complexity of the vocal interpretation of this performance was precisely in the choral score, which required the performers to sing a cappella, since the whole musical drama was built on the choral numbers.

Purity of intonation, choral structure, ensemble, in other words all elements of choral sonority have become the cornerstone in the preparation of the musical part of the performance. It was also important to master various manners of vocal performance – folk, academic, pop and even stylization of church singing when performing a psalm to the chant of one of the voices. Considering the conditions in which the children had to work (after all, the play takes place behind a screen), it was difficult not only to recreate the choral sonority of a cappella, but also to convey it to the listener. Therefore, special attention was paid to the diction aspect of the performance. Of course, the performance of the a cappella contributed to the development of the complex tuning fork skill.

The success of the educational performance is a definite indicator of the ability of future theater artists to organically combine the skills and abilities of acting and vocal skills. The Ukrainian Nativity scene was shown in Belgium and was awarded the diploma of the laureate of the II degree "Festival découverte images et marionnettes", diplomas "La grandi Fiabe Natale" (Italy, 2003), "Courbalesia" (2004), "Christmas family evenings" (Moscow, 2005) and others.

Another feature of the educational performance is the possibility of multiple variance, which in turn leads to structural changes in its components. So, later the director worked on a new version of the "Ukrainian vertep" – Despite the different musical material, the key moments of the action were identical (the order of Tsar Herod to kill babies: "And he ordered", the angel's warning "An angel speaks to them", the scene of the death of Tsar Herod "Dare to Death", etc.). However, a deep study of folklore associated with Christmas events made it possible to enrich the musical part of the performance with

new little-known examples of folk song art (a new version of the carol "Nova Radist has become", the lullaby "Little Grey Kitty"). The number of used musical instruments of the percussion group (bells, triangle and drum) has also increased. Of course, in each of the performances, many means of stage expression are involved. Among them, there are the conditionally shadow theater (through the transparent fabric of the screen, the outlines of the figure of a mother singing a lullaby are drawn), the method of the theater in the theater (a small nativity scene was brought and played by children in front of the Cossack), and, undoubtedly, the combination of the use of live and puppet plans.

However, the 2009, production involved a wide range of technical means, which made it possible to place new light and color accents, use the video sequence (the images smoothly replacing each other, undoubtedly, contributed to a more complete disclosure of the plot), supplement the singing a cappella with a phonogram sounding palette. In this regard, the performers of the play faced additional difficulties. The change of "live" and phonogram sounding required well-developed auditory skills, intonation memory, coordination of dynamic comparisons of the sound brightness of the phonogram and the chamberness of a cappella singing.

The dispersion of actors in the stage space did not always provide an opportunity for eye contact between all the participants in the action in musical episodes, therefore, some choral and ensemble acts were performed as follows: the first phrase is performed by one or two actors, followed by the introduction of all participants in the performance into the sound canvas. The use of this very principle (heterophony) made it possible to enhance the culminating moments of the performance due to the gradual dynamic and timbre growth of the choral sonority.

Also, a certain complexity was presented by episodes associated with the imposition of a literary text on the singing ("An angel is speaking to them ...") or a quick change of speech and vocal phrases (crying scene). In such scenes, it was especially difficult to maintain the intonational purity of the sound. However, speech intonation, complemented by vocalization, always has a much greater effect on the audience. Thus, choral numbers are not just a means of stage expressiveness, but also carry a huge dramatic load, creating and shading the atmosphere of the action, commenting on what is happening, increasing the tension of climaxes, etc.

The result of the creative union of teachers and students, which is an educational performance, is rarely limited to the educational stage. It continues to "live and develop" but already on the professional stage. Today the production of the "Ukrainian Nativity Scene" is included in the repertoire plan of the professional puppet theater. Of course, the material and technical capabilities of student and professional theater are in many respects different and the presence of acting professionalism and experience of direct communication with the audience will undoubtedly complement and enrich, and possibly change the structure of the performance.

6 Conclusion

So, we note that the upbringing of a harmoniously developed, active, purposeful personality is very important in modern society and innovative concepts developed in related branches of social sciences come to the aid of pedagogical science and practice. One of the pedagogically effective ways to successfully implement social and pedagogical activities is gender research in the field of personality psychology, which allows building work with a student, taking into account his/her individual characteristics based on gender and gender identity.

As Slonimskaya notes, "The adaptation of humanitarian technologies in relation to music education, their awareness, comprehension, free use and the formation of a systematic approach in technological processes will not only enrich student learning, but make it creative, open up interactive opportunities in the perspective of lifelong education" [15, p. 312]. Based on the research of Slonimskaya in the field of teaching technologies in music education, we will designate the most effective of them, from our point of view.

Reflective learning technology. It is based on the dominant subjective position, which determines personal development as one of the main educational goals. "In the technology of reflective learning, conditions are created for the formation of skills and abilities through the student's own personal experience" [12, p. 310].

The technology of projective learning is aimed at updating one's own attitude, both to the educational process and to its participants, as well as aimed at realizing personal potential [11, 13, 14]. The technology for the development of critical thinking allows an individual to develop a quality that is so necessary for a creative personality creativity – the ability to think outside the box, the skill to generate unusual ideas, the capability of seeing a problem situation not traditionally, from a new side, from a different angle.

A fairly new technology "case study" is a method of specific situations that need to be analyzed, to understand the essence of the problem, to find possible solutions and choose the best of them.

One should not neglect the developments borrowed from theatrical practice. So, when working on improving the sense of rhythm, it is possible to use achievements in the field of rhythm: trainings for determining and memorizing durations, simultaneously developing the freedom of movement of certain parts of the musculoskeletal system. With the development of an emotionally stable background of the student's psyche, psychophysical trainings are involved: mimic warm-up of the facial muscles (creation of various facial masks – "mask of joy", "mask of sadness", etc.), representation and creation of an image without the use of verbal characteristics, through development of body plastics (one of the principles of pantomime), the ability to see the image from a slightly different angle, unexpected for others, to shift pre-set accents (the basis of the new genre of "eccentric").

Undoubtedly, mention should be made of the introduction of information technologies in the educational process, operating with special technical information means (computer, telecommunication, etc.). [16]. At the present stage of development of the information society, each student successfully masters universal methods of activity that form the ability to work with various types of information, activate cognitive and research initiatives, establish educational goals with the subsequent projection of ways to implement them.

Investigating the problem of introducing innovative technologies into the educational process, we note a kind of internationalization of innovative processes in the education system, a kind of globalization of pedagogical issues, forcing us to consider this problem from a different angle. Such an increase in the potential of the national higher education system makes it possible to integrate into the common European educational space. The internationalization of education will expand the boundaries of international cooperation, through academic exchange programs for both students and teaching staff, become full partners in international scientific and research activities, and successfully integrate educational standards into curricula.

Summarizing, we should say that at the present stage of development of society, the changes taking place in the socio-cultural environment primarily affect the education system: the educational process is being improved, the composition and structure of the pedagogical community is being updated, new forms and methods of teaching appear, most of which are focused on an individual psychological approach in development of the creative personality of the subject of education.

Based on the experience of working with students of theater faculties, we emphasize that an integrated pedagogical approach to trained student actors, aimed at educating an integral, harmoniously developed personality, makes special demands on teaching staff. In addition to a high general and pedagogical culture, each teacher should be sufficiently familiar with the scientific and methodological foundations of related subjects of the entire educational system, as well as be free to navigate in a wide range of modern technologies.

Prospects for further development of the topic. The problems touched upon in the article open up a wide range of questions for further research into the effectiveness of the innovative approach in the system of theater and music education. The new pedagogical experience gained thanks to the variety of integrative approaches in the educational process will qualitatively improve the level of knowledge of Ukrainian students with the prospects of their further successful professional competitiveness in the international labor market.

Literature:

1. Abrahams, A., et al. (2005). *Teaching music through performance in choir*. GIA Music.
2. Ames, J., et al. (2017). *Teaching music through performance in choir*. GIA Publishing.
3. Bogatyrev, V.Yu. (2010). Student personality in the process of teaching singing. *Theatron. St. Petersburg Academy of Theater Arts*, 2(6), 103-113.
4. Bourne, T., & Kenny, D. (2015). Vocal qualities in music theater voice: Perceptions of expert pedagogues. *Journal of Voice*, 1(1), 1-12.
5. Groisman, A.L. (2003). *Fundamentals of the psychology of artistic creativity*. Moscow: Kogito-Center.
6. Kanovskaya, M.B. (2021). *Pedagogy. Cheat Sheets*. Available at: <https://studfiles.net/preview/5254581/page:20>.
7. Khutorskaya, A.V. (2005). *Pedagogical innovation: methodology, theory, practice*. Moscow: UNTSDO.
8. Lieberman, E.Ya. (1988). *Creative work of the pianist with the author's text*. Moscow: Muzyka.
9. Mann, B. (2008). *The Effect of Vocal Modeling on Student Achievement and Attitude*. Dissertation for the Doctor of Philosophy degree in the Department of Music, University of Oregon.
10. Melton, J., & Tom, K. (2011). *One voice: Integrating singing and theatre voice technique*. Waveland Press.
11. Mitina, L.M. (2014). *Psychology of personal and professional development of subjects of education*. Saint Petersburg: Nestor-History.
12. Mitina, L.M. (1998). *Psychology of teacher professional development*. Moscow: Flint: Moscow Psychological and Social Institute.
13. Molyako, V.O. (2007). Psychological problem of creative potential. *Actual problems of psychology. Problems of psychology of creativity and talent: Collection of scientific works*. Zhytomyr: Publishing house of ZhSU named after I. Franko, 12(2), 6-12.
14. Phillips, K. (2003). *Directing the choral music program*. Oxford University Press.
15. Slonimskaya, R.N. (2013). Learning technologies in music education. *Proceedings of St. Petersburg State University of Culture and Arts*, 1(200), 309-312. Available at: <http://cyberleninka.ru/article/n/tehnologii-obucheniya-v-muzykalnom-obrazovanii>.
16. Tallibulina, M.T. (2016). *Musical talent: model of structure, methods of identification and development*. Moscow-Berlin: Direct Media.
17. Toropova, A.V. (2008). *Music psychology and psychology of music education*. Textbook. Moscow: GRAF-PRESS.
18. Tsykun, I.I., & Karpovich, E.I. (2011). *Innovative education of the teacher: on a way to professional creativity (2nd ed.)*. Minsk: BGPU.
19. Vygotsky, L.S. (1965). *Psychology of art*. Moscow: Art.
20. Zobov, R.A., & Mostepanenko, A.M. (1978). *On some problems of the relationship between philosophy and art. The creative process and artistic perception*. Leningrad: Nauka.

Primary Paper Section: A

Secondary Paper Section: AL, AM, AN

FEATURES OF THE CATEGORIES MONO NO AWARE, YUGEN, WABI-SABI, AS SYMBOLS OF JAPANESE AESTHETICS IN LITERATURE

^aOKSANA ASADCHYKH, ^bANDRII BUKRIIENKO, ^cTAMARA KOMARNYTSKA, ^dYULIIA FEDOTOVA, ^eVIKTORIIA FILONOVA

^{a,c,d,e}Taras Shevchenko National University of Kyiv, 60, Volodymyrska Str., 01033, Kyiv, Ukraine

^bBorys Grinchenko Kyiv University, 18/2, Bulvarno-Kudriavska Str., 04053, Kyiv, Ukraine

email: ^aasadchih@gmail.com, ^bandrii.bukriienko@gmail.com, ^{c,t}komarnytska@knu.ua, ^dyulia.fedotova.09@gmail.com, ^evikiflv77@gmail.com

Abstract: In Japanese culture, the beauty ideal is holistically expressed in three images, three historical and cultural symbols: the charm of things (*mono no aware*), intimate beauty (*yugen*), and the beauty of lonely sadness (*wabi-sabi*). These concepts are the core of Japanese aesthetics, poetics, worldview, and outlook. This article reveals the characteristics of these aesthetic categories in the literature and analyzes the interpretation of the traditional aesthetic *mono no aware*, *yugen*, and *wabi-sabi*. The system of images, on the basis of which the authors create their understanding of the category of beauty, is made up of household items and interior decoration, writing materials, and other utensils. In such an unusual way, the author's embodiment of the traditional idea of the relationship between art and everyday life, when aesthetic principles determine the way of life, is obtained. According to the aesthetic concept of Japanese culture, the essence of beauty consists not so much in the result of pleasure from its contemplation but in the process of comprehending it, familiarizing with it. Emotional enrichment and spiritual elevation are the true essences of the *mono no aware*, *yugen*, and *wabi-sabi* symbols.

Keywords: Japanese aesthetics, Japanese culture, Literature, *Mono no aware*, *Sabi*, *Wabi*, *Yūgen*.

1 Introduction

Ki no Tsurayuki first formulated the concept of poetry and poetic activity in the preface to the anthology "Kokinshū" ("Collection of old and new songs"). This view is inextricably linked with ancient mythology. According to Tsurayuki, man is immersed in nature and is not separated from other creatures – "all living things compose songs." In addition, "the song (poetry) moves the Heaven – the Earth and casts a spell on the spirits and deities invisible to the eye." According to Tsurayuki, the songs have been around since the time when Heaven and Earth were divided [18]. To this fragment, the text contains a postscript by an unknown scribe or medieval reader, from which it follows that the origin of the songs was associated with "a woman-deity and a man-deity, on the Floating Heavenly Bridge", i.e., with a couple of ancestors – Izanaki and Izanami [17].

Thus, the emergence of poetic (song) texts Tsurayuki equates to the formation and existence of all living things generated by Heaven – Earth. This concept of the creation of art by the forces of Heaven and Earth is supported in the preface by the following parallel: "Hear the voice of a nightingale singing in the bushes and a frog that lives in water – who among the living does not compose a song?" Here again, the opposition Heaven – Earth, air – water is reproduced through the representatives of these elements. If, according to Tsurayuki, the origin of poetry, like all living things, is traced back to the pairs of demiurges, then later literary texts are likened to a living being, for example, in the treatise "The ABC of Poetry", so it is said about the structure of a five-foot tanka: "31 syllables make up the body [19]. The first line is called the head, the second – the chest, the third – the loin, the last two – the tail."

2 Literature Review

There are no precise definitions of the concepts discussed below; they, like other ideas that arose in Japan in the Middle Ages, are vague, poorly formulated, but clearly felt. It is impossible to translate them into one word. The European consciousness requires clear logic [2], clear formulations [3], and the Japanese rather plunges its concepts into the shadows [4], treats them more secretly, intimately [5]. Hence, on the one hand, there are many interpretations on the other – the absence of any explanations, except for metaphorical and mysterious ones [20].

Mono no aware is literally "the charm of things." The concept that permeated the entire history of classical literature was formed in the 10th century. Recovers well from synchronous medieval texts: prose, poetry, essays [7]. The concept of "things" in this case needs to be interpreted broadly: things are objects of this world and the feelings of people and people themselves. *Aware* – "sad charm" that arises when looking at the "things of the world", the main property of which is frailty and changeability [18]. The sad charm of things is largely due to the awareness of the frailty, fleeting nature of life, with its unreliable, temporary nature. If life were not so fleeting, then there would be no charm in it – this is how the famous writer wrote in the 11th century. *Mono no aware* is also associated with extraordinary sensitivity, which was cultivated in the classical era of Heian (IX-XII centuries), the ability to catch the subtlest currents of life. One poetess wrote that she hears the rustling of blood running through her veins, hears the cherry blossom petals falling. *Aware* meant an exclamation conveyed by the interjection "ah!". Then acquired the meaning of "charm". Other authors consider *Aware* to be a ritual exclamation: "Aware!" – so shouted at the most important moments of actions and representations of the ancient Shinto religion.

Sabi/Wabi. *Sabi* – the concept of medieval aesthetics, can be described as "sadness of loneliness", "poverty", "freshness", "weakness", "serenity", "shadow", "mutedness on the verge of the disappearance of colors and sounds", "detachment". All these definitions roughly describe the range of meanings but do not fully disclose it. This word is found in the VIII century in the first poetic anthology of the Japanese "Collection of myriads of leaves" ("Manyōshū") [19]. The poet Fujiwara no Tosinari used this word in the twelfth century. In one of his five-verses-tanka, there is an image: "frozen stunted reeds on the seashore", which is considered an early incarnation of *sabi*. However, the aesthetics of *sabi* in its current form was created in the 17th century by the haiku poet Matsuo Bashō and his students. They formulated the principles of this aesthetics, but this is not so. Rather, they were able to evoke a feeling of loneliness, sadness, detachment from worldly vanity in the spirit of Zen Buddhism.

The philosophy of hermitism, withdrawal from the world, lonely ascetic life in the mountains, poor but internally focused, also influenced – but this intelligible philosophy does not explain everything. Nothing definite was said or written down – this is the mystery of *sabi/wabi* poetics [29]. When the poet Matsuo Bashō was asked what *sabi* was, he replied that he imagined an older adult putting on ceremonial clothes to go to the palace. Bashō never gave clear definitions; he spoke metaphorically, dropping cryptic phrases full of hidden meanings, which his students then interpreted. *Sabi* is difficult to grasp; you cannot poke a finger at it; it is rather spilled in the air. *Sabi* is sometimes described as "the beauty of antiquity" [25].

Wabi is the other side of *sabi*; you can choose the word "simplification" to describe it. If you string together definitions, then the words "poverty", "modesty", "scarcity" (including the scarcity of words for depicting something), "freshness", "the loneliness of a wanderer on the way" sounds are drops falling into a vat of water. "Lack of pathos, conscious primitivism is also *wabi*. In part, the definitions of *wabi* coincide with the definition of *sabi* – on the other hand, these are different things. These concepts are twofold. For example, in the tea ceremony, *sabi* is partly embodied in the concept of *nare* – "patina", "traces of time" [21].

Yugen – "hidden beauty", "mysterious beauty". The most mysterious concept of Japanese aesthetics, difficult to decipher. It is known that this word came from Chinese philosophical writings, where it meant "deep", "obscure", "mysterious" [16]. *Yugen* is often understood as an extrarational comprehension of the sad beauty of the world and human feelings. In the poetry of the five-line tanka, the word "yugen" described the deep

meaning of the poem, which should be guessed at [32]; when reading the text, it almost does not give any clues. The 13th-century poet Fujiwara no Teika, in his teaching, suggests the Buddhist category of satori – "illumination" for comprehending hidden beauty; the highest concentration of the spirit achieves illumination. This is a sudden intuitive comprehension of the essence of things [6]. Yugen is what is hidden under words, what, for example, a theater actor can extract from the text of a play. Zeami, the creator of the noh theater, inherited this word from the poets; he wrote that "yugen is the thin shadows of bamboo on bamboo." Zeami, in his famous treatise Notes on a Flower of Style (15th century), a complex work about theater, where the secrets of acting are revealed. He wrote that, for example, "snow in a silver cup" is a flower of tranquility, silence, an actor's play can reveal this flower, which is normally not visible. The hidden, elusive beauty is valued more within the yugen aesthetic than the beauty of the obvious, overt, bold.

3 Materials and Methods

The formation of aesthetics was greatly influenced by the system of traditional beliefs – Shintoism. According to the sacred book of the Japanese "Kojiki", the gods are born from the primordial element: "When the Earth was still very young and swam like an oil stain, swaying like a gelatinous jellyfish, appeared in the world, bursting out of its depths, like a young bamboo shoot, the god of growth and the manifestation of the hidden forces of nature ... Deity is the sacred son, the spirit of nature, manifested in the mighty shoot of bamboo" [1]

Japanese deities – Kami – are not like the gods of other traditional cultures. Everything that changed before our eyes, everything that could cause surprise – people, birds, animals, mountains, rivers, grasses, trees – was called Kami. The receptacle for the kami could be a mirror, a sword, a vessel – any object around which the ceremony was performed. According to the ancient beliefs of the Japanese, handicrafts and art objects possessed magical powers and therefore served as an object of worship [13].

"Kami does not exist outside of nature, by themselves, as creators, they are in things, filling each of them with divine meaning, kami – the spirituality of all things in the Universe". And mono no aware is a path to the immense world, emerging for a while from Nothingness. The first Japanese stories were called "Monogatari" – "They say things" – which means that the world expresses itself through a person [29].

In Japan, aesthetics began to take shape in the Heian era – this was the name of the capital of Japan in the IX-XII centuries, the current city of Kyoto. The Heian period is considered the "golden age" of Japanese culture and Japanese literature. Heian's model was the Tang court, which in the era of its prosperity became the center of the arts, the center of refined aestheticism in poetry and life. In the Tang dynasty era, such great poets as Li Bo, Du Fu, Bai Juyi created the eternal glory of China. Tang poetry was considered in the East an unsurpassed example of poetic perfection. In Japan, the poetry of Bai Juyi became the standard of poetic creativity and the artistic world of his creations – a means for fostering refined feelings [23].

4 Results and Discussion

The literature of those years best speaks of how highly appreciated the poetry of Bai Juyi [14]. In the memoirs of Fujiwara Takemori, one of the most educated people of that era, that have come down to us, in an entry marked 838. It is said that the author was in disgrace, and he was sent from the capital to a distant outskirts – the island of Kyushu, wherein one of the ports he served as a customs inspector. Merchant ships from the Tang Empire came to this port. Once, while inspecting goods on one of the ships, Takemori saw a new collection of poems by Bai Juyi in the skipper's cabin. It was real wealth that could help Takemori return to the capital [7]. He sent the volume to the emperor, and by the highest order of Takemori, he was allowed to return to the capital.

Maybe this collection contained a poem by the poet of "The Moon in a Foreign Land":

*In distant countries,
Where the traveler wandered for a long time,
He saw three times
A clean and bright circle.
In the morning after the flawed
I walked like the moon
Nearby at night
I slept with the new month.
Whose fairy tales are these
That the moon has no soul?
Thousands
Shared adversity with him!*

Poetry Bai Juyi, the 30-volume Chinese anthology "Wenxuan," and Japanese poetry were a kind of artistic gospel for the ladies of the court and gentlemen. Their study, their knowledge was obligatory for everyone who did not want to lag behind the times, aspired to participate in the life of the court and society [22].

"The basic principle of all views, life, and activities of the Heian passing through the entire building of their culture from top to bottom," notes N.I. Konrad, – there was aestheticism [31]. The cult of beauty in all its many different manifestations, service to beauty – that is what guided the Heians in their action and thinking. In work on the creation of this principle, all the cultural factors of the century were combined: both Sinicism in the face of its elegant literature and Buddhism – by its approach to the beauties of nature, its magnificent rituals, solemn services, luxurious clothes of clergypersons and some aspects of its teachings. Chinese poetry called for refinement – it is so refined itself, and Buddhism also led to this, in many respects requiring such spiritual refinement from its adept [16].

Therefore, it is understandable why the Heian achieved perfection in this sense, why among them incomparable virtuosos were developed not only in poetry and not only in life, but rather precisely their organic combination, synthesis: not tanka, although cleverly made, impeccable in form and meaning, the summit of the art of some gentleman of the Heian era, and not in any of his actions, but in both combined: a poeticized act and an action transformed into poetry – that was what the Heian knew no equal in. And it would not be an exaggeration to say that the value of Heian... is precisely in the life and manner of actions of his representatives. The fiction of the era is not "Genji", not an anthology or "Ise Monogatari", but the very life of a gentleman or lady of the Heian capital imbued with aesthetics" [15].

Sei Shonagon partly captured Heian's atmosphere in the "Notes at the Headboard", which describes the events from 986 to the thousandth year of our era, i.e., the middle of the Heian era. In the rapid change of pictures and episodes, Heian's world appears before us alive. The breath and rhythm of that time are felt in it [30]. This is the world of animated nature with all its colors, shades, and half-tones, a world filled with aromas of flowers and incense, a world in which people gaze intently at the night sky, meet the dawn, listen to the singing of cricket and admire the morning dew... Here are a few excerpts.

That is Expensive as a Memory
*The dried mallow leaves.
Toy utensils for dolls.*
*Suddenly you will notice between the book's pages, once laid
scraps of lilac or purple silk.*
*On a dreary day when the rains are pouring, unexpectedly find
an old letter from someone who was once dear to you.*
Fan "Bat" - memory of the past summer.

That is Beautiful
A white cape, padded with white, over a lavender dress.
Wild goose eggs.
Sweet vine syrup with finely chopped ice in a new metal bowl.
Crystal rosary.
Wisteria flowers.

*Snow-covered plum blossom.
A pretty child who eats strawberries.*

That That's Deeply Touches the Heart

*The respectful love of children for their parents. [...]
At the end of the ninth or the beginning of the tenth moon, the
voice of a grasshopper, so faint that it seems, he fancied you.
A brood hen hatching eggs.
Dewdrops glittering in late autumn like multicolored gems on
small reeds in the garden.
Wake up in the middle of the night or at dawn and listen to the
wind blowing through the river bamboos, sometimes all night
long.
Mountain village in the snow. [...]
How the moonlight excites the heart when it sparingly grinds
through the cracks in the roof of the dilapidated hut!
And also – the glow of the full moon, illuminating every dark
corner in the old garden, entwined with curly bedstraw.*

"A polyphonic chorus of instruments rang out, drums beat - and my head started spinning. Am I not caught alive in the kingdom of the Buddha? It seemed to me that I was ascending to heaven on the wave of these sounds. [8]

She [the Empress] has not yet removed her train. Who has seen anything more beautiful than her Chinese cape? And how captivatingly beautiful the undergarment of crimson silk is. Or another, from Chinese brocade "the color of spring willow". And under them are wearing five more identical clothes of the color of a pale scarlet bunch of grapes. The top two garments were striking in their magnificence. One is scarlet Chinese, and the second is transparent from a silk haze: a light blue pattern on a white background. Both are adorned with gold ivory-eye trim – selection of flowers of incomparable beauty" [14].

"Ugly is unacceptable" – so the unwritten but categorical law of Heian said, and deviation from it was punishable, if not by justice, then by public contempt. "Those who committed acts contrary to this law," notes Konrad, "ceased to be "their own" for this society [24].

A complex hint, difficult to decipher, a manifestation of literary erudition – this is what was highly valued by the Heian. And numerous meetings in the palace, in the salons of ladies and gentlemen, were often devoted to the demonstration of literary erudition. "It is from Heian," emphasizes Konrad, "that Japanese aestheticism that lives in the Japanese even now..." [7].

In the middle of the XIII century, in Japan, all words were divided into two groups: mono-no (names of things) and koto (words) [25]. The latter included all non-objective vocabulary. Mono, denoting an object or being, is used in early Japanese poetry in cases where the Kokoro is the heart, the essence, the core, hurray is the wrong side, the innermost part. Thus, mono is the innermost core of a thing, its spirit. The concept "koto" includes the meanings "event, cause, connection", i.e., functional, changing, a movable layer of a thing that enters into a relationship with others.

Since ancient times, the Japanese artist has striven to embody the "truth", the true essence of "things", their "soul" [22]. The fictional must correspond to the "spirit of things", i.e., meet the criterion of "truth" and reveal the unique "charm of things". It was believed that everything around a person (objects and phenomena) is fraught with charm (aware). To know the charm of things is to understand the beautiful.

Japanese artists say: *To draw a pine tree, and you need to be like a pine tree; to draw a stream, you need to be like a stream...*

The idea of a universal connection, a universal kinship of things, made this possible. When the fusion with the object is achieved, the brush will paint by itself (no wonder the artists call it "alive", "dancing", "frolicking"). Suzuki writes: "The brush does the work independently of the artist, who only allows it to move without straining his mind. If only logic and reflection get between the brush and the paper, the whole effect will disappear.

This is the law of sumie... (sumie – ink drawing on thin rice paper, which is performed without any preliminary preparation). The meaning of sumie is to make the spirit of the depicted object move on paper. Each brushstroke should pulsate in time with the living creature. Then the brush becomes alive..." Learn to draw pine by pine, Basho said, bamboo by bamboo [10].

As Su Shi said, when a great artist paints bamboo, he focuses on the bamboo, not himself. But he conveys in bamboo the purity and nobility of his soul.

The highest purpose of art is to penetrate into the true nature of things. In reincarnation, in the transition from one form to another, beauty consists. The endless source of aware for the artist was nature and the world of human feelings. Finally, the person himself is called upon to inspire others with the feeling of Aware with its spiritual qualities, demeanor, appearance, elegance, etc.

In ancient times, "aware" meant a feeling of excitement, emotion. In the Heian era, aware began to be understood as the harmony of the world.

Sabi is an attitude, a way of perceiving things. This mood permeates all of Basho's work:

*Winter night in the garden.
With a thin thread - and a month in the sky,
And cicadas are barely audible ringing.*

This is not sadness or world sorrow. Sabi is a constant sensation of being as Non-being. Here the personal, attachment to the "I" is filmed. That is why sadness is perceived not as melancholy but as a wise agreement with nature. Sabi at Basho becomes an artistic method of cognizing the hidden essence of the world, understood as an inactive, unchanging Universe. The words "loneliness" and "sadness" are the keynote of Basho's work. And at the same time, in his "sabi," there is a tinge of sensual enjoyment of the beauty of the world". In the spring of 1686, Basho writes his most famous hokku:

*Old pond.
A frog jumped into the water.
Splash in silence.*

In many of Basho's creations, he manages to combine the eternal and the unchanging. The age of the pond underlines the ephemeral nature of the frog's life [9]. The poet believed that if one understands the true essence of a nondescript flower or insect, the meaning of being will be revealed in them and that every creature in the world around him does not exist in vain:

*Look carefully! Flowers of a shepherd's bag, you will see it
under the wattle fence.*

The poet often went on pilgrimage to places that provided inspiration to old masters like Saigyō [26]. Basho often told his disciples: "Do not try to follow in the footsteps of the ancients, but look for what they were looking for." Before the next trip, he wrote:

*Wanderer! – This word. Will become my name, the first autumn
rain...*

In a diary known as "A manuscript from a travel bag", "Basho writes:

*The artist sees nothing else but flowers, he thinks of nothing else
but the moon. If a person does not see flowers, he is like a
barbarian. If he does not think about the moon in the depths of
his soul, it means that he is no better than birds and animals. I
tell you – cleanse yourself of barbarism, deny the essence of
birds and beasts; follow Nature, return to it.*

Sabi personifies impersonal feeling, enlightened loneliness. But this is not the loneliness of a person who has lost a loved one, but the loneliness of rain falling at night on the leaves of a tree. Sabi defined the atmosphere of tea ritual, Japanese gardens,

painting, calligraphy. The contemplation of the "rock garden" is also imbued with the mood of *sabi*: concentrating on the motionless, you begin to feel the movement, the cosmic rhythm [31].

The word *yugen* is very ambiguous: it contains well-defined, clear meanings and many shades, semitones; it is a word-stream, a word-mood, a word-mental image. The concept of *yugen*, according to Japanese researchers, came to the Japanese language from Chinese philosophical treatises. It is a two-part word in which *yu* means "deep deep" and *gen* means "blackness, impenetrable darkness." Initially submitting to its etymology, *yugen* meant being impenetrable to rationality; it was the general designation for everything metaphysical. The famous writer of the twentieth century, Junichiro Tanizaki (1886-1965), has a small essay on Japanese classical art, *Praise of the Shadow*. He argues that the whole essence of Japanese national ideas of Japanese beauty is expressed in the concept of *yugen* [27]. In particular, he explains the beauty of national lacquerware in the following way:

Since ancient times, the coating of lacquerware is either black, or brown, or red. All these are the colors of the night. A shimmer of gold painting emerges from the darkness...

Consequently, the manifestations of beauty, beautiful in the spirit of the *yugen*, are associated for the Japanese with the penetration of darkness with light (according to Chinese natural philosophy, darkness is feminine, passive is yin, light is masculine, active principle is yang) [11]. It is light through darkness, light that does not fight against darkness (italics mine), light so intrinsic to the phenomenon that it penetrates any darkness. *Yugen* is a light that darkness cannot grasp.

But the light in the natural-cosmic world is an unconditional analogy of vital energy. The tension of vital forces (light – yang) in the midst of a passive world (darkness – yin) can be accompanied by the phenomenon of beauty (*yugen*). In this process itself, there is something mysterious, irrational; it is a mystery of cosmic forces, and therefore *yugen* is an intimate beauty. Intimate, not only as hidden but as mysterious, mystical [28].

A refined cosmo-centrism characterizes Japanese traditional culture: genuine wisdom is thought of as the dissolution of man in the cosmic laws of being, the center of all aspirations is nature [29]; the aesthetic principle, which has an attractive force, is logically connected with magic. In Japanese aesthetics, beauty is an endlessly lasting and expanding symbol and image, but not a formula.

Yugen as an aesthetic concept was first used in poetic theories of the 12th century – theories of the end of the Heian era. In his *Selected Passages for Every Month*, the poet Teika Fujiwara lists ten *tanka* styles, one of which is called *yugentai*, a *yugen* style. Another poet Akira Kamotanga defines this style as follows:

It is just an echo of a feeling that does not appear in a word, it is a shadow of a mood that is not manifested in the world. This is the mood that captures a beautiful woman who has suppressed the bitterness of the heart. This is the deep charm of the autumn mountains that peep through the veil of fog.

Gradually, in poetics, an increasingly complicated perception of the *yugen* as a creative mood, absorbing both a deep dumb feeling and lonely sadness, was created [13]. According to his contemporaries, this mood was best expressed by the poet-wanderer Saigyō (1118-1190):

Now even I, having rejected earthly feelings, tasted sadness. The snipe flew over the swamp... Dark autumn evening.

The original meaning of the *yugen* as "impenetrable darkness", "metaphysical" in poetics does not disappear but flows into the motive of a silent feeling that cannot be expressed. That is, the great, mysterious philosophical symbol extends to the emotional world of man [1].

In poetics, *yugen* acquires multidimensionality, multi-layeredness. *Yugen* – creative mood, beauty, creation... *Yugen* is constantly overgrown with associations and gradually acquires exceptional versatility [32]. In parallel, there is a process of continuous cognition of the *yugen*, the discovery of new facets of its meaning. When a Japanese speaks the word *yugen*, he realizes that he is entering a dark, boundless realm of the fundamentally inexpressible. Nature speaks to him in the mute language of phenomena, and *yugen* is the sign of this language. *Yugen* is involved in the mystery of the universe, the source, and purpose of beauty, and, delving into the contemplation of this symbol, the Japanese discovers more and more shades of meaning in it, thus making a breakthrough into the inner life of the cosmos.

In the Kamakura era (1184-1333), the *yugen* expresses the impressions and feelings that a person experiences when he contemplates the moonlight streaming through the haze of a passing cloud, admires the whirling of snowflakes sparkling like silver. *Yugen* contains something new in this image: a direct indication of participation in the light and sparkle, but the cold, detached light is the coolness of Buddhism [17].

At the end of the Kamakura era, the *yugen*, losing the spirit of sadness, takes on a different image. Poet of the XIV century, Seitetsu captured it like this:

The ladies of the court in magnificent clothes gathered in the garden of the Southern Palace, drowning in lush bloom.

It is in the guise of magnificent beauty that the *yugen* comes to the Noh theater [9]. However, in the process of the theater's evolution towards the sublime mystery spectacle, the criterion for the actor's skill is the degree of his penetration into the innermost beauty, which is the "light of the sun at midnight."

According to many researchers, the idea of *yugen*, which formed the basis of the aesthetic theory of Noh Zeami, arose under the influence of Zen Buddhism [9, 11, 26], in particular, the doctrine of truth, according to which truth cannot be conveyed in words. It is deeply hidden in every person's heart and can be revealed only by inner contemplation.

5 Conclusion

The basic principles of Japanese aesthetics – *mono no aware*, *yugen*, and *wabi-sabi* – are studied worldwide to achieve harmony with oneself and nature, penetrate into the "truth of things," and understand the essence of understatement, the transience of life, and enlightened loneliness. Most of the concepts came into Japanese culture from Zen Buddhism and eventually influenced virtually all of the arts and traditions of Japan [1].

Japanese aesthetic categories are life-oriented [5]. The desire to reveal the essence of anything that lies based on the world outlook of the Japanese determines all their actions, giving them a creative character. As a result, in literature, poetry becomes a means of communication, as it was in the era of domination in the spiritual life of *mono no aware*, *wabi-sabi*, and *yugen*, for the achievement of which special techniques were developed [12].

The Japanese consider cultural traditions inspired by the religious worldview to get rid of vain desires, false values, and helping to find peace of mind [4], the achievement of which is considered a vital necessity. Therefore, they are part of the Japanese way of life. A perfect art is beyond words and images; it dissolves into the cosmic structure of the world.

Literature:

1. Anarina, N.G. (1989). *Zeami's teaching about acting. Zeami Motokiyo. The legend about the flower of style*. M.: Nauka, 8-85.
2. Asadchykh, O., Moskalenko, A., Kindras, I., Pereloma, T., & Poinar, L. (2021). Formation of ethical competence of future specialists in the process of teaching compulsory disciplines in a

higher education institution. *AD ALTA: Journal of Interdisciplinary Research*, 11/01-XVII, 116-119.

3. Asadchykh, O.V., & Pereloma, T.S. (2021). Polyfunctional using of digital applications in the process of teaching future orientalist philologists. *ITLT*, 81(1), 154-166.

4. Asadchykh, O.V., Filonova, V.O., Fedotova, Y.S., Dybska, T.S., & Bukriienko, A.O. (2020). Cognitive features of hieroglyphic writing in the context of perception of culture and language. *Asia Life Sciences*, Supp. 22(2), 427-440.

5. Asadchykh, O.V., Mazepova, O.V., Moskalenko, A.M., Poinar, L.M., & Pereloma, T.S. Cognitive mechanisms of communicative behaviour of representatives of various linguistic cultures of the east. *International Journal of Criminology and Sociology*, 9, 2791-2803.

6. Boronina, I.A. (1983). *Features of the artistic image in the Japanese tradition and their modification in poetry and prose. Eastern poetics. The specificity of the artistic image*. M.: Nauka, 185-207.

7. Boyer, R.L. (2020). *Impermanence in Life and Art*. Available at: https://www.academia.edu/download/63476035/ImpermanenceinArtandLife-rev5_fd05262020200530-109469-ydz4o5.pdf.

8. Carter, F. (2000). *The Japanese Arts and Self-Cultivation*. Albany: State University of New York Press.

9. Carter, R.E. (2008). *The Japanese Arts and Self-Cultivation*. Albany: State University of New York Press.

10. De Bary, W.T., Gluck, C., & Tiedeman, A. (Eds.) (2001). *The Vocabulary of Japanese Aesthetics, Chapter 9*. Sources of Japanese Tradition: Volume I: From Earliest Times to 1600, 2nd edition, 195-207.

11. Ermakova, L.M. (1988). *Ritual and cosmological meanings in Japanese poetry. Archaic ritual in folklore and early literary monuments*. M.: Nauka, 61-82.

12. Ghilardi, M. (2015). *The Line of the Arch: Intercultural Issues between Aesthetics and Ethics*. Milan: Mimesis International.

13. Gluskina, A.E. (1979). *About the origins of the Noh theater. Notes on Japanese literature and theater*. M.: Nauka, 259-289.

14. Grigorieva, T.P. (1979). *Japanese artistic tradition*. M.: Nauka, 368.

15. Keene, D. (1978). *Japanese literature of the 17th-19th centuries*. M.: Nauka, 431.

16. Kirchner, T.Yu. (Trans.) (2015). *Dialogues in a Dream, The Life and Teachings of Muso Soseki*. Somerville, MA: Wisdom Publishing.

17. Konrad, N.I. (1978). *Ise-monogatari. Selected Works*. M.: Nauka, 151-165.

18. Koren, L. (2008). *Wabi-Sabi: for Artists, Designers, Poets & Philosophers*. Point Reyes, CA: Imperfect Publishing.

19. LaFleur, W.R. (1986). *The Karma of Words: Buddhism and the Literary Arts in Medieval Japan*. Berkeley, CA: University of California

20. Leighton, T.D. (2011). *Zen Questions: Zazen, Dogen, and the Spirit of Creative Inquiry*. Somerville, MA: Wisdom Publications.

21. Marinucci, L. (2019). *International lexicon of aesthetics*. Available at: <https://lexicon.mimesisjournals.com/archive/2019/spring/Sabi.pdf>.

22. Parkes, G., & Parkes, A.L. (2018). *Japanese Aesthetics*. The Stanford Encyclopedia of Philosophy (Winter, 2018 Edition), Edward N. Zalta, (Eds.). Available at: <https://plato.stanford.edu/entries/japanese-aesthetics/>.

23. Ryokan, (2012). *Sky Above, Great Wind: The Life and Poetry of Zen Master Ryokan*. Translated by Kazuaki Tanahashi. Boston: Shambhala.

24. Saigyo, H. (1991). *Saigyo: Poems of a Mountain Home*. Translated by Burton Watson. New York: Columbia University Press

25. Sasaki, K. (Eds.) (2010). *Asian Aesthetics*. Singapore: NUS Press.

26. Shonagon, S. (1983). *Notes at the head*. M.: Fiction, 333.

27. Suzuki, D.T. (1938). *Zen Buddhism and Its Influence in Japanese Culture*. Translated by? Kyoto: Eastern Buddhist Society.

28. Tu Wei Ming, (n.d.) *Confucianism in an Historical Perspective*. Singapore: The Institute of East Asian Philosophies, National University of Singapore, 15.

29. Ueda, M. (1967). *Literary and Art Theories in Japan*. Ann Arbor, Michigan: Center for Japanese Studies.

30. Ueda, Y. (1969). *Thinking in Buddhist Philosophy. Philosophical Studies of Japan*. Compiled by Japanese National Commission for Unesco. Vol. V-8. Japan: Society for the Promotion of Science, 69-94.

31. Wu, Kwang Ming. (1999). *Chinese Aesthetics. Understanding the Chinese Mind: The Philosophical Roots*. Edited by Robert A. Allison. Oxford University, 236-264.

32. Yanagi, S. (1976). *The Pure Land of Beauty*. Adapted by Bernard Leach. *The Eastern Buddhist, New Series*, 9(1), 8-41.

Primary Paper Section: A

Secondary Paper Section: AA, AI, AJ, AL

BALLAD GENRE IN THE PIANO MUSIC OF B. LYATOSHYNKY

^aOLENA MARTSENKIVSKA, ^bOLHA VASYLENKO,
^cOKSANA GARMEL

^{a-c}R. Glier Kyiv Municipal Academy of Music, 31, Lva Tolstoho Str., 01032, Kyiv, Ukraine
email: ^a*martolenka@ukr.net*, ^b*fonoton07@ukr.net*,
^c*ocean_music@ukr.net*

Abstract: The article focuses on disclosing romantic traditions in the instrumental music of B. Lyatoshynsky and areas of their rethinking in the genre of a piano ballad. The romantic basis of the work of the Ukrainian composer of the 20th century has a close connection with the traditions of Chopin, Liszt, Lysenko, Metner, Scriabin. The direction of updating the genre prototype of the instrumental ballad is revealed, the connection of stylistic transformation of romantic features of the musical language with the process of formation of the canon of Ukrainian modernism is proved. The genre basis of the instrumental ballad in Lyatoshynsky's piano work is a complex open structure to the formation of a polystylistic basis, the components of which are late romantic, neo-romantic, and post-romantic constants. The key point of scientific intelligence is the appeal to comparative and genetic-typological methods of analysis. This path is due to the desire to highlight the main forms of transformation of sustainable genre forms, to note their essence in the innovative embodiment in the music of Lyatoshynsky. One-part works of sonata and free poem form with various correlations of ballad-duma musical exposition are chosen for the analysis. The post-romantic feature in the manifestation of romanticized expressionism brings the work of Lyatoshynsky closer to the exemplary embodiment of the modern modal system. The work of Lysenko, who had a significant influence on the formation of the extraordinary personality of Borys Lyatoshynsky, is exemplary in the creation of the modern canon of national consciousness.

Keywords: Individual style, Instrumental ballad, Polystylistic concept, Romantic tradition.

1 Introduction

Scientific understanding of the internal laws of the development process in the genre of ballads is due to the deep effect of the law of succession, the main categories of which are "tradition" and "innovation". The term "heredity" includes a synthesis of these concepts, denoting the creative transformation, re-intonation, rethinking the inherited. Dialectically interacting in an artistic phenomenon, the general (traditionally repeated, perceived in the case of genetic, typological and contact connections) and the singular (originally unique, expressed in the nature of the relationship and rethinking of influential traditions) create a particularly individual, unique field in art [6].

In the phenomenological sense, the state of rethinking is a unique phenomenon characterized by the involvement of a higher level of psychological and intellectual development and restructuring of the experience of past epochs to create a new in the evolution of artistic thinking.

The main purpose of the study is to identify romantic traditions in the context of the manifestation of the genre pattern of instrumental ballads in piano music by Borys Lyatoshynsky, which originate from the romantic and late romantic orientation of the works of F. Chopin, F. Liszt, M. Metner. Unlike his predecessors, Borys Lyatoshynsky rethinks the romantic constant as key in the creation of modern ethnocharacteristic, original-national musical language in the aspect of post-romantic (late-romantic and neo-romantic) basis. Significant in this are the semantic tokens-signs, which from the piano compositions of M. Lysenko and O. Scriabin are inherited and renewed in the music of B. Lyatoshynsky.

The following objectives of the study are consistent with this goal: 1) to reveal the traditional origins of instrumental ballads in the music of B. Lyatoshynsky from the piano works of F. Chopin, F. Liszt, M. Metner; 2) to highlight the innovative features of the unique compositional style in the aspect of transformed post-romantic receptions, originating from the creative work of O. Scriabin; 3) to identify the synthetic method of compositional thinking as a stylistic feature in the piano music of B. Lyatoshynsky; 4) to determine the individual and stylistic originality of the composer's piano music as an innovative feature in the aesthetics of Ukrainian musical modernism, as a hereditary feature of M. Lysenko's piano music.

In the article, the key was the appeal to the comparative genetic and typological method of research to highlight the rethought traditions of the Romantic era in the innovative embodiment of piano music by Borys Lyatoshynsky. Also, the following approaches are involved: comparative and descriptive methods of analysis to reveal the internal mechanisms of creating typological connections between musical works, in particular, in the genre of instrumental ballads; systemic and structural methods for identifying typological principles in the structural component of the means of musical expression that correspond to the romantic stylistic basis.

Methodological development of the mechanism of succession in the piano work of B. Lyatoshynsky led to the emergence of a modern method of research aimed at systemic and stylistic identification of inherited and rethought pan-European and national-unique romantic, late romantic, postromantic traditions of Chopin, Liszt, Metner, Scriabin, and Lysenko.

The process of creative rethinking of romantic traditions in piano music by Lyatoshynsky with a genre prototype of an instrumental ballad becomes a stimulating factor of restructuring, transformation of experience of past epochs (genetic-typological connections) and modern influences (contact connections) to form the newest polystylistic basis.

This approach in substantiating the stylistic orientation of the artist's piano work is characterized by "polyphonic" multi-layered layering, coexistence, complex "counterpoint relationship" of the stylistic continuum in the expression of late romantic (with signs of romanticized symbolism) and expressionist polynomialism.

The polystylistic concept is an innovative invention of the composer in the situation of Ukrainian modernism, in which complex stylistic transitions were based on a strong support of the romantic basis, that radiated its properties from different angles (early romanticism, late romanticism with embryos of modern symbolism and expressionism, neo-romanticism expressionism) [7].

Modernity, "Europeanness" of the national musical language in the works of Borys Lyatoshynsky act as a factor in enriching and updating this phenomenon by the leading trends of the time. Thus, the sharply expressive general tone of Lyatoshynsky's statement is perceived as the development of traditional cordocentrism, "romantic vitalism" of the national artistic worldview (when by romanticism we mean increased "emotional temperature" of aesthetic experience of reality), and Lyatoshynsky's romantic expressionism has been national belonging through a combination with a seemingly diametrically opposite category the epic.

The genre prototype of the instrumental ballad is a leading phenomenon of Lyatoshynsky's piano music, which through the reconsidered romantic tradition is the dominant factor on the way to the creation of a modern model, expressed by a one-part free sonata form with poetic ballad-duma development.

Revealing the individual and stylistic originality of Lyatoshynsky's piano music in the transformation of a genre sample of an instrumental ballad, we reveal the artist's creation of a modern polystylistic concept as a result of creative rethinking of romantic traditions from the music of Chopin, Liszt, Lysenko, and Metner in the close interaction of the late romantic (with signs of romanticized symbolism and expressionism), as well as the neo-romantic phenomenon in the situation of Ukrainian musical modernism.

2 Literature Review

Contemporary art studies consider the conceptual principles and significance of each phenomenon in the theory of heredity from the standpoint of historical perspective, which determines their place in the typological structure of forms of artistic

consciousness. Numerous literature aimed at understanding the methodological aspect of traditional and innovative correlations contain questions that reveal insufficiently developed in art history and aimed at the work of an individual composer method of in-depth analysis of the mechanism of heredity as a key, in particular in the ballad genre [9]. This aspect of the analysis will provide an opportunity to reveal much more deeply the traditional and unique stylistic features of Borys Lyatoshynsky's piano music, whose piano work with a genre prototype of a ballad leads to a scientific understanding of this problem through the prism of semantic theory.

Each genre variety in music has its own history, which is determined by the social order and the means of its embodiment in the musical fabric of the work. The ballad genre has its origins in folk songs and joins the lyrical-epic "primary genre" in the context of musical expression.

The primacy of the ballad genre is reproduced in a synthetic combination of song, declamation and motility: at first, the ballad existed in people's lives as a polyphonic song, accompanied by dance movements. Evolving simultaneously with the song, the ballad gradually consolidated the vocal nature of intonation, the sprouts of which came from the medieval art of minstrels and jugglers.

However, singing, declamation and motility, as a concept of genre origin, first of all, correspond to verbal-linguistic intonation and movement and represent different concepts of the unique process of musical intonation.

In the Renaissance, the ballad acquires a more lyrical expression and polyphonic unfolding in the work of Guillaume de MASHO. It originated in English, Scottish, Spanish, and East Slavic folk poetry, gradually losing its connection with dance and transforming into a narrative-sacred content. At the same time, the ballad penetrates into the professional literary circle, in which it exhibits innovative properties: the plots of literary ballads have romantic streams in accordance with the fantastic, fairy-tale, mysterious, tragic, dramatic content. The best samples are presented by R. Burns, W. Scott, F. Schiller, A. Mickiewicz.

In Ukrainian literary art, the echo of the Western trend was embodied in the genre model of ballads by P. Biletsky-Nosenko, P. Gulak-Artemovsky, L. Borovikovsky, and I. Sreznevsky. The penetration of ballads into professional music has led to a significant spread of this variety in the literary community.

Analyzing the genesis of the genre variety of ballads, we identify typical features that will be the most powerful factor on the way to creating an instrumental prototype in music. We include there the following: the lyrical-epic nature of the expression, the close relationship with the semantic outline of the poetic author's expression, the plot, imbued with fairy-tale, fantastic, dramatic, mysterious images.

The appeal to folk ballads, songs and legends with their powerful lyricism contributed to the development of romantic Ukrainian culture. Thus, folk genres had an honorable place in the study of Ukrainian romanticism, which naturally began with the ballad form, with its typological correlations. First of all, in this regard, we note the connection with Polish literature.

The characteristic content of early Ukrainian ballads is imbued with direct borrowings from Polish romantics A. Mickiewicz and J. Slovatsky. Important information about the influence of A. Mickiewicz's poetic work on the music of composers Chopin and Lyatoshynsky is contained in numerous studies by N. Vieru [27], N. Goryukhina [4], S. Pavlyshyn [17]. It is fair to say that the genre of literary and instrumental ballads is the most popular genre of romantic art.

For the first time the genre of instrumental ballad is known to originate in the work of Chopin. A brilliant example of this variety is represented in the piano music of F. Liszt, J. Brahms, E. Grieg. The emergence of the instrumental ballad genre was largely due to the influence of literary creativity.

In Chopin's ballads, we find a significant approximation of the works to the poetic source (according to R. Schumann, the ballads were created under the influence of A. Mickiewicz's poetry). In Lyatoshynsky's music we note the full reflection of Mickiewicz's poetic images in his symphonic poem *Grazhyna*. Borys Lyatoshynsky's piano music is a model in the manifestation of the instrumental ballad genre *Sonata* or. 13, *Sonata-ballad* or. 18, *Ballad* or. 22, also the second part of the chamber-instrumental *Trio* or. 41 No.2 "In the nature of a ballad" created by the author on the model of a romantic story.

It should be noted that the ballad, by its very name, appeals to the programmatic content hidden in it, revealed in the author's narrative tone of the musical expression, which is characteristic of the dramatic development of the artistic concept [23]. Along with these features of the instrumental ballad, in the works of Lyatoshynsky, one can clearly trace folklore and epic features of the *duma* narrative, revealed in the incomprehensible interest of the composer with a unique national theme. This confirms the significant role of the master in the awakening and revival of national ideas in music as one of the components of the romantic trend, the stylistic foundations of which were formed in one of the brightest representatives of Ukrainian romanticism – M. Lysenko.

The composer's interest in the synthesis of genres is also a romantic trend in Lyatoshynsky's music. Often, in romantic composers, the synthetic principle determines the exclusive genre freedom in romantic art [31]. Let us note that a characteristic feature of the Romantic era was the transfer of the criterion of genre formation to the sphere of content and structural form. Thus, the genre became an expression for romantics primarily of its specificity: the genre of the determinant has become a means as a characteristic "index" of content. Therefore, the works of Lysenko (*Thought-Shumka*), O. Nyzhankivsky (*Windmills* – the genre of *Thought-Shumka*), Liszt (*sonata-fantasy After Reading Dante*), Metner (*Sonata-ballad*, *Sonata-fantasy*), Lyatoshynsky's *Sonata-ballad*.

Characteristic of romantic music is also the presence of existing or hidden program feature in the works, fully clarified by figurative signs verbal fixation of the artistic concept (such a trend in the music of Lyatoshynsky agrees with the creative preferences of Metner). The synthesis of the arts is one of the leading romantic trends in music. In general, it is natural to develop the latest form of synthesis of arts, the sprouts of which come from the late romantic work of Liszt, expressed in program titles, poetic and melodic epigraphs to musical compositions.

3 Materials and Methods

The methodological reception of the mechanism of heredity, which caused the appearance of various forms of polystyrene layering in a pronounced ballad pattern, is revealed. Thus, the manifestation of the genre basis of the instrumental ballad in the music of B. Lyatoshynsky was reflected in the display of the romantic type of sonata form with features of variational-variant, ballad-*duma* unfolding – a feature that has its roots in romanticized sophistication of F. Chopin's music and the late romantic symphony of F. Liszt's music. From M. Mettner's music, the composer inherits the romantic method of compositional thinking, embodied through the combinatorial technique of genre synthesis.

The material of the research is the piano works of the one-part sonata poem form of Borys Lyatoshynsky, created in accordance with the genre prototype of the instrumental ballad *Sonata* or. 13, *Sonata-ballad* or. 18, *Ballad* or. 22. The author's musical compositions were chosen for the analysis, which rightly demonstrate the romantic method of composer's thinking as the leading one in the artistic and creative aspect of ballad-*duma* development.

The methodological basis of the study was a comparative genetic and typological method of analysis of musical works, aimed at qualitative identification of inherited traditions and reproduction of the creative originality of the rethinking of romantic

traditions. The complexity of the research topic is due to the inclusion in the complex analysis, which is at the intersection of theoretical and historical musicology, literary studies, linguistics, philosophy. This method most effectively helps to expand and clarify ideas about artistic stylistic phenomena. The analysis of concepts and musical phenomena includes the following: comparative and descriptive methods of analysis, which help to reveal the internal mechanisms of creating typological connections between works of art, in particular, in the manifestation of the genre ballad component. Systemic analysis serves to identify the principles of hierarchy in the typology and structure of expressive components. Structural analysis corresponds to the types of relationships between these components. Semiotic analysis is aimed at understanding the post-romantic tokens and their disclosure in the musical work.

The culturological approach contributes to the substantiation of the epistemological interpretation of rethought traditional phenomena in musical integrity by the laws of the historical stage in the formation of a polystylistic system, the constants of which are late romantic and neo-romantic artistic and stylistic phenomena [26].

In Ukrainian piano music, the first composer who addressed to the genre of ballads was Tymofiy Bezugly (ballad Konashevych Sagaidachny, Ukrainian Ballad). Thus, in the works of Bezugly, the tendencies of formation of the Ukrainian romantic piano style are clearly traced. Program names are connected with the history of Ukraine, with images of Ukrainian nature. The composer sought to give the romantic genre prototype a peculiar Ukrainian flavor. A. Soltys' Ballad is also imbued with Ukrainian pictorial elegance.

The romantic tendency in the manifestation of the synthesis of genres as the strip passes through the creative path of the extraordinary master Lyatoshynsky. The composer together with the Sonata or. 13 and Ballad or. 22 creates a synthetic combination of two genres – sonatas and ballads (Sonata-ballad or. 18, 1925) as a hereditary feature of the creative work of Mettner (Sonata-ballad, Sonata-fantasy).

It should be noted that the composer quite originally gives the program name "In the nature of a ballad" to the second part of the Trio or. 41 No.2, which is innovative in the use of narrative basis in the context of a suite cyclic form. Lyatoshynsky also joins the genre of ballads in symphonic and operatic works: the symphonic ballad *Grazhyna* is written on the text of the novel of the same name by A. Mickiewicz, the slow part of the second symphony also embodies a ballad, Zakhar Berkut's aria-ballad from the opera *Golden Hoop* is an example of this genre in vocal-instrumental music).

The Ukrainian patterns of the instrumental ballad are characterized by an essential regularity, which is expressed by the mental sign of the artistic – a kind of primary, along with the epic and historical song, epic genre representative. In Ukrainian music, first of all, Lysenko for the first time transferred the formative model of the *duma* to professional music – it is the *duma Sunday Morning Early* for voice and piano, *Rhapsodies No.1 and No.2*. Thus, Bezugly and Soltys actually revitalized the *duma* epic in a ballad model of Ukrainian lyric-epic songs with a unique immersion in historical and heroic themes.

Being immersed in an in-depth analysis of numerous compositions by Chopin, we would like to note a clear sign of Ukrainian melody, which can be traced in the works of the master. Thus, in the second part of the Piano Concerto or. 21, we find a linear polyphony of the textual presentation, a strain melismatic melody in the octave consolidation of voices, which completely restores the sound of Ukrainian thoughts. This rhapsodic character brings the music closer to the exemplary prototype of Ukrainian *duma* song.

Folk rhapsody, which is related to the genre of ballads with the Ukrainian *duma*, that is expressed by the author's one, sharpened improvisational-recitative recitation-confession, can be clearly seen in the introductory episode of the Ballad or. 22 (1928) by

Borys Lyatoshynsky. However, despite this 'kinship', there is still a significant difference between these genres, which lies in the plane of musical formation.

In contrast to the ballad, the *duma* concentrates the signs of verse-variation unfolding [25]. The instrumental ballad in compositional structure is created in a romantic one-part sonata poem form, which organically combines the principles of sonata form and rondo (Chopin Ballad No.1, Ballad No.2, Ballad No.3) and sonata form and variation (Chopin Ballad No.4).

Ballad or. 22 (1928) by Lyatoshynsky organically fits into the compositions, defining innovative achievements in the genre evolution of Ukrainian piano music. Rethinking the tradition renewed from the Ballad or. 52 No.4 by Chopin, the composer creates a ballad in a one-part poetic sonata form with features of free variations (the structure of the ballad has a mirror reprise, in which the side theme sounds in the transformed textural statement).

4 Results

Namely the principle of free variation of the main theme in the genre of ballads gives a powerful development, transfiguration, and transformation of figurative correlates [24], which are reproduced as variants, related imprints of one artistic thought-idea (such a feature is inherent in the Sonata-ballad or. 18). Despite the kinship, which is manifested in the musical form of these works, we also note the difference, that is manifested in the principle of variation of the main theme. While Chopin modifies two figurative spheres (main and secondary themes) throughout the work, Lyatoshynsky creates the main and secondary themes as two variants of the main theme-thesis of the introductory laconic intonation.

By this principle of variation, Lyatoshynsky brings the genre of ballads closer to the *duma*, in which the introductory beginning is constantly carried out in variational and figurative transformation – the principle of development, which originates from the music of the Romantics. The means of musical expression, which reproduce the lyrical-epic feature of the genre constant of the instrumental ballad, acquire important significance in the integral process of formation. A related feature of the epic expression is revealed in the improvisational-narrative invocation intonation with supporting fifth and triton tones.

The dimension of the narrative tone of the Ballad or. 23 No. 1 of Chopin and Ballads or. 22 by Lyatoshynsky is emphasized by a common regular rhythmic pattern and the author's designation of the figurative nature and pace of the introductory episode. While Chopin notices the tempo in the character of *Largo* (slowly, widely), Lyatoshynsky marks the introductory section of the ballad with a more refined tempo *Lento misterioso* (slowly and mysteriously), appealing to figurative symbolism and romantic fullness of poetic content.

The poetic musical expression of the Ballad or. 22 by Lyatoshynsky permeated the melodic-intonational structure of the introductory and final episodes. This tradition originates from the ballads of Chopin and is manifested in the transformation of the characteristic features of literary and poetic ballads in the musical presentation. Such epic inclusions are contained in epilogues and prologues of literary works, in particular, in historical ballads. These episodes become calm-focused lines of the narrator, which are framed against the background of dramatically sharpened, dynamically conflicting oppositions.

Rethinking the romantic traditions of poetic expression in the genre of instrumental ballads, Boris Lyatoshynsky creates the Ballad or. 22 on the sample of one-part sonata, poem form with signs of free variation. First of all, the principle of free variation of the main theme gives more freedom through the dynamic development, transfiguration, and transformation of figurative correlations, which are highlighted as options, related imprints of one artistic thought-idea.

In contrast to Chopin, in whose music in the integral drama of artistic development we find a powerful change of the main theme, Lyatoshynsky conducts the main thematic material from the laconic-intonational structure from the main theme-thesis of the introduction. This principle of leitthematic variation brings the genre basis of the instrumental ballad closer to the thought epic with a clearly defined gradation of the introductory beginning and polyphony of the textual presentation in the condensed figurative sphere. In fact, this is the end-to-end line of the ballad narrative unfolding, which comes from the genre sample of a literary ballad.

The romantic basis of the instrumental ballad with signs of poetic, variational unfolding is also embodied by Lyatoshynsky in the one-part Sonata-ballad or. 18. In a holistic musical composition, there is a kind of romantic method of composer's thinking, reproduced by the intonational transfiguration of the main theme from the concentrated laconic theme-thesis of the introduction.

In contrast to the Ballad, the Sonata-Ballad is dominated by an expressively powerful, conflicting comparison of figurative gradations, a structurally coherent combination of individual episodes of a musical composition. We note the innovative feature of Lyatoshynsky's individual style, revealed in the confessional tone of the author's pathetic speech, which in various emotional states is reproduced by a complicated, counterpoint textural presentation.

We also note a powerful source of ballads in the means of musical expression as a postulate of lyrical-epic character and uniqueness. The melody, like a mirror of the genre, sharpens the characteristic, typically lyrical and epic features of the ballad story. The dominant means of lyrical expression in the melody are the following: smooth singing of the sound content of the melodic line, singing of tones, intervals, mirror-symmetrical conduction and asymmetrical structuring. Epic features are mostly manifested in the semantic significance of melodic and intonation movements that originate from the national tradition in the music of Lysenko.

The expression of the romantic tendency in Lyatoshynsky's music is also the realization of the one-part type of the sonata form, the approximation of the cyclic forms to the one-part monocyclic variety. Notable features of one-part compositions were the search for dramatic functionality, i.e., dramatic conditioning of a particular compositional solution. The principles of ballad-duma, free poetic development, turned out to be optimal for its realization. The unity of compositions was ensured by monothematic, leitmotif principles of dramatic effect.

A special indicator of the romanticization of the artist's one-part compositions is the casual metrorhythmic freedom and the improvisational, recitative-declamatory tone of the musical expression with the proper laconic-meaningful structure of the sharpened expressive intonation.

Along with the accentuation of the category of tragic and the theme of loneliness, in Lyatoshynsky's piano music romanticized expressionism manifests itself through the sharpened-chromatic and triton-dissonant whimsy of vertical-harmonic constructions and horizontal-melodic lines. The sharply dissonant harmonic vertical is a peculiar stylistic feature of the artist's author's language, in which the late romantic Scriabin origins clearly appear. The composer widely uses triton-quart, triton-second structures, which are combined with national-peculiar quarto-quintal, quarto-second and quinto-second intonation-sign constructions.

In the melodic line, movements on the seventh, second, and newt are often heard, which are complemented by inversions on the triad and quarto-fifth combinations as an intone of folklore origin from Lysenko's creative treasury. From the standpoint of national rhetoric, the actual movement to the great seventh is interpreted as a romantically sublime pathetic-oratory exclamation. Musical tokens of Lyatoshynsky's music with distinctly Scriabin's late romantic origins are inherited in the

works of modern composers M. Skoryk, E. Stankovych, V. Silvestrov, I. Karabyts.

The use of techniques of extended-tonal and modal types of techniques led to the emergence of a modern twelve-stage tonal system and a kind of friction-symmetrical type of structures late romantic with signs of the romantic expressionism of piano music by Lyatoshynsky.

Modern Late Romantic origins come from Scriabin, whose work served as the basis for deriving B. Yavorsky's theory of "fret rhythm". In the twelve-degree key, Lyatoshynsky partially conducts the Sonata or. 13, Sonata-ballad or. 18 and Ballad or. 22. Basically, the chromatic tonal basis serves as a reference factor in the piano cycle Reflection or. 16 in Plays No. 1, No. 2, No. 4, No. 6.

According to the principle of constructing modes of the modal type (Messian's mode of limited transposition), Lyatoshynsky creates a kind of symmetrical system based on a romantic group-mode in the volume of a reduced quartet, the central element of which is a major septacord. Such a symmetrical modal complex the composer uses in the Sonata or. 13 and Sonata-ballad or. 18. The reduced-quarto intonation structure in Lyatoshynsky's piano music acts as a system-forming basis, the representative of which is a symmetrical fricative scale as the dominant element of the chord vertical.

Let us note that in some episodes of the instrumental Ballads of Chopin and Lyatoshynsky, first of all, we find related features of lyrical expression, reproduced in the compositional techniques of chanting tones and intervals, passing through the sound in octave-condensed themes. The common feature is also evident in the sound of improvisational-narrative calling intonation with supporting fifth and triton tones.

Despite this kinship, let us pay attention to the difference: the lyrical melodic line in Chopin is emphasized by a more transparent, singing free unfolding, while the ostinato figure of the melodic basis of Lyatoshynsky's thematics in the mysteriously gloomy embodiment is temporarily associated dynamic figuration.

Revealing the romantic origins of poetry in the genre manifestation of the ballad, we note in Lyatoshynsky's piano music the semantic significance of the intonation-structural elements of the pure fifth and newt. It is worth saying that it is pure fifth, as a perfect consonance, symbolizes in the work of the composer a symbol of stability, completeness, thus the newt is interpreted as the embodiment of the universal concept of fate.

The introductory fifth reverse intonation focuses on the author's pathetic expression of the pathetic statement, which tells about the inevitable fate of the protagonist and his experiences, that are concentrated in the calling triton intonations. The dimension of the narrative tone of the instrumental Ballads or. 23 No. 1 y Chopin and or. 22 by Lyatoshynsky is emphasized by a peculiar, regular rhythmic pattern and author's branding of figurative character and pace of the introductory episode.

Indicative one in the manifestation of concentrated monologue, semantic thought is the metrorhythmic system of the Sonata or. 13, Sonatas-ballads or. 18 by Lyatoshynsky. Based on the free alternation of metric pulsation, the composer uses the method of metric combination, which best contributes to the direct alternation of odd and even metric fractions in bars. The changing temporality of Lyatoshynsky's piano music is a compositional technique in the expression of refined improvisation with a narrative development of the genre basis of the instrumental ballad.

The main function in the transformation of figurative content and powerful dynamic development in the genre of ballads take on textured musical presentation and rhythmic organization. Applying romantic textural techniques (conducting rapid figurations in the sound of broken chords, ascending diatonic passage figure, the inclusion of polyrhythmic combinations, in

particular, in the culminating episodes of strong emotional tension), Lyatoshynsky subjects the whole musical matter of musical compositions to an intensified dramatic development and in the romantic spirit subjects the main thematic source to figurative transformation. Lyatoshynsky's music also shows tendencies that have their roots in the late romantic music of Liszt. Two ballads, two legends of Liszt, which embody the majesty of the artist's artistic thought, are indicative in the manifestation of the genre sample of the instrumental ballad.

The rethinking of the romantic tradition in the music of Lyatoshynsky appears through the prism of the figurative motive transformation of the introductory intonation source, which is subject to various textural correlations. Thus, the accompaniment to the theme is carried out in a wavy chromatic motion with small rhythmic anniversaries, reminiscent of the sound of the main theme of the second ballad by Liszt. This textural-passage similarity is enhanced by the introduction of compositional romantic techniques of dynamic crescendo and diminuendo in the rhythmic sound of the ascending chromatic scale.

It should be noted that Liszt conducts the chromatic scale in melodic accompaniment to the main theme; in contrast, Lyatoshynsky chromatic scale obscures the integral fret structure in the manifestation of the ascending tone-half-tone gamma-shaped intonation with subsequent interspersed tetrachord combination.

To condense tragic and gloomy moods with romantic features of ballad narration, the composer often uses a chromatic scale in a complexly organized ladiharmonic construction.

Also noteworthy is the related textural technique of musical unfolding, which accumulates in the culminating episodes of the main themes of the instrumental ballads of Liszt and Lyatoshynsky a dynamic textural sound with the designation of an orchestral tutti. Composers quite often include octave tremolo in the sound of accompanying voices to the main theme, also thicken the melodic line with third-string parallel movements of voices in lyrically choral, singing folk performance.

The expression of innovation is the unique metric alternation of free even and odd dimensional units (3/4, 4/4, 5/4, 6/4, 6/8). If in Liszt's Ballad No.2, the use of a free changing meter is only partially apparent, in Lyatoshynsky, this feature has an organically fixed character, which characterizes a constantly modified and transformed image throughout the whole composition.

Free metric organization (4/4, 5/4, 6/4) is partly introduced in Lyatoshynsky's Sonata-ballad. It is underlined by the author's remark *Recitativo* with a special expression of the declamatory nature of the musical expression. The second part of the "In the Character of a Ballad" Trio or. 41 No. 2 is permeated by a kind of variable alternation of the metric system.

Innovative features of the Sonata-ballad or. 18 and the second part of the Trio or. 41 No. 2 appear in the introduction of the counterpoint-synthetic method of textural organization, the complication of the board-harmonic system. Thus, in the introductory section of the Sonata-ballad, the composer performs an accentuated *ostinato*-rhythmic figure with a synthetic technique of textured condensed presentation of the main theme with the simultaneous complication of the chord vertical on the background of a sustained, organ pedal.

It should be noted that for the early piano work of Borys Lyatoshynsky, the leitharmonic structure in the expression of the minor major sept chord (B flat - re - fa - la), which embodies the variable major - minor tonal resistance, becomes quite common. This tradition of tonal variability comes from the music of Chopin. In the harmonic construction, quarto-triton vertical consonances, which originate from harmonic structural complexes in Scriabin's music, become very common harmonic combinations.

Lyatoshynsky widely includes various variants of harmonic structures: in a synthetic combination of quarto-fifth, fifth-second and third-second sequences in both vertical and horizontal musical exposure. Complicated textural, metrorhythmic compositional means in Lyatoshynsky's music lead to the expansion of the register layer of the texture, to the appearance of timbre-colorful overtone consonances and the feeling of rich dynamic sound of the whole texture. These means of musical expression are used for a powerful transformation of expressive and emotional image in the genre of instrumental ballads.

5 Discussion

Summarizing the manifestation of the genre prototype of the instrumental ballad in the piano works of Lyatoshynsky, we note the rethinking of romantic traditions derived from the ballads of Chopin, Liszt and manifested in the use of romantic sonata, free poem form with features of variational development. From the work of Metner, the composer inherits a romantic method of combinatorial synthesis of genre varieties.

The innovative feature of Lyatoshynsky's individual compositional style is manifested in the principle of variation of the introductory theme-thesis, which brings the form of the ballad closer to the *duma* and emphasizes the author's oratorical and pathetic speech in different emotional states (a tendency originating from the national tradition in Lysenko's music). It should be noted that the corresponding feature of the renewed tradition appears in the manifestation of the declamatory-recitative expressive tone of the author's confession, which brings the instrumental ballad closer to the epic origins of the literary ballad.

The embodiment of the modern method of compositional thinking is the use of the compositional principle of structural, synthetic-counterpoint textual presentation as an expression of post-romantic tendency. The romantic expressionist tendency revealed through the prism of the extended twelve-step tonality, as in the music of Scriabin, appeals to the creation of the latest board-harmonic symmetrical and asymmetrical modal system. It is based on a reduced-quartet complex, the semantic definiteness of which is associated with mournful intonations of lamentations, as well as the new structure, which is firmly rooted in the symbolic significance of emotional exclamation-expression.

Thus, the manifestation of characteristic tendencies of European musical romanticism in Lyatoshynsky's music appeared through the rhetorical-semantic significance of musical art, the main postulate of which in Lyatoshynsky's piano music became a genre prototype of an instrumental ballad, reinterpreted by author's, intimate proverb.

In logical and constructive terms, this manifested itself in the reproduction of combinatorial-synthetic methods of working with musical material, in the manifestation of signs of synthesis of arts and reflection of transgressive essences of musical romanticism. The nationally fundamental tendencies of musical romanticism in the composer's music were manifested in the composer's appeal to the thought-epic principle of musical development and the characteristic techniques of *banduro*-*kobzar* music making.

The evident freedom of unfolding of Lyatoshynsky's piano music is exhibited by an improvisational appealing exposition with a kind of individual indicator in the reflection of the artist's objective-subjective relations. The creation of free form in the composer's work manifested itself in the romantic type of one-part poetic sonata form. It should be noted that the revival of the poet's cult is one of the leading trends in the work of Lyatoshynsky, which represents the extraordinary talent of the Prophet-artist, his messianic idea and multidimensional affiliation in the development of Ukrainian national consciousness.

The idea of historicism was reproduced in the composer's desire to understand the national-historical phenomenon of the past through the folklore tradition and kobza-duma specifics of the monologue-narrative presentation in the form of an instrumental ballad. The composer's creation of a kind of national musical language is a deep process of reflecting European achievements by renewing the romantic tradition in a holistic system of national artistic expression.

In modern art history, there are analytical works by D. Garkavenko [2], N. Goryukhina [4], N. Dovgaleiko [1], D. Kanevskaya [5], M. Novakovykh [12], N. Ryabukha [20]), in which researchers are partially involved in the problem of understanding the mechanism of succession in the piano music of Lyatoshynsky. Some aspects of the study of such a connection and restructuring in the piano music of the composer Lysenko's model of the modern canon as a national-unique musical-semiotic system are revealed in the studies of O. Kozarenko [8], M. Novakovykh [10, 11, 12]. I. Peskovsky dedicates his work to the renewal of Scriabin's romantic and post-romantic traditions of the composer's board-harmonic thinking [18].

In studies in the field of view of which there is an analysis of piano ballads by F. Chopin (N. Vieru [27], V. Pankratova [15], J. Yakubyak [28]), we see confirmation of art criticism, in the context of which it is emphasized that the evidence of R. Schumann, F. Chopin's ballads were created under the influence of poetry by A. Mickiewicz. From his poetic work, Chopin inherits lyrical narrative, dramatic events and picturesque imagery, drawing the image-plot line of the author's speech in the manifestation of declamatory recitative in the introductory and final episodes of musical compositions.

The factor of rethinking traditions as tendencies of centralization and polarization, methodological aspect of traditional and innovative transformations is revealed in the researches of D. Garkavenko [2], O. Zinkevych [30]. The work of N. Pasteliak [16] is devoted to the transformation of poetry in the sonata one-part form. Elucidation of stylistic searches of the artist's early work is noted in the researches of T. Gomon [3], O. Pidsukha [19], I. Savchuk [21, 22].

6 Conclusion

The genre of romantic ballad in the music of Lyatoshynsky is a pan-sign phenomenon that is part of the system of signs of genre and stylistic expression. The disclosure of dramatic and tragic collisions in their specific socio-historical form in Lyatoshynsky's piano music was manifested through transparent realistic considerations of the surrounding social cataclysms that developed under a strict total regime. Through his own psychological analysis of the environment, through his own assessment of these phenomena, which in music are often reflected in dialogical reflections – a conversation with himself, the composer, in an artistically perfect form, reveals the deep foundations of life.

The form of rethinking any phenomenon is aimed at understanding it from the standpoint of modern interpretation: in a new perspective, this phenomenon is covered, it is attributed to the modern meaning [13]. The identification of rethought romantic traditions in the perspective of the transformation of the genre pattern of the instrumental ballad reflects the source aspect of the creative comprehension of the latest content through the prism of introduced modern forms of artistic understanding.

Rethinking of romantic traditions in the genre of instrumental ballad in piano music by Lyatoshynsky is noted in the formation of a peculiar, individual style of the artist, imbued with the imprint of late romantic basis, revealed in the constructive features of board-harmonic thinking, creation of modern symmetric, asymmetric modal system, compaction of textural techniques, dynamization of the metrorhythmic phenomenon. The stylistic expression of neo-romanticism is a one-part version of the romantic sonata form in close interaction with the characteristic features of poetic, ballad-duma musical

expression. Manifestation of pan-European and national peculiar tendencies of musical romanticism in the music of Lyatoshynsky exposes the reflection of the romantic method of creativity, romantic type of thinking and worldview of the composer.

The expression of Lyatoshynsky's individual compositional style is the polystylistic concept as a result of rethinking romantic, late romantic, and postromantic tendencies from the instrumental works of Chopin, Liszt, Lysenko, Metner, and Scriabin in the powerful interaction of the late romantic romance, expressionism) and the neo-romantic phenomenon.

Manifestation of European tendencies of musical romanticism is revealed in the inclusion of the composer's romantic semantic-rhetorical musical token, introduction of the condensed method of composer's thinking, exposition of polyphonic methods of musical presentation, use of combinatorial-synthetic, counterpoint technique in realization of romantic [14].

Manifestation of national and peculiar tendencies of musical romanticism in Lyatoshynsky's piano music is traced in the coverage of dramatic features of ballad-duma thematic expression, revealing of peculiar variational-variant principle of thematic development, appeal to archaic bases of folk melody and folklore genre thought. National-fundamental tendencies are also highlighted in the inclusion of rhetorical mournful intonation, in the creation of a one-part piano sonata characteristic of Ukrainian music, based on the features of folk poetics.

The factor of heredity in the synthesis of traditional and original innovative features of Lyatoshynsky's piano music is a key factor in the manifestation of the romantic genre model of instrumental ballad, which as a result was reflected in the creation of modern polystylistic musical speech in the planes of late romantic, neo-romantic and post-romantic layers in the esthetics of Ukrainian modernism.

Literature:

1. Dovgaleiko, N. (1995). *Traditions of national culture and their reflection in the symphony of B. Lyatoshynsky*. Proceedings of the scientific-theoretical conference dedicated to the 100th anniversary of B. Lyatoshynsky. Lviv, 57-59.
2. Garkavenko, D. (1995). *Tendencies of centralization and polarization as expressions of traditional and innovative in the music of B. Lyatoshynsky (on the example of "Reflections")*. The musical world of Borys Lyatoshynsky: a collection of materials of the International Theoretical Conference dedicated to the 100th anniversary of the composer's birth. [compiler Kopysya MD]. Kyiv: Tsentr muzinform, 81-85.
3. Gomon, T. (2010). Creativity of Borys Lyatoshynsky in the 10s of the 20th century in the aspect of formation of Ukrainian modernist art. *Culture and Modernity: Almanac. The art of culture and tourism*. Kyiv: Millennium, 1, 178-185.
4. Goryukhina, N.A. (1989). National style: concept and experience of analysis. *Problems of musical culture*. Kyiv: Musical Ukraine, 2, 52-65.
5. Kanevskaya, D. (2000). Some theoretical and methodological principles of comparative typology (on the example of B. Lyatoshynsky and D. Shostakovich). *Scientific notes of Ternopil State Pedagogical University. Series: Art History*, 1, 34-38.
6. Keith, A. (2001). *Natural Language Semantics*. Oxford: Blackwell Publishers.
7. Korniy, L. (2001). *History of Ukrainian Music*. Kyiv-New York.
8. Kozarenko, O. (2000). *The phenomenon of the Ukrainian national musical language*. Lviv: Taras Shevchenko Scientific Society.
9. Nattiez, J.-J. (1987). *Musicologie Générale et Sémiologie, Paris, Christian Bourgois*. Collection "Musique/Passé/Présent", 176-179.
10. Novakovykh, M.O. (2007). About some features of Borys Lyatoshynsky's musical language as the core of his style.

Bulletin of the State Academy of Management of Culture and Arts. Scientific journal, Kyiv, 86-91.

11. Novakovych, M.O. (2008). *The canon of Ukrainian musical modernism in the works of B. Lyatoshynsky*. Kyiv, Scientific world.
12. Novakovych, M.O. (2012). *Canon of Ukrainian musical modernism (on the example of Borys Lyatoshynsky's work)*. Lutsk: PVD Tverdynya.
13. Nudga, G.A. (1970). *Ukrainian ballad (From the theory and history of the genre)*. Kyiv: Dnipro.
14. Paja-Stach, J. (2007). *Kompozytorzy polscy wobec idei modernistycznych i postmodernizmu w poetyce kompozytorskiej i w refleksji o muzyce*. Studia pod redakcją Alicji Jarzebskiej i Jadwigi Pai-Stach. Krakow: Musica Jagellonia, 55-75.
15. Pankratova, V. (1960). *Ballad: Musical forms and genres*. Moscow: Gosizdat.
16. Pasteliak, N. (2004). *Transformation of poetry in the piano works of B. Lyatoshynsky. Proceedings. Series: Art History*, Ternopil-Kyiv, 30-37.
17. Pavlyshyn, S. (2000). Ukrainian folklore in the works of F. Chopin. Frederic Chopin: a collection of articles. *Scientific Bulletin of NMAU*, 9, 5-17.
18. Peskovsky, I. (1991). Renewal of romantic and post-romantic traditions in the harmonious thinking of B. Lyatoshynsky. *Ukrainian musicology*, 26, 74-93.
19. Pidsukha, O. (1995). *To the problem of B. Lyatoshynsky's stylistic searches in the 1920s in the context of European stylistic trends of the time. The musical world of Borys Lyatoshynsky: a collection of materials*. Kyiv: Tsentrmuzinform.
20. Ryabukha, N.O. (2015). Poetics of the sound image of the world by B. Lyatoshynsky (on the example of piano work). *Culture of Ukraine*, 51, 26-39.
21. Savchuk, I. (2012). *Chamber music of the 1920s in Ukraine. An attempt at philosophical understanding*. Kyiv: Phoenix.
22. Savchuk, I. (2015). *Boris Lyatoshynsky and Polish culture: typological features*. Scientific Bulletin of NMAU named after P.I. Tchaikovsky. Composers and musicologists of the Kyiv Conservatory in 1941-2010. Kyiv.
23. Skrebkov, S. (1973). *Artistic principles of musical styles*. Moscow.
24. Sohor, A. (1968). *Aesthetic nature of the genre in music*. Moscow: Music.
25. Straszyński, O. (1968). *Wspomnienie o Borysie Latożyńskim. Ruch muzyczny*. Warszawa, 11(1-15 czerwca), 13-14.
26. Teres, N.V. (2010). *Figures of science and culture of Ukraine: Essays on life and work*. Kyiv-Chernivtsi: Books 21.
27. Vieru, N. (1974). *Dramaturgy of Chopin's ballads. About music. Problems of analysis*. Moscow, Soviet composer.
28. Yakubyak, J. (2000). On ligatures in the second ballad. Frederic Chopin: A collection of articles. *Scientific Bulletin of NMAU*, 9, 249-258.
29. Zhimolostnova, V.V. (2003). *Ballad and the specifics of its refraction in Western European musical romanticism*. Dissertation. Kyiv: NMAU named after P.I. Tchaikovsky.
30. Zinkevych, E. (1985). Methodological aspects of the problem of traditions and innovation. *Historical Aspects of Theoretical Problems in Musicology*, 65-80.
31. Zuckerman, W. (1964). *Musical genres and basics of musical forms*. Moscow: Music.

Primary Paper Section: A

Secondary Paper Section: AL

MNCs LEADERSHIP IN GLOBAL HYPERCOMPETITION

^aALVARO SIMAO COSSA, ^bJAN POLOWCZYK, ^cTETYANA ORIEKHOVA, ^dLEONID KISTERSKY, ^eNATALIA BURKINA

^{a,c,d,e}Vasyl' Stus Donetsk National University, 21, 600-richchya Str., 21021, Vinnytsia, Ukraine

^bPoznan University of Economics and Business, 10, Al.Niepodleglosci, 61-875, Poznań, Poland

email: ^aalvarosimaocossa@gmail.com,

^bjan.polowczyk@ue.poznan.pl, ^ct.oriekhova@gmail.com,

^dl.kistersky@iprgroup.info, ^en.burkina@donnu.edu.ua

Abstract: The article aims to present successful strategies of the winning companies in the Forbes' Global 2000 ranking. Assuming that the last three decades in the world business have been dominated by hypercompetition, the article simultaneously verifies the main conclusions regarding this phenomenon during the previous decade. The article consists of four main sections. In the first introductory section hypercompetition as a new concept in strategic management has been presented. The second section is a literature review devoted to the hypercompetition phenomenon. In the third part, empirical studies have been presented. The final section discusses the results of empirical research. The study was conducted using the cluster approach. The division of companies into clusters was carried out over three periods (2009, 2014, 2019), which demonstrated these changes over ten years. It was concluded that the leaders of business are IT companies, whose main strategies are an investment in R&D and innovations and the use of networked forms of doing business. The main role in the sources of market value growth for these corporations is based on their intellectual capital of tangible assets rather than tangible assets themselves.

Keywords: Global hypercompetition, Leadership, Management, Multinational corporation, Strategy.

1 Introduction

The theoretical foundations of strategic management built by M. Porter (1980) are based on the industry's economy derived from neoclassical economics [25]. According to the neoclassical theory of microeconomics, companies in the conditions of perfect competition earn zero profit. Extraordinary gains are a periodic anomaly that disappears when the market reaches equilibrium. Competitive advantage is a state in which a company or group of companies has managed to escape from perfect competition temporarily.

The concept of sustainable competitive advantage emerged from the S-C-P (structure-conduct-performance) paradigm of industry economics and was later popularized by Harvard Business School and subsequent works by M. Porter [26, 27]. And although the domination of Porter's concepts was interrupted, over the next decades, "sustainable competitive advantage" became the primary strategic goal of enterprises. According to the industrial economy, the durability of the company's competitive advantage is the effect of the industry's structure. The concept of perfect competition suggests that companies obtain extraordinary results primarily through gaining a monopoly or oligopoly position. The basic assumption of the S-C-P paradigm is that the lower the degree of competition in the industry, the better the results of firms [25, 28].

The resource approach, currently dominant in strategic management, has adopted the concept of sustainable competitive advantage, understood as the company's ability to achieve results above the average for the entire industry without significant adjustments. The principal founders of the resource approach, Wernerfelt [39] and Barney [2], provided a framework explaining how a company's resources can be a source of sustainable competitive advantage. Resource markets are imperfect, and therefore companies can gain a lasting competitive advantage by purchasing or developing resources that are unique or difficult to imitate. Therefore, much of the company's resource theory focuses on articulating the conditions necessary to achieve the primary goal of sustainable competitive advantage. A representative example of the above statement is the article by M.A. Peteraf [23] "The cornerstones of competitive advantage: a resource-based view". These cornerstones are, above all, the heterogeneity of the resources and internal capabilities of the company [23].

In the mid-70s of the twentieth century in the American economy, and consequently, with some delay in the entire world economy, a process of fundamental structural changes began. Competition has intensified. At the same time, the importance of consumers and investors has increased [29, 30]. As a result, the great oligopolies that dominated the American economy began to lose their importance [24].

Entry barriers collapsed at an accelerating pace. Beginning in the 1990s, the digital revolution was even obliterating the borders between industries. What had been well-defined industries were turning into amorphous "spaces" into which almost any seller could wander. Distribution channels moved into cyber domains of virtually infinite shelf space (Netflix, iTunes, Amazon, etc.). The cost of offering a new niche product approached zero, and choices exploded even further [30, 31].

The changes described above have intensified the criticism of the concept of competition based on neoclassical economics. First, an influential book by R. D'Aveni was published, which defined hypercompetition as an environment characterized by intense and rapid competitive moves in which rivals must act quickly to build their advantage, neutralizing competitors' advantages [7]. More books were published soon [8, 14], and two special editions of the Organization Science magazine devoted to hypercompetition [36, 38].

Hypercompetition is also called high-velocity competition because of the ever-faster pace of technological change [3]. It is generated not only by the Internet, intense competition, or technological changes in industries but also by deregulation and globalization, the growing number of substitutes, more educated and diversified clients, and growing inventiveness in inventing new business models. All this leads to a structural imbalance, the fall of entry barriers, the dethronement of industry leaders, and the loss of importance of national oligopolies [3, 7, 12]. Studies on hypercompetition usually show that it is a relatively new phenomenon, with its origins in the late 1970s-1980s—XX century.

2 Materials and Methods

To make effective management decisions in current market conditions requires assessing the position of the company in the market relative to competitors to figure out its place among them. This task is quite difficult due to the limited awareness of market participants and a large number of companies and their significant differences. Scientific substantiation of company management strategies involves using research aimed at identifying explicit and implicit differences between typical entities. The solution of this particular issue is based on the division of a set of enterprises into groups in which participants should possess similar characteristics and different groups - different. In this regard, the study used such techniques of empirical data processing as clustering methods applied to classify objects by their characteristics.

There are about a hundred different clustering algorithms, the diversity of which is explained by different computational methods and by different concepts. The application of any method is due to the practical usefulness of the results of cluster analysis. However, the most used are hierarchical cluster analysis and the k-means clustering method. They are the most effective ones on the majority of samples.

The combination of selected methods allows to implement the complete account of the uncertainty factor of the future conditions of companies and, as a consequence, gain confidence in the accuracy of identification of real economic processes. In order to determine the most successful directions of MNC strategic development in modern conditions and challenges described above, we conducted an empirical study using the method of cluster analysis of redistribution between groups of transnational business leaders on key indicators of business

efficiency, market value, and capital intensity. In order to achieve this goal, the following tasks are identified: to select clustering objects and determine a set of factors for their evaluation; build a matrix of input data; build a matrix of standardized input data; apply a hierarchical clustering method and analyze the dendrogram; apply the k-means clustering method, select the optimal number of clusters and find out the characteristics of each cluster.

3 Results

The two basic models of sustainable advantage, Porter's five forces model and the resource approach, are based on the concept of a stable and equilibrium world. The former American economy in the years 1945-1975 is close to this [30]. In later years, such a state was difficult to achieve, and at the beginning of the 21st century, it seems to be completely unrealistic.

3.1 Schumpeterian Competition

The increasing volatility resulted in increased interest in the Austrian school of economic theory, the most prominent representative of which is J.A. Schumpeter [33, 34]. The Austrian School emphasizes the importance of entrepreneurs, their actions, and imbalances. Schumpeter's creative destruction theory describes the rivalry between firms as an ongoing race to defend market leadership. Nelson and Winter [22], using Schumpeter's concepts, developed a theory of economic evolution. According to them, natural selection stimulates companies to replace old routines and technologies with new ones constantly. In order to survive, companies must adapt to changes in the environment.

Schumpeter's concepts focus on an innovative entrepreneur motivated to make extraordinary profits. Innovation causes change, and change creates imbalances in the markets. Competitors imitate strategies with above-average results as long as they make decent returns. Competitive advantage and extraordinary gains may be only temporary.

The neoclassical concept of competition is static. It assumes that technologies are data and immutable and that companies compete on prices and costs. Intense competition lowers prices and/or increases costs, which reduces profits. On the other hand, the Schumpeterian competition is dynamic in nature and concerns primarily technological changes. New technologies create new assets that become a source of new profits.

3.2 Hypercompetition

Contemporary research suggests that sustained competitive advantage is rare and is getting shorter [7, 36, 40]. There is growing empirical evidence that the volatility of financial returns on investment is increasing, suggesting that the relative importance of the temporary component of competitive advantage is increasing compared to the long-term component [7, 36]. The constant pursuit of strategic change is necessary to achieve success, especially in the rapidly evolving high-tech environment [7, 12].

The ever shorter period of competitive advantage is due to many reasons, including technological changes, the development of the Internet, globalization, industry convergence, aggressive competitive behavior, government-stimulated deregulation and privatization, the development of China, India, and other emerging economies, pressure on management managers to achieve short-term results, etc. As the environment becomes more dynamic, it is more appropriate to define strategies as dynamic moves and counter moves than to statically position resources, capabilities, core strategies, industry strategic group structures, etc.

Hypercompetition differs from Schumpeter's competition in the greater complexity of its causes. Hypercompetition is far less predictable than competition between direct rivals seeking success through new products, processes, or technologies [33]. These direct innovations depreciate established strategic

positions and accumulated historical assets. Hypercompetition is triggered by innovation external to the industry, by suppliers and consumers, by government deregulation, by falling tariffs and transaction costs that allow foreign competitors to enter.

To understand the markets in which there is a temporary advantage, it is necessary to use new tools that can capture dynamic changes. Audia et al. introduced the concept of the "success paradox" [1]. It is the fact that every company's success contains the seeds of a future failure. If a business is successful, it is natural to strive to exploit resources that have worked in the past. This can be destructive when the environment is radically changing. After a period of success, the company may lose the ability to judge when to limit its use of previous resources.

3.3 Empirical Research

The first empirical research on hypercompetition appeared in the 90s of the last century. L.G. Thomas presented a comprehensive study of more than 200 American industries for the period 1958-1991 [36]. At the beginning of the analyzed period, the static competition was dominant, which used inventions to a minimal extent. On the other hand, the years that followed were dominated by dynamic competition based on innovations. This key change, ignored in previous studies, confirms the "hypercompetitive change" that occurred in the American economy at the turn of the 1970s and 1980s.

G. Young, K.G. Smith, and C.M. Grimm compared the paradigms of the sectoral economy (S-C-P) and the Austrian school [38]. They examined the 1903 rival moves taken in the software industry and found that increased competition until it took extreme forms, helped to improve the performance of the entire industry. In contrast, the traditional S-C-P model assumed that intense competition worsened the results of enterprises in the industry.

The above research was used and developed by W.J. Ferrier, K.G. Smith, and C.M. Grimm [10], who studied the phenomenon of erosion of market shares and dethronement of industry leaders using the competitive perspective of the Austrian school. The research covered leaders and vice-leaders in 41 industries for 1987-93. They included almost 5,000 competitive moves defined as observable new actions initiated to strengthen market position. Ferrier, Smith, and Grimm found that industry leaders must act faster and more aggressively than their competitors to maintain their market position and reduce the likelihood of dethronement.

Comin and Philippon undertook to explain the contradictions in the conclusions of the research on the volatility of the economy [6]. Analyzes carried out on aggregated macroeconomic data show that the volatility of the economy is decreasing. On the other hand, analyzes of data collected at the company level show an increase in volatility and an increase in competition in industries. Comin and Philippon showed that the decrease in volatility in the case of aggregated data was due to smaller macroeconomic shocks. There is no correlation (i.e., they cancel each other out) between the shocks occurring in individual industries. Second, the correlation of the industry with the rest of the economy decreases the more, the greater the volatility of firms within a given industry. Comin and Philippon explained this, among other things, R&D spending that gives industries dynamism independent of the economy as a whole.

Wiggins and Ruefli studied 6,772 enterprises in 40 industries for the period 1972-1997 [40]. They divided the industries into high-tech and low-tech. The rate of change was a bit faster in the first group. However, the same general pattern of change existed across all industries. Wiggins and Ruefli found that there is no lasting competitive advantage, which in turn changes the definition of a distinguishing company. It is a company that can obtain a series of periodic competitive advantages (including Johnson & Johnson, Merck, Family Dollar Stores, or Illinois Tool Works). The number of such companies is small, only 1% of the surveyed sample, but is gradually growing.

The existence of the phenomenon of hypercompetition was also confirmed by Foster and Kaplan [11], analyzing the oldest ranking of American companies, Forbes100, from 1917. After seventy years, in 1987, most of them did not exist anymore. Only 18 companies remained on the Forbes100 list (including Procter & Gamble, Exxon, Citibank). However, it should be noted that each of these long-term corporations (except GE and Kodak) had an increase in the value of shares below the stock exchange average over the course of 70 years. From 1987, Kodak also began to get into trouble, leaving GE as the only corporation on the first Forbes100 list to survive and with outstanding results.

Articles in a special edition of the SMJ at the end of 2010 brought new evidence of the existence of hyper-competition. Hermelo and Vassolo [13] found that the modernization of economic institutions brings about an increase in temporary advantages in many Latin American countries. Lee et al. [16], on the example of over a thousand companies from the software industry, determined that dynamic capabilities accelerate the growth of temporary advantages. M.-J. Chen et al. [4], on a sample of 104 Taiwanese companies, using the example of particularly aggressive actions, identified the sources of temporary advantage, which were the characteristics of board members. E.L.Chen et al. [5], on the basis of simulation experiments, discovered, contrary to the accepted beliefs, that aggressive actions are not always the best way to succeed in a hyper-competitive environment. In turn, Rinova et al. [32] found that in certain hyper-competitive environments, it is better to operate in a predictable manner using a simple sequence of actions and understandable signals to investors than to act unpredictably and surprise competitors. The research sample included 40 NASDAQ and NYSE listed Internet companies over the three years 1995-1998, based on quarterly data. The study analyzed the changes in the positions of world leaders according to the rankings of one of the world's most authoritative economic publications "Forbes" from 2009 to 2019 [41].

Such brands as ICBC, JP Morgan Chase & Co., Bank of China, Royal Dutch Shell, Wells Fargo, ExxonMobil, AT&T, Microsoft, HSBC Holdings, Allianz, Total, Berkshire Hathaway, China Mobile, Walmart, Santander, and Nestle are among the companies that have been consistently in the top 50 over the past 10 years. Following two companies - ICBC, JP Morgan Chase & Co, occupied positions in the top-10 during the specified period, while ICBC was on the 1st place 7 years in a row. The most dynamically developing company was Ping An Insurance Group, which rose from 467 position in 2010 to 7 in 2019.

For this purpose, a list of indicators was determined, which were recorded as of 2009, 2014, and 2019 for 47 companies for which performance indicators have significant differences. The following performance indicators were identified as feature factors of the objects: Sales, Profits, Assets, Market Value. Our research on hierarchical cluster analysis of selected indicators has shown that the most effective in terms of meaningful interpretation of the results is the use of Ward's method of combining clusters and the Euclidean distance as a measure of object similarity. All calculations were performed in the software environment STATISTICA 10 Enterprise. Since the data is presented in different units, and so that indicators with large values do not dominate over indicators with smaller values, the data were standardized according to the following formula:

$$(1) \quad z_i = \frac{x_i - \bar{x}}{s},$$

where x_i (i=1;n) – input values of the indicator;
 $\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$ – the average value of the indicator;
 $s = \sqrt{\frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n-1}}$ – standard deviation of the indicator.

The results of the hierarchical cluster analysis of the considered enterprises for 2009, 2014, and 2019 are presented graphically in the form of a dendrogram in Figure 1, which displays the

average values of the obtained cluster groups and illustrates the typical profiles of enterprise clusters. The essence of this approach is the systematic application of the selection criterion to the cluster with a reduced level of demand. As the threshold of the requirement weakens, other objects are included in the group. In the end, they all come together. Interpretation of the results enables a pairwise comparative analysis and recommendations: where comparable companies have "bottlenecks"; due to which differences in the final economic results are formed; what experience can be used to increase the efficiency of the enterprise, etc.

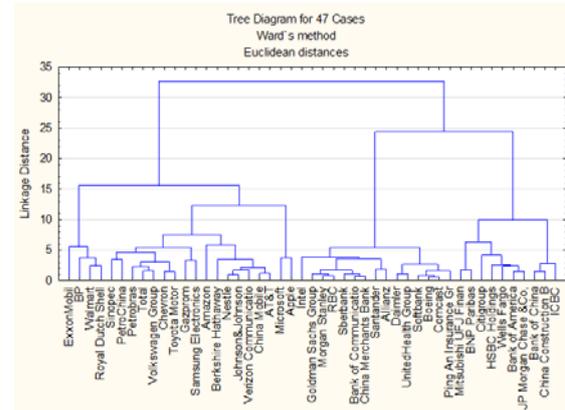


Figure 1 – Dendrogram on activities of the enterprises for 2009, 2014 and 2019. Source: own research

The dendrogram demonstrates the heterogeneity of the selected set of enterprises on given indicators and allows to hypothesize the existence of relatively homogeneous clusters with significant distances between the centers of the clusters. The number of such clusters varies from 3 to 5 and needs to be clarified using the k-means method.

According to the constructed hierarchical trees, four clusters were identified, which differentiate all the above companies according to the main characteristics for 2009, 2014, and 2019. The optimal number of groups was determined based on the dendrogram. Ward's method allowed to identify the main characteristics of each of the four clusters of companies on the specified indicators: Sales, Profits, Assets, Market Value, which is clearly shown in Figure 2 - 4.

The first cluster included Royal Dutch Shell, ExxonMobil, BP, Walmart. The second: ICBC, China Construction Bank, Bank of China, AT&T, Toyota Motor, Microsoft, Volkswagen Group, Chevron, PetroChina, Total, Berkshire Hathaway, China Mobile, Sinopec, Johnson & Johnson, Gazprom, Nestle, Petrobras. The third: JP Morgan Chase & Co, Bank of America, Wells Fargo, Citigroup, HSBC Holdings, Allianz, Santander, BNP Paribas, Mitsubishi UFJ Financial. The fourth: Apple, Ping An Insurance Group, Samsung Electronics, Verizon Communication, Amazon, China Merchants Bank, UnitedHealth Group, Comcast, Softbank, Daimler, Bank of Communication, RBC, Intel, Goldman Sachs Group, Sberbank, Morgan Stanley, Boeing.

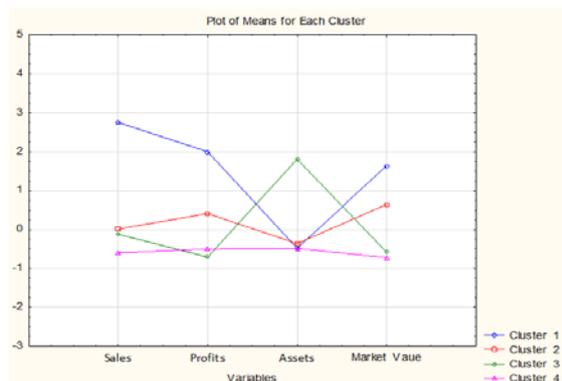


Figure 2 – K-means cluster analysis (2009). Source: own research

- 1) The first cluster is represented by companies with the highest levels of Sales, Profits, and Market Value but relatively low Assets.
- 2) Cluster 2 combines companies with the average level of all the above indicators.
- 3) Cluster 3 is practically the opposite of the first cluster. It includes companies with low Sales and Market Value, lowest Profits, and very high Assets.
- 4) The fourth cluster combined companies with a low level of all indicators.

The cluster situation changed slightly in 2014. Again, there are four main clusters, but their structure has partially changed. The differentiation is less pronounced, as indicated by the lower values on the vertical scale of the averages, compared to 2009.

- 1) The first cluster is formed by the following companies: Apple, Royal Dutch Shell, ExxonMobil, Samsung Electronics, Toyota Motor, Microsoft, Chevron, PetroChina, BP, Berkshire Hathaway, Walmart, Sinopec.
- 2) The second cluster includes UnitedHealth Group, Comcast, Softbank, Daimler, Johnson & Johnson, Bank of Communication, RBC, Nestle, Intel, Goldman Sachs Group, Sberbank, Morgan Stanley, Boeing, Petrobras.
- 3) The third cluster consists of the following companies: JP Morgan Chase & Co, Bank of America, Wells Fargo, Citigroup, HSBC Holdings, Santander, BNP Paribas, Mitsubishi UFJ Financial.
- 4) The fourth cluster consists of only four companies: ICBC, China Construction Bank, Bank of China, Gazprom.

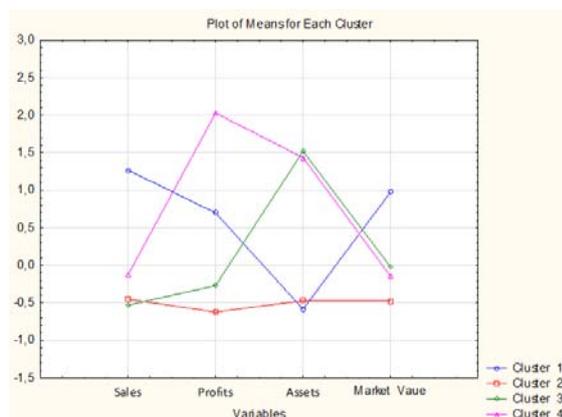


Figure 3 – K-means cluster analysis (2014). Source: own research

Thus, all companies also have formed four clusters since 2014, but they are changing structurally. Yes, there is no cluster of averaged values, and the top cluster with high values has slightly changed the structure. The first cluster still shows a high level of Sales and a low level of Assets in 2014, but unlike in 2009, companies in this sector have higher Market Value than Profits. The second cluster included companies with the lowest level of all indicators in 2014. However, the current level of Profits is significantly different from other companies. It has become the absolute minimum, while the level of Assets has become partially higher than in companies from other clusters. The third cluster includes companies with very high Assets again, but now the level of Profits for them is at the average level. The last, fourth cluster, combines companies with the highest level of Profits and very high level of Assets, while other indicators are at the average level.

According to the results of clustering in 2019 (see Figure 3), the following homogeneous groups were created:

- 1) Cluster 1: Apple, Microsoft, Amazon, Alphabet.
- 2) Cluster 2: Royal Dutch Shell, ExxonMobil, Samsung Electronics, Toyota Motor, Volkswagen Group, PetroChina, BP, Berkshire Hathaway, Walmart, UnitedHealth Group, Sinopec.
- 3) Cluster 3: Ping An Insurance Group, AT&T, Chevron, Verizon Communication, Allianz, Total, China Mobile, Santander, China Merchants Bank, Comcast, BNP Paribas, Softbank, Daimler, Johnson & Johnson, Bank of Communication, Gazprom, RBC, Nestle, Mitsubishi, FJ Financial, Goldman Sachs Group, Sberbank, Morgan Stanley, Boeing, Petrobras, TD Bank Group.
- 4) Cluster 4: ICBC, JP Morgan Chase & Co, China Construction Bank, Bank of America, Bank of China, Wells Fargo, Citigroup, HSBC Holdings, Intel, Agricultural Bank of China.

The structure of clusters, particularly their components, underwent some changes in 2019. Thus, the structure of the first cluster remains almost unchanged compared to 2014, but the variation has expanded significantly. In particular, the indicator of Market Value – values remain the highest in this cluster but differ significantly from companies-competitors from other clusters. The companies of the second cluster now have the lowest values of Assets, and it is interesting to note that most companies from the first cluster - 2014, which was characterized by the highest level of Market Value, have now migrated to this cluster. However, the companies of the new first cluster-2019 have the lead now. The third cluster includes companies with low values of all the indicators. It was the second cluster in 2014. The significant expansion of the representatives of this cluster of low values is noteworthy. The fourth cluster in 2019 has similar properties to the third one in 2014. Most of the companies have remained in it. As before, these companies demonstrate the highest values of Assets.

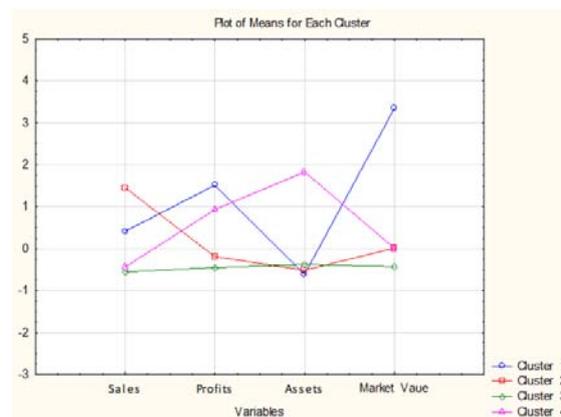


Figure 4 – K-means cluster analysis (2019). Source: own research

The results of the cluster analysis for 2009, 2014, and 2019 allow us to conclude that three of the four companies in the first cluster operate in the oil refining industry in 2009 - Royal Dutch Shell, ExxonMobil, BP. A comparison of the methodology of data collection for the previous year in determining the company's positions in the rankings and dynamics of world oil prices, which, of course, affected sales, profits, the market value of the business, allowed us to explain the composition of this group by peak oil prices in 2008 (On July 11, 2008, crude oil had a record high of \$ 147.27 per barrel), as well as losses due to the global crisis of 2008 of companies that were the leaders in terms of profits until 2008. Since 2014, all companies have also formed four clusters, but structurally they are changing. Yes, there is no longer a cluster of averages and a cluster of low values. The first cluster still shows a high level of sales and low levels of assets in 2014, but unlike 2009, companies in this sector have not high but average profits and market value levels. The second cluster included companies with the highest levels of profits and market value but low assets in 2014. The third cluster includes companies with very high assets again, but now the level of profits for them is not the lowest, but at the average level. The latter, the fourth cluster, combined companies with a low level of all indicators again. Presently, the level of profits is the absolute minimum and differs significantly from other companies, while the level of assets has become partially higher than in companies from other clusters.

As for the cluster of leaders in terms of sales in 2019, but with an average level of profits and market value, we can see not only traditional companies for this cluster working in the field of refining but also automotive companies and diversified companies, which show growth dynamics after 10 years of implementation of the anti-crisis strategy, as well as a new leader – Sinopec, one of the largest Chinese oil and petrochemical companies.

The second cluster consistently demonstrates a new generation of leaders – companies with the highest profits and market value but low assets. These are the leading companies in the field of international information business – Apple, Microsoft, Amazon, Alphabet.

Apple is the world's largest company in the field of information technology in terms of revenue. It is the world's third-largest manufacturer of mobile phones. In 2018, Apple announced the use of 100% renewable energy. Microsoft is an American multinational technology company that develops, manufactures, licenses, and sells software, consumer electronics, personal computers, and services. Its best-known software products include Microsoft Windows operating system, Microsoft Office, along Internet Explorer web browsers. The company is the world's largest manufacturer of software in revenue and one of the largest companies in the world in terms of value. Amazon.com sells about 34 product categories: e-books, consumer electronics, children's toys, food, sporting goods, household goods, and many more. The company is expanding into online commerce markets around the world. Amazon owns separate retail sites in the United States, France, the United Kingdom, Germany, Ireland, Canada, Italy, the Netherlands, Japan, China, India, Spain, Australia, Brazil, and Mexico. Customer Relationship Management (CRM) and Information Management (IM) support Amazon's business strategies. Alphabet, Inc. is a holding company engaged in the acquisition and operation of various information business companies, including well-known companies such as Calico, Google Ventures, Google Fiber, Capital, Google X, and Nest Labs. While a number of companies or divisions that were formerly part of Google have now become subsidiaries of Alphabet, some products and services related to Google (major Internet products such as Search, Ads, Commerce, Maps, YouTube, Apps, Cloud, Android, Chrome, Google Play, as well as hardware products such as Chromecast, Chromebook, and Nexus) will be part of Google Inc. [42].

The main thing that unites these companies is the strategic investment in R&D in the field of information and

communication technologies, or the strategy of exploiting the results of this R&D in e-commerce, which creates their intangible assets, increases innovation potential, and, consequently, market value.

The third cluster is dominated by financial MNCs (nine out of ten), with the country of origin of four of the cluster's nine financial multinational groups being China. According to the characteristics of the cluster, these are companies with high assets, however, with average profits.

4 Discussion

Thus, based on the results of empirical research, we can conclude that today's leaders in multinational business are international information companies, whose primary development strategy is an investment in R&D and innovation, the use of networked forms of business organization. The main source of growth in the market value of modern MNC leaders is not tangible assets but the growth of their intellectual capital.

According to the PwC analytical report, some industries are already experiencing historically important changes, in which "companies and sectors will either choose to develop and become leaders in the industry of the future" or lose their competitiveness. This indicates the possibility of a complete shift of the company's existing activity (PwC, 2019). Thus, the rapid digitalization processes pose new challenges to companies, demanding to transform existing strategies in the global market.

Transformation of strategies can take place in the following areas:

- Transformation of product strategy, which involves the creation of a new or upgrade of an existing product using digital technologies;
- Transformation of pricing strategy;
- Transformation of MNC promotion strategy (innovative methods and marketing tools, Internet platforms for advertising are used to promote the company's products);
- Transformation of the strategy of the geographical location of the company's divisions and the market of MNC products and services (the ability to manage the company, sales, promotion can be carried out remotely, without increasing the physical divisions of enterprises);
- Transformation of personnel management strategy related to robotics, use of artificial intelligence, development of international outsourcing on a freelance basis;
- Transformation of investment strategy (lack of diversity by region in the ownership structure of digital companies lead to the concentration of global investment models).

5 Conclusion

Hypercompetition is a state when companies cannot achieve a long-term competitive advantage. Based on many empirical studies, the phenomenon of hypercompetition can be described as follows: 1) Firms are less and less able to maintain a sustainable competitive advantage over their industry competitors; 2) This behavior is typical of a great many industries; 3) Companies, instead of striving for a long-term competitive advantage, should focus on a series of successive short-term advantages.

The study concluded that there had been changes in the strategy of achieving leadership in international business over the past ten years. Today, among the MNC global leaders are international information companies, whose main development strategies are an investment in R&D and innovation, the use of network forms of business organization, the main source of growth of their market value are not tangible assets but the growth of their intellectual capital. Thus, in the context of digitalization, on the one hand, MNCs have a number of opportunities for business development and gaining global scale at a faster pace; on the other – lagging behind the challenges of digitalization may lead to loss of competitiveness in the world

markets. Therefore, considering global trends and the experience of leading MNCs, each company should develop its own transformation model with different weights of each component depending on the internal and external business environment conditions.

Literature:

1. Audia, P.G., Locke E.A., & Smith K.G. (2000). The Paradox of Success: An Archival and a Laboratory Study of Strategic Persistence Following Radical Environmental Change. *Academy of Management Journal*, 43.
2. Barney, J.B. (1991). Firm Resources and Sustained Cyompetitive Advantage. *Journal of Management*, 17.
3. Brown, S.L., & Eisenhardt, K.M. (1998). *Competing on the Edge: Strategy as Structured Chaos*. Harvard Business School Press, Boston.
4. Chen, E.L. i in. Life in the Fast Line: Origins of Competitive Interaction in New vs. Established Markets. *Strategic Management Journal*. 2010; 31. nr 13 (special issue).
5. Chen, M.-J. (2010). Navigating in a Hypercompetitive Environment: The Roles of Action Aggressiveness and TMT Integration. *Strategic Management Journal*, 31(13), Special issue.
6. Comin, D., & Philippon, T. (2005). The Rise in Firm-Level Volatility: Causes and Consequences. *National Bureau of Economic Research Working Paper Series*, 11388.
7. D'Aveni, R.A. (1994). *Hypercompetition: Managing the Dynamics of Strategic Maneuvering*. Free Press, New York.
8. D'Aveni, R.A. (1995). *Hypercompetitive Rivalries*. Free Press, New York.
9. D'Aveni, R.A., Dagnino, G.B., & Smith K.G. (2010). The Age of Temporary Advantage. *Strategic Management Journal*, 31(13), Special issue.
10. Ferrier, W.J., Smith, K.G., & Grimm, C.M. (1999). The Role of Competitive Action in Market Share Erosion and Industry Dethronement: A Study of Industry Leaders and Challengers. *Academy of Management Journal*, 42.
11. Foster, R.N., & Kaplan, S. (2001). *Creative Destruction: Why Companies That Are Built to Last Underperform the Market – and How to Successfully Transform Them*. Currency/Doubleday, New York.
12. Hamel, G. (2002). *Leading the Revolution*. HBS Press, Boston.
13. Hermelo, F.D., & Vassolo, R. (2010). Institutional Development and Hypercompetition in Emerging Economies. *Strategic Management Journal*, 31(13), Special issue.
14. Ilinitch, A.Y., Lewin, A.Y., & D'Aveni, R.A. (1998). *Managing in Times of Disorder: Hypercompetitive Organizational Responses*. Sage, Thousand Oaks.
15. Dzikowska, M., & Jankowska, B. (2012). The global financial crisis of 2008–2009 and the Fortune Global 500 corporations. Looking for losers among the biggest – exploratory study. *Poznań university of economics review*, 12(3), 99-124.
16. Lee, H.I. (2000). Timing, Order and Durability of New Product Advantages with Imitation. *Strategic Management Journal*, 21.
17. Lee, C.-H. (2010). Complementarity-Based Hypercompetition in the Software Industry: Theory and Empirical Test, 1990-2002. *Strategic Management Journal*, 31(13), Special issue.
18. Lengnick-Hall, C.A., & Wolff, J.A. (1999). Similarities and Contradictions in the Core Logic of Three Strategy Research Streams. *Strategic Management Journal*, 20.
19. Makadok, R. (1998). Can First-Mover and Early-Mover Advantages be Sustained in an Industry with Low Barriers to Entry/Imitation? *Strategic Management Journal*, 19.
20. Mcnamara, G., Vaaler, P.M., & Devers, C. (2003). Same as It Ever Was: The Search for Evidence of Increasing Hypercompetition. *Strategic Management Journal*, 24.
21. Micklethwait, J., & Wooldridge, A. (2003). *The Company: A Short History of a Revolutionary Idea*. Modern Library, New York.
22. Nelson, R.R., & Winter, S.G. (1982). *An Evolutionary Theory of Economic Change*. Belknap Press of Harvard University Press, Cambridge.
23. Peteraf Margaret, A. (1993). *Strategic Management Journal*, 14(3), 179-191.
24. Polowczyk, J. (2010). *Hypercompetition in the Perspective of Schumpeter's Theory: Dimensions of Competitiveness*. In B. Jankowska, T.Kowalski, and M. Pietrzykowski (Eds.). Poznań University of Economics and Business Press, Poznań.
25. Porter, M.E. (1980). *Competitive Strategy. Techniques for Analyzing Industries and Competitors*. Free Press, New York.
26. Porter, M.E. (1985). *Competitive Advantage. Creating and Sustaining Superior Performance*. The Free Press, New York.
27. Porter, M.E. (1996). What is Strategy? *Harvard Business Review*, January Issue.
28. Porter, M.E. (2008). The Five Competitive Forces That Shape Strategy. *Harvard Business Review*, January Issue.
29. Prahalad, C.K., & Ramaswamy, V. (2004). *The Future of Competition: Co-Creating Unique Value with Customers*. Harvard Business School Publishing, Boston.
30. Reich, R.B. (2007). *Supercapitalism. The Transformation of Business, Democracy, and Everyday Life*. Alfred A. Knoff, New York.
31. Rifkin, J. (2014). *Zero Marginal Cost Society. The Internet of Things, the Collaborative Commons, and the Eclipse of Capitalism*. Palgrave Macmillan, New York.
32. Rindova, V., Ferrier, W.J., & Wiltbank, R. (2010). Value from Gestalt: How Sequences of Competitive Actions Create Advantage for Firms in Nascent Markets. *Strategic Management Journal*, 31(13), Special issue.
33. Schumpeter, J.A. (1912). *Theory of Economic Development*. Transaction Publishers, Piscataway.
34. Schumpeter, J.A. (1942). *Capitalism, Socialism and Democracy*. New York: Harper.
35. Sirmon, D.G. (2010). The Dynamic Interplay of Capability Strengths and Weaknesses: Investigating the Bases of Temporary Competitive Advantage. *Strategic Management Journal*, 31(13), Special issue.
36. Thomas, L.G. (1996). The Two Faces of Competition: Dynamic Resourcefulness and the Hypercompetitive Shift. *Organization Science*, 7.
37. Thomas, L.G., & D'Aveni, R. (2004). *The Rise of Hypercompetition in the US Manufacturing Sector, 1950 to 2002*. Available at: <http://papers.ssrn.com/abstract=611823>.
38. Young, G., Smith, K.G., & Grimm, C.M. (1996). "Austrian" and Industrial Organization Perspectives on Firm-Level Competitive Activity and Performance. *Organization Science*, 7.
39. Wernerfelt, B. (1984). A Resource-Based View of the Firm. *Strategic Management Journal*, 5.
40. Wiggins, R.R., & Ruefli, T.W. (2005). Schumpeter's Ghost: Is Hypercompetition Making the Best of Times Shorter? *Strategic Management Journal*, 26.
41. 2000 The World's Largest Public Companies. 2009-2019. (2020). *Forbes*. Available at: <https://www.forbes.com/global2000/#207e04e6335d>.
42. Global 2000: The World's Best Employers. (2019). *Forbes*. Available at: <https://www.forbes.com/lists/worlds-best-employer/s/#35a984f81e0c>.
43. The future of industries: Bringing down the walls. (2019). *Forbes*. Available at: <https://www.pwc.com>.

Primary Paper Section: A

Secondary Paper Section: AH

CONTEMPORARY LITERARY JOURNALISM: FACTORS OF INFLUENCE ON THE READER

^aVIKTORIA TKACHENKO, ^bVIKTOR KRUPKA, ^cALLA VINNICHUK, ^dMYKOLA MARTYNIUK, ^eVIKTOR IARUCHYK

^{a-c}Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University, 32, Ostrozkoho Str., 21001, Vinnitsia, Ukraine

^dThe Municipal Higher Educational Institution Lutsk Pedagogical College of the Volyn Regional Council, 36, Prospekt Voli, 43010, Lutsk, Ukraine

^eLesya Ukrainka Volyn National University, 13, Prospekt Voli, 43025, Lutsk, Ukraine

email: ^awiktorya@gmail.com, ^bviktor_krupka@ukr.net, ^cvinnichuk.alla.1975@gmail.com, ^dlitmapavolyni@gmail.com, ^eiaruchykh@gmail.com

Abstract: The article deals with the problem of influence on the reader in the modern theory and practice of journalism. The focus of the study is on the mechanisms and tools of influence on the macro-text level: psychological or socio-communicative patterns. The effectiveness of the influence of modern literary journalism at the macro level is primarily related to the actualization of the typical or possible virtual space of human existence. Reception, cultural reality, involvement of the reader in intellectual and creative work on decoding expressive and figurative ciphers are the main influence tools, while the style of macro level (tropes, figures, linear narrative) are secondary and act primarily on the unprepared reader. The presence of apparent consumer culture, the tradition of rhetoric, preaching, the possibility of individual associations and providing headlines with an anchor polyinterpretive sound are the main factors of approaching and effectiveness.

Keywords: Contemporary literary journalism, Cross-culture, Mechanisms of influence, Perception, Simulacrum.

1 Introduction

The problem of tools in journalism theory and practice are the most actual and least unified: most critics of social and political journalism and modern literature consider it appropriate to approach the analysis of works in terms of interpretation, hermeneutics, and intellectual perception as well. Consequently, the terms and concepts of psychology, culturology and philosophy – heterogenic, sometimes pseudoscientific eclecticism, appear to be included in methodological set of tools. The issue of non- or extrascientific critical discourse is arising. The concept of ‘tools’ in scientific and methodological discourse means the set of specific tools to achieve a partial (tactical) goal, that is why it is reasonable to suppose that in mass communication, the tools concern in a lesser degree to metatextual affect (ideology, outlook) and more to intertextual one (intertextuality, trop, means of cognitive and perceptive dissonance).

Thus, it is reasonable to study the tools and mechanisms of direct impact on the reader, that are those textual means promoting perception, learning, and influence.

Percipients’ feedback, collected by questionnaires and discursive methods, served as study material. Doing this, the readers voluntarily or under directions read the works by the following authors as Neil Gaiman, Oksana Zabuzhko, Umberto Eco, Stanisław Jerzy Lec, Serhiy Zhadan, Hunter S. Thompson, Pamela Travers, and others, provided by the training program for future journalists and teachers of Ukrainian language and literature and Foreign literature.

Perceptual and sensitive potentials of modern human in the post-industrial culturological space are analyzed in the works of G. Marcuse (1970) [12]; G. Christian's study examines the phenomenon of “journalistic society” [7]; V. Buryak (2015) studies the evolution of terminological tools of modern journalism theory [5].

In turn, M. Zubkov notes that, in the post-Soviet space, there is now a need for a new journalistic understanding of the new reality. The main channel for the dissemination of journalism is the Web, which makes the artifact relevant, interactive, hypertextual [23, p. 110]. Various aspects of modern journalism have been the subject of related sciences or issues, such as

pseudo-scientific discourse and information security [19]; strategy and technology of expression of intellectual dualism [14]. Research on the ethical principles of journalism as part of global or regional culture and rethinking classical values, including the “logic of control” [8], is also becoming popular.

Eastern European scholars emphasize that the tools of deep influence require greater intellectual, emotional, or intuitive involvement of the recipient and appeal to the actualization or modification of values, attitudes, stereotypes, myths, beliefs, taboos up to the archetypes of the collective unconscious [2-4]. This approach is due to the very essence of journalism. Thus, V. Uchonova (1989) already uses the term “influence” in the definition of journalism: “Journalism is a specific branch of socio-political creative activity, which aims to actual ideological influence on public opinion, consciousness and behavior of the masses” [20, p. 213]. K. Serazhim proposes to consider the journalistic text pragmatically – as “a set of speech actions carried out to achieve a certain communicative goal” [17, p.112]. Thus, journalism can be considered as a manifestation of social activity, as a result of activity that is only a side of the artist's involvement in communication and transformative social activities, so its influence is inseparable from the biography and “transformative acts” of journalists. While a work of art is a substantive manifestation of the artist's inner virtual activity, journalism is a manifestation of creative activity, but more extroverted, such that, based on the inner existence of the artist, becomes external, involved in socio-political life.

Modern scholars emphasize that the mass communicative influence is not only the effectiveness of the text, but often the very fact of its appearance. Thus, V. Mansurova (2002) writes that in our time “there is significant increase of the performativity (when the word itself becomes an act) of the role of the journalist, which is manifested not only in public self-reflection, but also in bringing this reflection to an objective result” [11, p. 108]. This pattern is closely related to the popularity of the author, his rating, so readers often buy journalistic collections of those writers who are cult in literature. The specificity of journalism is the influence not so much by artistic means, which are layered on predicative centers, but rather by involving the reader in the experience and understanding of ideological, cultural, or other value intentions. Thus, Serazhim draws attention to the fact that in a journalistic text the elements of arrangement play only an additional function, and the main one is the so-called “deep structure” [17, p. 23]. V. Zdorovega noted: the peculiarity of the journalistic image is that it is an instrument of thought. In a work of art based on real events, we operate with the category of “truth of life”, which is the material for the artistic idea, and, therefore, a means, not an end. In journalism, on the contrary: artistic expression is a means [22]. The fundamental difference between PR, advertising, mass or other influence from the tools of journalism is fundamental. This is also emphasized by J. Losj [10, p. 155].

Thus, scholars are unanimous in their opinion that a journalistic text has its own outwardly defined, but in fact incomplete structure, which is open to reader co-creation. Intellectual and sensory co-creation consists in the use of a number of tools that have indirect analogues in human consciousness, in particular, in its value-motivational, aesthetic, and ethical spheres.

2 Materials and Methods

Recently, the concept of research methods of social and political journalism, ways of reality reflection in it, journalistic set of tools is becoming increasingly more actual. Structural, semantic, and interpretative methods are relegated to the background, while pragmatic, perceptive, and sociological methods are becoming relevant.

The article uses the methods focused on studying the perception and influence of social and political journalism on the reader. At

the experimental stage, questionnaires, keeping the readers' diaries and formation of focus groups took place. At the analytical stage, there were studying of readers' diaries content, analysis of discursive audio material collected during the work of focus groups, a summary of the main trends of influence (effectiveness) of contemporary literary journalism.

The experiment was performed in two groups formed of fourth year students; the first group was academic and studied social and political journalism according to the curriculum. The second group was combined and formed of the students who had a desire to read or liked reading social and political essays. Both groups formed further a focus group to discuss the effectiveness of literary journalism. The discussion was accompanied by an audio recording for future registration of key moments. Preliminary, stylistic and structural-semantic analysis of journalistic works of leading writers took place to identify the tools of effectiveness at the micro and macro levels. At the end of the experiment, there was a comparison of perceptive and structural-semantic effectiveness of the fragments of journalistic discourse of the given authors. The markers of the effectiveness of journalistic tools, specified by voluntary group (A) and compulsory group (B), were compared as well.

3 Results and Discussion

The tools of literary journalism are among the most relevant and least unified in terms of categories. In the article, such tools are understood as a set of means to achieve a partial (tactical) goal, so hypothetically it includes intratextual and extratextual aspects.

The aim of the article is to study the tools and mechanisms of direct influence on the reader (perception). The material of the research was the feedback of the recipients after reading a number of popular examples of literary journalism, where the fact is a precedent, but not the subject of discourse.

Methods of collecting factual data include readers' diaries and writing reviews; organization by the author of the article of focus discussions with audio recording and further analysis of the questionnaire, conducting and forming focus groups. These data were analyzed by summarizing the main trends and tools of influence (effectiveness) of modern literary journalism.

It has been found that the emotional tools of perceptual influence are at the same time factors of approximation, and modern postmodern discourse is designed for both mass and elite consumption. This encourages writers to influence the reader by actualizing consumer and amateur discourses, and to build more complex narrative and axiological models on this basis. Writers-publicists, based on the tendencies of postcolonial society, construct virtual worlds with the help of two types of tools simulative and stimulating (stimulation of emotions, empathy, involvement, etc.).

The structural-semantic approach to the most effective fragments of the journalistic text proved that the means of influence are not so much ideological components but rather instruments of the microtext level: stylistics of figures, rhetoric, narration (actualization of well-known discourses).

The perception of a journalistic text is related to the subjective interpretation of known narratives, ideas and worlds, which is manifested in irrational reading modalities against the background of cross-culture and cross-time.

The general conclusion derived from the results of perceptual materials, collected from both experimental groups, is as follows: modern writers use the mechanisms of influence that are simultaneously the factors of approaching and persuasion as well. They almost do not use manipulation techniques in their journalistic works, in contrast to advertising, political technologies, yellow journalism, etc.

It became obvious that contemporary postmodern discourse has a direction towards both mass and elite consumption. This promotes the significant number of literary and journalistic

works to be perceptible by a wide range of readers. This encourages contemporary popular writers to influence the reader by using a consumer and dilettante spirit of the society, and then to build more complicated models on this pseudo-intellectual base. Thus, 78 % of participants of EG 'A' and 63 % of EG 'B' underlined mass cultural markers of text approaching. This confirms the theory of German sociologist Herbert Marcuse, who substantiated the role of MCT in human 'implanting' into everyday consumer environment: a human produces and identifies own utilitarian needs forming mass culture, and culture supports, promotes, and produces the values of a consumer level [12]. This theory is an opposition to elite concept of MCT, according to which mass communication serves, first of all, intellectual, political, and economic circles of the recipients [15]. Broadly speaking about political manipulation, advertising and public relations, it is possible to state that both trends operate in parallel with a significant prevalence of mass (in the narrow sense) communication.

The efficiency of influence of modern MCT on the audience is determined by the peculiarity of mass media space, social relations, civilizational processes and current political course. However, according to scientists, the modern audience does not imagine its life without virtual worlds, the creation of which specifies first of all not ideological, but instrumental approach (technologies, techniques, methods), and has a connection with two complementary processes – simulation and stimulation. In our opinion, literary journalism that among journalistic and related information product at most extent may have the right to be called a simulacrum, can simulate and stimulate mass mental superficial (effect) and deep (effectiveness) phenomena. Table 1 shows the generalized tools with perceptual advantage according to the participants of both EGs.

Table 1: The Comparison of factors of effect and effectiveness in the experimental groups

Experimental group A		Experimental group B	
Effect 68 %	Effectiveness 32%	Effect 77 %	Effectiveness 23 %
Vision Metaphor Idiom	Definition Idea Implied Sense Heading Allusion Fact Conclusion Parallels	Word-play Vision Metaphor Antinomy Stereotype	Word-play Factors of Closeness Idea

Thus, we can consider social and political journalism as a manifestation of social activity, as a result of activities that is only a side of the artist's involvement in communication and transformative social activity, that is why its influence is inseparable from the "transforming acts" of the reader-consumer or reader-gourmet. As a work of art is a subject demonstration of the artist's internal virtual activity, so social and political journalism is a demonstration of creative activity, but more extroverted, such that, based on the artist's internal existence, it becomes external, involved in socio-political being and the very fact of reading. Moreover, it is noticeable that mass communicative influence is not just the effectiveness of the text, but often the very fact of its appearance (performance) – of course, provided that the author is a prominent person [6, 9, 13]. The word itself becomes an act. This regularity is closely related to the popularity of the author, his rating. That is why the readers often buy journalistic collections of those writers who are cult in literature.

On the other hand, the comparison of the tools removed by the author of the article through structural-semantic analysis with the spontaneous selection of micromarkers of recipients defined that the categorical tools of social and political journalism studies are not a direct epistemological reflection of practical creative tools. The latter is coming closer to the context, pragmatics, perception and moving away from the style of figures, rhetoric, and narration. The evidence of this is a questionnaire survey of readers-respondents of both experimental groups. Thus, both experimental groups in one way or another pointed to the following determinants of effectiveness: a) the emotional impact of reading 'in the mood'; b) actualization of personal experience

through anchor and in fact intertextual moments of the text; c) irrational feelings in the form of emotional triggers, excitement after reading separate pieces or the whole text.

At this stage, it is possible to make an intermediate conclusion: the perception of a journalistic text causes primarily not so much debatability but rather subjective interpretation, shown first of all in irrational modalities that are difficult to verbalize in a questionnaire. Typical modes of explanation were the phrases from the questionnaires of respondents of both groups: it evoked memories; I looked the other way, I felt the excitement, I cannot explain, but I feel and so on. It is interesting that the stamps, well-known facts, popular allusions and stereotypes served only as a “grounding”, returning to reality, but did not stimulate internal dialogue or experience anyway, which was clear after studying audio recordings of discussions in focus groups.

In the discursive work of focus groups, it became evident that, for the present, journalistic genres among others (informational and analytical) are the least readable, because they do not correspond to the modern method of reader “surfing” without deepening into the spiritual essence of information; on the other hand, blogger journalism, Internet and video versions of political pamphlets, etc. are gaining popularity. In our opinion, the primary condition for the effectiveness and influence of a contemporary journalistic text is its accessibility and voluntary act of the recipient, efforts aimed at reading the text, desire to read, and only then the expressive-cognitive potential of the journalistic text is determined apart of factual information and interpretive moments, involving the reader in the intellectual and creative work of decoding expressive and figurative ciphers.

75 % of respondents of group ‘A’ and 87 % of group ‘B’ indicated that currently an important factor to read the work is its compactness (concise informational text ideally contains predicates and nominal distributors, i.e., implements only the inherent languages of valence). This promotes the distribution of short journalistic essays, diary notes, thoughts, aphorisms, and maxims. However, the effectiveness of social and political journalism is the influence not so much by artistic means, layered on the predicative centers, as by involving the reader in the experience and understanding of ideological, cultural, or other valuable intentions. So, according to the protocols of the debates in focus groups, arranging a journalistic text performs only the function of approaching-retention, and so-called ‘deep structure’ is the main one.

In addition to giving preference to compactness, the questionnaire of both EGs revealed the importance of cross-culture and cross-timing as a background against which the markers of the personal mini-epoch are outlined. Such texts use the elementary socio-cultural mechanism of the average individual: ‘I used to be different (young, inexperienced), now I am experienced, fashionable, being in context and on the edge of time’ (‘in trend’).

The respondents of group ‘B’, in the focus group discussions, preferred everyday life, routine, consumption as effective factors of approaching, widely used in modern mass journalism. Journalistic direct nominations are borrowed from current life or stylized for it. The use of factors of temporal and spatial approaching at the level of images, allusions is one of the effective tools to influence the audience. Here, the stereotype of perception by the mass reader of a mass media or literary product under the instruction ‘The book is about what I love, what I live today’ (journalistic analogue – ‘I was shown on TV’) works.

In practice, this is embodied in the attempt to approach social or philosophical truths through the elements of memoirs, diaries, reflection, a fact resembling the homologous natural biological laws (the Biogenetic Law [Haeckel and Mueller, 1866]). Its essence is as follows: ontogeny (personal evolution) recapitulates phylogeny (development of the whole species). Thus, Y. Andrukhovych, Y. Kononenko, Y. Izdryk often derive existential or ontological truths from their own life experience,

contemplation-return, experience-reconsideration of former emotions, phrases, interiors.

For connoisseurs of literary journalism, it is effective to string the categories previously valuable and still relevant to the recipient, which link old and new values. The most elementary tool to influence the textual micro level is a nomination made with a projection on a certain cultural reality that is or may be valuable for a certain circle of readers (cultural reality or consciousness horizon). Thus, Oksana Zabuzhko, in her foreword to *The Chronicles of Fortinbras 2006* (first edition 1999), recognizing the six-year ‘intermission’ that could have been reformatted in the light of the new millennium, the terrorist attacks of September 11, the Orange Revolution, and other events, deliberately leaves lexical ‘anachronisms’: ‘The only thing that has crept in ‘intermission’ are some small factual anachronism’ (like ‘coupons’ instead of ‘hryvnia’, etc.), but sees no sense in correcting them: even if they are out of fashion, which you find in the bowels of the wardrobe, they will add to these texts that elegiac ‘retro’ flavour, which our sticky and spiritually barren post-tragic era is not able to provide’ [21, p.7].

Allusive correlations with phraseology, aphorisms, stereotypes, etc. can be given individually. In the practice of reading, the interpretation that is closest and most accessible to a more or less prepared and conscious reader is realized.

There is an opinion that modern literature is clearly divided into ‘high’ and ‘mass’. It is appropriate to assume that journalistic creative work will also have such a dichotomy, which testifies to the discourse orientation, rather than the author’s ability. This thesis is key to the development of further thought: if the elite literature and social and political journalism is read mainly by the elite (writers and publicists themselves, latent or real, as a rule), it is clear that mass tools of influence weakly affect the elite public: for such readers, world creation, ideology, conceptuality, stylistics – higher overtext levels are more important.

So, when it comes about the tools of journalistic influence, one should primarily concern the unprepared reader with an average level of aesthetic, philosophical, andgnoseological demands. Thus, as a result of structural-semantic and axiosemantic analysis of the works of modern writers and publicists, two directions were singled out – intellectual journalism focused on the elite reader (mostly writers themselves) and postmodern journalism, the intellectualism of which lies not so much in the plane of erudition, intertextuality, and intertemporality but rather in search of truths in consumer, utilitarian, and actual reality (Figure 1).

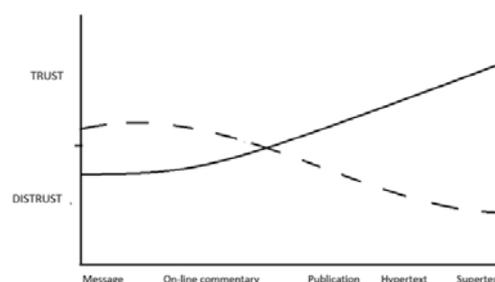


Figure 1 – The difference in text perception of unprepared and prepared reader

The above graph shows that the effectiveness of the act of perception of the unprepared reader (indicated by a dotted line) decreases when meeting with tools of the metatext level, while in the prepared one on the contrary.

The effectiveness of journalistic text is currently ambiguous in the MCT: on the one hand, journalism is gradually losing text-centricity due to the displacement of multimedia and Internet technologies ‘delivery’ of news, on the other, the text becomes a cross-cutting parameter: message-online comment-publication-

hypertext-supertext. Thus, relevance and background knowledge of the topic and allusion constitute the main background of effective perception. One of such background press positions is journalistic experience or reading experience, need and taste.

Conceptual categories of journalistic text have a hierarchical structure, which begins with the system of the text that correlates with the system of society, creative idea, outlook (philosophical, political, artistic) model. Ontologically, this is due to the fact that one of the most powerful human instincts is cognitive, and the top of cognition is the formation for forms of social consciousness (at the simple level for self) relative to a holistic and complete picture of the world. In this connection, even naive or consumer thinking has a direction towards regulating the apparent chaos of the world.

The social and political journalism of 'living surfaces' with the reflection of relevant trifles and details of practical, bohemian, or consumer life is not an ideal model of ideas, but a practical model of consumption, chance, 'stream' and, as a result, irony and banter.

However, the primary effectiveness of the perception of any text determines the title as the most anchor and readable component of any work. The title of a journalistic text can be pragmatic, affective (anchor), informative, or formal-structural.

We conducted an experimental survey of students of Mykhailo Kotsiubynsky Vinnytsia State Pedagogical University on the information capacity of the titles of some well-known journalistic works of modern writers (students have not previously read them). The result is a multidimensionality of interpretation, the possibility of deep individual modality of irrational headings. For example, the titles of cult essays by Y. Andrukhovych (Andrukhovych 1998) provoked the following individual associations and intertexts in the respondents: The Devil Hides in Cheese – 'presence of emptiness', 'temptation, bait', 'gourmandise', 'exquisiteness', 'danger in everyday things'; Twelve Hoops – 'twelve circles of hell', 'Dante and his Divine Comedy', 'human limitations', 'rotation, compression, equilibrium', etc. We can achieve similar associative results due to semantic or culturological analysis of the titles of journalistic works.

An extremely common macro-textual tool to influence contemporary literary journalism is the culturological 'return' to recent epochs, artefacts, texts that still have value and relevance, which is on the border between something precedent and 'eternal'. This creates the effect of succession and continuity of generations, ideologies and cross-cutting values of the individual. The theory of priming epistemologically explains this mechanism, according to which the object of cognition can be actualized, although modified due to previous significance or acquaintance.

4 Conclusion

The main categories of this study are the mechanisms and tools of influence of the macro-text level. It is necessary to mark that the mechanism is a psychological or socio-communicative pattern, which is the basis for the implementation of certain writing set of tools. When we talk about the tools of journalistic influence, we mean not so much the persuasion in the conceptual idea, but rather concrete-situational (at this point of reading and perception) influence, because the very concept of 'tool' involves operational and practical intervention. The tools of tactical flow include semantic and formal linguistic-communicative and culturological operations: wordplay, metaphor, ambiguity, hint, allusion, involvement of approaching factors, actualization of certain cultural realities, etc.

It was proved that the tools of micro or mesolevel of influence with the use of linguistic and literary means have the greatest impact on all participants in the experiment. A holistic picture of the work-simulacrum does not affect the reader's perception so much as a case of visual and imaginary characteristics, contrasts

based on hyperbole, litany, means of grotesque, irony, sarcasm do.

Thus, contemporary writers and publicists stimulate the reader to know the world not through 'high matters', but through the reflection of daily existence against the background of long-established culture, and also use the individual style principle of approaching the reader.

This determines the degree of semantic and content-related integrity of modern social and political journalism, which, despite the complexity of the phenomena and concepts described, remains interpretively and modally open. So, the influence and effectiveness of a journalistic text when reading it can be high under two conditions: when the reader felt and understood the author's intention as much as possible, or when the author laid down a polymodal interpretive potential in the work.

The effectiveness of the influence of modern literary journalism at the macro level is primarily related to the actualization of the typical or possible virtual space of human existence. In spite of the low unification of categories of tools at this level, we can conclude that among the means of journalism influencing on the elite reader, in the first place, there are reception, cultural reality, involvement of the reader in intellectual and creative work on decoding expressive and figurative ciphers, while the style of macro level (tropes, figures, linear narrative) is secondary and acts primarily on the unprepared reader. As factors of approaching and effectiveness, the following are widely used: the presence of apparent consumer culture, the tradition of rhetoric, preaching, the possibility of individual associations and providing headlines with an anchor polyinterpretive sound.

Literature:

1. Andrukhovych, Y. (1998). August, the thirst for generalizations. *Den*, 151, 10.
2. Bak, J. (2017). Toward a definition of international literary journalism. *Brazilian Journalism Research*, 13(3). DOI: <http://dx.doi.org/10.25200/BJR.v13n3.2017.1007>.
3. Bak, J., & Reynolds, B. (Eds.). (2011). *Literary journalism across the globe: Journalistic traditions and transnational influences*. University of Massachusetts Press.
4. Berner, R.T. (1998). *The literature of journalism: Text and context*. Strata Pub Co.
5. Buryak, V. (2015). Evolution of terminological tools of modern theory of journalism: an intellectual model of information reflection. *Modernity*, 12, 133-139.
6. Canada, M. (2013). *Literature and journalism: Inspirations, intersections, and inventions from Ben Franklin to Stephen Colbert*. Palgrave Macmillan.
7. Christian, H. (2018). *Die publizistische Gesellschaft: Journalismus und Medien Im Zeitalter des Plattformkapitalismus Wiesbaden: Springer VS Humborg*. Studium Pulizistik Als Wichtiges Element in der Public Relations. Available at: <https://www.wam.de/studium/inhalte/studium-publizistik/>.
8. Hujanen, J. (2016). Participation and the blurring values of journalism. *Journalism Studies*, 17(7), 871-880.
9. Keeble, R.L. (2012). *Global literary journalism: Exploring the journalistic imagination*. Peter Lang.
10. Losj, J. (2008). *Journalism and trends in world development: a textbook for higher education institutions of III-IV levels of accreditation*. In 2 volumes. Lviv.
11. Mansurova, V. (2002). Journalistic picture of the world as the formation of media events. *Bulletin of Moscow University. Series 10. Journalism*, 6, 107-112.
12. Marcuse, H. (1970). *Der eindimensionale Mensch. Der eindimensionale Mensch. Studien zur Ideologie der fortgeschrittenen Industriegesellschaft*. Verlag: Neuwied, Berlin, Luchterhand.
13. Martinez, M. (2017). Literary Journalism: conceptual review, history and new perspectives. *Intercom – RBCC*, 4(3), 21-36.

-
14. Punchenko, O., & Punchenko, N. (2019). Basic strategic technology of intellectual duality of humanity in information technology. *Humanities studies: Collection of Scientific Papers*, 2 (79), 95-114.
 15. Roiland, J. (2015). By any other name: The case for literary journalism. *Literary Journalism Studies*, 7(2), 61-89.
 16. Schaster, D., & Buckner, R. (1998). Priming and the brain. Review. *Neuron*, 10, 185-195.
 17. Serazhym, K. (2002). *Discourse as a sociolinguistic phenomenon: methodology, architecture, variability (on the materials of modern newspaper journalism)*. Kyiv National University named after T. Shevchenko: Kyiv.
 18. Talese, G., & Lounsbury, B. (1995). *Writing creative nonfiction: the literature of reality*. New York: Harpercollins College.
 19. Tovarnichenko, V. (2019). Pseudoscience and information security in smart-society. *Humanities Studies: Collection of Scientific Papers, ZNU*, 1(78), 15-27.
 20. Uchenova, V. (1989). *At the origins of journalism*. Moscow: Moscow State University.
 21. Zabuzhko, O. (2006). *Chronicles from Fortinbras*. Selected essays. Kyiv.
 22. Zdorovega, V. (2011). The nature of the specifics of the image in journalism. *Word and Time*, 6, 43-52.
 23. Zubkov, N. (2011). *Meaning and Book Theory of Literature: in 4 volumes*, Vol. 2. Moscow.

Primary Paper Section: A

Secondary Paper Section: AI, AJ, AM

MODEL OF FORMATION OF READINESS OF FUTURE SPECIALISTS OF FINE ARTS FOR SOCIO-PEDAGOGICAL WORK

^aLARYSA GARBUZENKO, ^bTETIANA STRITIEVYCH,
^cTETIANA OKOLNYCHA, ^dOLENA STRILETS-BABENKO,
^eNATALIA BEREZENKO, ^fANNA PETRENKO

^{a-f}Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, 1, Shevchenko Str., UA-25006, Kropyvnytskyi, Ukraine

email: ^alar_gar@ukr.net, ^btanya_strit@ukr.net,
^ct.vladimirovna.75@ukr.net, ^dolenastrilecbabenko@gmail.com,
^enberezenko29@gmail.com, ^fanna.92petrenko@gmail.com

Abstract: The purpose of study is to develop and experimentally test the model of formation of readiness of future specialists in fine art for socio-pedagogical work. The developed model of formation of readiness of future specialists of fine arts for socio-pedagogical work consists of target, semantic, organizational and effective units. In the course of experimental work, the efficiency of the offered model with use of means of information technologies (presentation, web-quest, project), mental maps and practical work is checked.

Keywords: Children with special educational needs, Future specialists in fine arts, Master class, Model of formation, People with disabilities, Readiness for socio-pedagogical work, Social groups.

1 Introduction

In modern conditions of society development, an important area of public life is social work, which is to provide social support to various segments of the population, taking into account their specifics. We are impressed by the approach to socio-pedagogical work as one that not only solves the problem of helping vulnerable social groups, but also promotes the following: the development of social values, social qualities through the enrichment of the environment of social development of the individual, the organization of meaningful leisure; meeting cultural and spiritual needs or socially approved ways to restore a person's life, improving his ability to social activity [1, 3, 19]. The organization of this type of work with different social groups takes into account the main provisions of the Convention for the Protection of Human Rights and Fundamental Freedoms, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities, approved by UN General Assemblies and ratified by Ukraine.

In our opinion, the solution of problems of social and pedagogical work can be entrusted not only to specialists in social work, but also to specialists in fine arts, as art in general and arts and crafts in particular, involvement in artistic activity represent an effective means of development, connection of the specified tasks that promotes development of potential creative possibilities of the person, formation of qualities of personal amateur performance, expansion of sphere of communication, the organization of leisure [10, 13-15, 18, 20]. In this case, representatives of different social groups cannot stay away from socio-cultural life and the system of human relations [2, 15]. Socio-pedagogical activities can be part of the professional activities of many professionals, including teachers of fine arts and artists.

2 Literature Review

Researchers Petrochko, J. (2010), Yurkiv, J. (2010), Cramer, E., McLeod, D., Craft, M. and co-authors (2018) emphasize the effectiveness of the use of art in socio-pedagogical work and the need to train future professionals to such a field of activity. Effective educational practices, through the use of art-based materials, enrich students' learning, deepening the emotional and cognitive understanding of others, providing new perspectives on problems, and engaging students in critical reflection [6, 7].

Art is used quite intensively in social work as art therapy to help a person who finds himself in difficult life circumstances. Studies of Ukrainian scientists Dutchak, U. (2011), Kovinko, A. (2018), Nakonechna, O. (2015), Poltorak, L. (2016), Soroka, O.

(2015) are devoted to the training of future professionals to use art-therapy in educational and socio-pedagogical work. Supporting the views of these authors on the role of art in socio-therapeutic work, we believe that art in general and fine arts, in particular, have inexhaustible opportunities for the harmonious development of the ability of individuals from different social groups (children with special educational needs, the elderly, participants in hostilities, etc.) to self-realization [9, 12, 16, 17, 19]. According to Vilkelienė, A. (2015), art education has personal and social significance for students with special educational needs, so it is important to provide art education that focuses on the emotionally positive interaction between student and teacher and has a moral aspect [22].

In terms of socio-pedagogical work, we were interested in the approach of Vaicekauskienė, V. (2016) on the features of socialization of people with disabilities, which is determined by developmental disorders of individuals. According to the author, effective one for solving the problems of socialization of people with disabilities is the creation of an integration environment and cooperation in it, the use of diversity of professionalism and methods of work, providing activities and rehabilitation opportunities, development of interdisciplinary trends in social work and educational science and finding effective means of its expression in the socialization of people with disabilities. Studies by Keesler, J. (2019), Aesha, J., Schrandt, K. (2019) provide evidence of the importance of taking into account the type of disability, the characteristics of children with intellectual disabilities and the need for further dialogue, focusing on the specifics of working with people with special needs in the profession of social workers, which is relevant for the effective organization of assistance to this category of clients [4, 5, 8, 24].

We were interested in research of technologies and methods of preparation of future social workers to work with different categories of clients (Mishchuk, L. (2011), Velychko, O. with co-authors (2013), Kovalchuk, T. (2015), Lapa, O. (2014), Dodds, C., Heslop, P., Meredith, C. (2018)), which emphasize that interactive and exciting modeling contributes to the education of social work to bridge the gap between knowledge and skills, allow students to gain learning experience in the development of practical skills.

We consider it expedient to develop ideas on the application of modeling in the process of professional training not only future specialists in social work, but also specialists in fine arts to socio-pedagogical activities with different social groups (people with disabilities, children with special needs, the elderly, combatants, etc.).

3 Materials and Methods

The success of the provision of social support by specialists in fine arts to different social groups depends on the availability of readiness for socio-pedagogical work, taking into account the peculiarities of the development of different segments of the population. Thus, the purpose of our study is to develop and experimentally test the model of formation of readiness of future specialists in fine arts for socio-pedagogical work. The personal contribution of the authors of the article is presented in a number of scientific publications and speeches at international scientific and practical conferences on vocational training in higher education, in the development of disciplines "Decorative and Applied Arts", "Modeling the activities of a specialist" which are provided by educational programs of preparation of applicants for higher education in Ukraine. The main provisions are used by students in the process of organizing extracurricular practical work.

Research hypothesis: the effectiveness of the readiness of future art professionals to socio-pedagogical work increases with the development and implementation of its model, which takes into

account students' knowledge and skills on the specifics of socio-pedagogical work with different social groups to provide social support to the individual who is in difficult life circumstances.

The study uses theoretical and empirical research methods. Theoretical methods: analysis of preliminary conclusions on the research problem; modeling method for developing a model of readiness of future specialists in fine arts for socio-pedagogical work. We used the following empirical research methods: observation, which revealed the problem field of preparing students for socio-pedagogical work; questionnaire, which contributed to the study of the problem from the standpoint of effective involvement of fine arts in the process of forming the readiness of future professionals in fine arts for socio-pedagogical work; formative experiment to study the effectiveness of the developed model of readiness of future specialists in fine arts for socio-pedagogical work.

We define the readiness of future specialists in fine arts for socio-pedagogical work as an integrated system of personality formation, which characterizes the selectivity of activities during training and involvement in activities aimed at helping socialization, human entry into society, harmonization and democratization of human relations, personality formation, capable of self-control using the means of fine arts based on the potential of different social groups.

The model of formation of readiness of future specialists of fine arts for social and pedagogical work developed by us consists of target, semantic, organizational and effective units.

The target unit defines the purpose of formation of readiness of future experts of fine arts to social and pedagogical work which is concretized in such tasks: awareness of a role of art for successful socialization of the person, assimilation of socio-cultural experience by the person for self-realization in a society; mastering the knowledge and methods of organizing socio-pedagogical work with the use of fine arts based on the characteristics of representatives of different social groups, involving them in active transformational activities in accordance with cognitive interests, needs and motives; development of skills to implement preventive, corrective, and rehabilitation functions of socio-pedagogical work by means of fine arts; development of reflexive behaviour.

The content unit consists of motivational-value, content, procedural and reflexive components of readiness for socio-pedagogical work.

We believe that the basis of the motivational and value component is the future professionals' understanding of the value of art and artistic activity for socialization and self-realization, the desire to involve children, youth and adults in cultural and creative activities based on self-knowledge and potential development.

The semantic component of readiness for socio-pedagogical work involves a certain level of development of the ability to perceive and analyze art based on knowledge of the theory and history of art, aesthetic experience, the ability to compare figurative means of art. This is facilitated by developed cognitive processes (feelings, perception, attention, memory, thinking, imagination, speech) and the availability of psychological and pedagogical knowledge to create conditions for effective self-realization of the individual.

The procedural component of the readiness of future professionals for socio-pedagogical work involves the presence of experience in aesthetic activities for the transfer of cultural heritage, the organization of artistic activities with different social groups, taking into account a particular social situation.

The reflexive component of readiness is based on the following abilities: to assess a specific goal in the unity of diagnosis, analysis and prognosis; adjust the goal in accordance with the value requirements for the activity; to show readiness to reconsider ways of activity for achievement of the certain

purposes; predict the end result of the activity; to determine the significance of the product of activity taking into account the criteria of the influence of socio-pedagogical activity on the development of personality.

The organizational unit of the model of formation of readiness of future specialists for social and pedagogical work contains forms, methods, and ways of professional education. In the experimental work (in classes on the subject "Decorative and Applied Arts") we offer an individual educational and research task: to develop a master class project for different social groups. The purpose of the master class is socio-pedagogical support of representatives of different social groups, development of socially and vitally important ways of dealing with objects, standards that distinguish in objects certain properties that are manifested in actions, deeds, interactions and activities, ensuring their emotional, social, physical and intellectual development, maximum disclosure of their potential.

The experimental groups envisaged the development of a project taking into account the characteristics of individual social groups. Therefore, students received a project development plan, the first stage of which is to get acquainted with the characteristics of individual social groups, that was carried out in the process of applying the webquest. We consider webquest as a learning technology that involves independent search activities of students using information resources on the Internet in order to acquire professional knowledge, skills, and competencies. In the process of developing webquests to get acquainted with the characteristics of master classes, which must be taken into account in the process of socio-pedagogical work, we rely on the proposals of Dodge, B. (1999) to determine the degree of tasks: problem, clarity of wording, cognitive value; accuracy of the description of actions at performance of work; variety and originality of Internet resources; availability of additional materials for tasks; the ability to measure work results.

The web-quest, in which we involved students from the experimental group, contained the following steps:

- 1) Observation in a video recording of master classes with different social groups, on the basis of which students had to determine which features of the development of a particular social group were taken into account or not taken into account;
- 2) Acquaintance with sites on which features of development of various social groups are revealed;
- 3) Acquaintance with sites on which the information on specificity of use of fine arts in social and pedagogical work with various social groups is covered;
- 4) Drawing up a mental map, which reveals the relationship between the peculiarities of development and the feasibility of using certain techniques and methods of organizing art activities in socio-pedagogical work with individual social groups. Defining the task of developing a mental map, we offer students possible options for its structure. The first option: in the center – a master class in fine arts with a certain social group; the second branch – features of representatives of a certain social group who will be participants of a master class; third branches – goals of activity; fourth branches – techniques of art, which can be offered to a certain category of participants; fifth branches – the conditions of the master class, taking into account the characteristics of the participants of the master class, its goals and types of art activities. The second option: in the center – the identity of the participant of the master class or "master"; the first branches are the problems that need to be solved in the process of developing and conducting a master class; the second branches – the conditions for solving these problems; the third branches – tools that should be used to solve these problems.

An important stage in the development of a master class project is the goal setting stage.

We emphasize that the main purpose of the master classes is to create conditions for self-realization of the individual, taking into

account its potential, the needs of each person based on the development of preserved psycho-physiological capabilities. For example, the purpose of a master class with children with disabilities to make a knot doll is to gradually adapt to new conditions, help in the perception and relationship of shape in the space of three-dimensional and flat quantities, the development of self-confidence.

The next stage of project development is to justify, comprehend, and accept the idea of a master class for different social groups. At this stage, we pay attention to the features of this form of work, which allows you to use both the perception of works of art and direct participation in the creation of artistic images based on acquaintance with certain artistic techniques, carried out by direct and commented demonstration of techniques inclusion of all "apprentices" in practical activities on the basis of cooperation, co-creation, joint creative search. During the development of the master class plan, students answer the following questions: with which social group will the master class be held, detailing the purpose of its holding, taking into account the characteristics of its participants; what artistic technique the participants will get acquainted with under the substantiation of its expediency for a certain social and age group; what product will be made; what artistic ideas can be embodied, what own creative ideas can be realized in the process of imitating the actions of the master; how to motivate the activity of "apprentices" in the course of involvement in the work; how to switch the attention of the master class participants to the activity colored by positive emotions, to get aesthetic pleasure from it.

4 Results

In the future, students carry out methodical development of the project idea, that involves determining the elements of technology of the master class, which are the creation of a problem situation, determining the structure of the group of master class participants, adaptation, presentation, reflection.

The beginning that motivates the creative activity of each participant of the master class is a problematic situation. In the context of our study, students created a problematic situation in the process of conducting master classes in fine arts in the following ways: demonstration of finished products, the quality of which exceeds the skills of the participants; making a product as a gift to a loved one; learn what others can do; to express their feelings by means of fine arts from the perception of works of other arts; to convey their state with the help of fine arts. The problem facing the participant should excite his mind, relate to feelings and emotions, show the need to work on self, identify means to achieve a certain goal, come to discover the unknown, mastering new skills of self-expression and self-realization. In this case, the participants of the master class begin to realize that the problem can be solved, come to the discovery that the right goal can be achieved.

An important element of the technology of the master class is to determine the structure of the group of its participants, which can be formed spontaneously on the initiative of the participants or determined by the "master". The "master" must anticipate the composition of the group, potential opportunities, psychophysiological qualities of the participants. Accordingly, it is necessary to design possible options for adjusting the composition of the group, regulation of balance, psychophysiological capabilities of participants, modification of tasks, methods and pace of their implementation.

Also in the process of methodical development of the master class project, it is expedient to determine how the participants will adapt, correct individual qualities, use the unique abilities of all participants of the master class, which gives them the opportunity to realize themselves.

Another element of the methodical development of the master class is the presentation of the activities of the master class participants and the "master", and acquaintance with them. Each

participant has the right to present their work and express their emotions, thoughts about the course and its results. Students are asked to determine how the presentation of the works of the master class participants will be carried out: organization of the exhibition of "masters" and "apprentices", commenting on the process and the result of the work.

An obligatory element of the master class is reflection, which involves the reflection of feelings that arose in its participants. Future specialists determine the ways of reflection by the participants of the master class: color reflection, choice of emoticons of their emotional state during the work, verbal assessment, formulation of prospects for the use of acquired skills for self-development and self-realization. At the same time, we emphasize to students that the information obtained as a result of reflection is the basis for further improvement of the "master".

An important stage in the development of a master class project is the practical work on the implementation of the idea. At this stage, the work can be carried out both individually and in groups of students. If the work is organized by a group of students, the roles are divided between them as follows: "organizer of the creative workshop", "leading master of the creative workshop", "administrator", "supplier", "PR-manager". The "organizer of the creative workshop" must anticipate how the process of work in general and of each actor in particular will take place, how to direct the situation in the right direction in time. The Lead Master simulates the process of demonstrating to participants the sequence of creative work and warnings against mistakes. The Administrator determines the occupancy of the Creative Workshop by participants and the order. The Supplier must predict what material is needed for the workshop. There will be a popularization of the creative workshop, the master class, the skills acquired as a result of the activity and the presentation of the completed works. In the case of individual development of the master class, all these responsibilities are performed by one student.

Testing of the developed master classes took place both in the process of direct interaction of "masters" with its participants, and online or individually. Requests for master classes with affected social groups are provided by social work coordinators, volunteers who provide care for certain categories of the population. So the Department of Arts of the Regional Universal Scientific Library named after D. I. Chizhevsky (Kropyvnytskyi, Ukraine) was invited to hold master classes with combatants, children with disabilities and the elderly. The directorate of the Rivne special boarding school of the 1st-2nd grades of the Novoukrainsky district of the Kirovohrad region submitted a proposal to involve pupils with special educational needs in joint creativity.

The final stage of the master class technology is the completion and self-assessment of the creative solution of the idea. We offered students to conduct a mutual review of the developed projects, identifying its advantages, disadvantages, problems that may arise in the process of its implementation. After receiving reviews, the authors could take into account the comments of colleagues and improve their project.

The effective unit of the model of formation of readiness of future specialists of fine arts for social and pedagogical work consists of criteria and levels of readiness. We have identified the following criteria of the studied readiness: axiological, gnostic, praxeological, autopsychological.

The indicator of the axiological criterion is the following: the degree of students' awareness of the importance of socio-pedagogical activities as a component of professional activity and the role of art for further work with different social groups; attitude to the educational process on the formation of readiness for socio-pedagogical work; motives of professional and personal self-improvement.

The completeness and systematization of knowledge about the purpose and objectives of socio-pedagogical work, the specifics of different social groups and the organization of artistic activities taking into account the social situation, the degree of development of cognitive processes are indicators of epistemological criteria.

The praxeological criterion is specified due to the degree of formation of skills to use fine arts in socio-pedagogical work with different social groups, productivity of practical professional tasks that take into account the impact of fine arts on socialization of the individual, ability to overcome difficulties and obstacles by art.

Self-assessment of one's own readiness for socio-pedagogical work by means of art, the level of reflexivity, the ability to reflect on one's own socio-pedagogical activity are indicators of the autopsychological criterion.

According to the set criteria, we determine four levels of readiness of future professionals to use fine and decorative arts in socio-pedagogical work: high, sufficient, average, low. The developed model of formation of readiness of future specialists in fine arts for social and pedagogical work is presented in Figure 1.

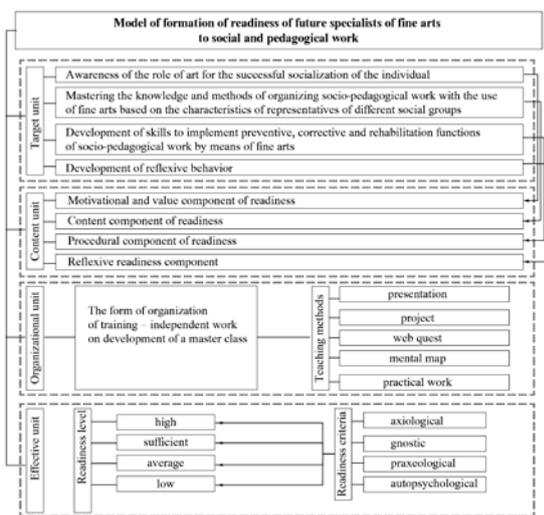


Figure 1 – Model of formation of readiness of future specialists in fine arts for social and pedagogical work

5 Discussion

The experimental work was carried out during 2016–2020 at the Faculty of Arts of Pedagogical University. Control and experimental groups were identified. Control groups consisted of 42 students, while experimental one contained 46 people. The initial level of readiness of future specialists in fine arts to use fine arts in socio-pedagogical work in experimental and control groups was approximately the same.

In experimental groups, the efficiency of the developed model of formation of readiness of future experts of fine arts to use of fine arts in social and pedagogical work was checked. From the proposed forms, methods, techniques, methods of organizing art activities, future professionals have chosen appropriate ones in terms of impact on members of a particular social group. Students of the control groups were also involved in the independent development and conduct of master classes on the use of their own educational and artistic potential.

To diagnose the level of readiness of future professionals to use fine and decorative arts in socio-pedagogical work, we used the following research methods: questionnaire by Karpov, A. (2003) “Diagnosis of the level of reflexivity” to study readiness by

autopsychological criteria, the method of “Incomplete sentence”, which we modified to determine the readiness of the Gnostic criterion, the method of included observation of the characteristics of the level of readiness by the praxeological criterion and the method of Avanesov, V. “Methods of measuring artistic and aesthetic needs”.

The results of the work in the experimental and control groups are presented in Table 1 and Figure 2.

Table 1: The results of experimental work

Results, Levels	Experimental groups		Control groups	
	Number	%	Number	%
High	3	6,5	1	2,4
Sufficient	21	45,5	18	42,9
Average	20	43,5	19	45,2
Low	2	4,3	4	9,5
Together	46		42	

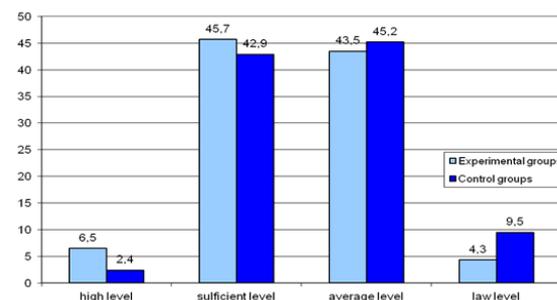


Figure 2 – Comparison of results of work in experimental and control groups

In the course of the work, it was found that in experimental groups 6.5% of students have a high level of research readiness (in control groups – 2.4%), a sufficient level was revealed in 45.5% of students in the experimental group (42.9% – in control group). However, 4.3% of students with a low level of readiness remained in the experimental group, although 9.5% were found in the control group of such students.

Students of experimental groups demonstrated the best ability to independently develop a creative idea of inclusion of different social groups in art activities in order to develop their social values, social qualities, organization of meaningful leisure, satisfaction of cultural and spiritual needs. A characteristic feature of these students was their ability to effectively use forms, methods, techniques, methods of organizing art activities, taking into account the specifics of the participants of the master class, an example of which are the mental maps developed by them (Figure 3).

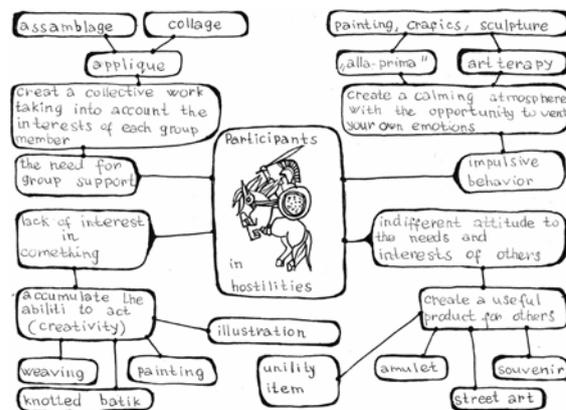


Figure 3 – Mental map “Features of a master class with participants in hostilities”

The students of the control groups were dominated by a reproductive approach to the development of a master class: a

significant number of students used ready-made developments without taking into account the psychophysiological characteristics of its participants.

Characteristic for the students of the experimental groups was a high and sufficient level of the studied readiness according to the autopsychological criterion. 48.0% of students in the experimental groups (40.5% – in control groups) had situational reflection, which provided direct self-control of human behaviour in real situations, interpretation of its elements, analysis of performance in specific situations. Other students showed mostly behavioural, retrospective, and perspective reflection. Behavioural reflection was manifested in the fact that in the process of developing a master class project with different social groups, during its implementation and after the end of the work, students analyzed the course and results, the feasibility of making decisions about choosing ways to influence the individual. Analysis of one's own experience of conducting master classes characterized retrospective reflection. Promising reflection of the "masters" is reflected in the careful planning of subsequent behaviour in the process of creating projects and their implementation.

6 Conclusion

During the master classes with different social groups, future professionals developed a critical attitude to the results of their own activities, experience of teamwork, increasing responsibility for their activities. Future specialists in the conditions of real practical activity had an opportunity to use the skills acquired in the course of theoretical training, which can be transferred to other activities.

The introduction of a model of readiness for socio-pedagogical work into the educational process of training specialists in fine arts, which consists of target, content, organizational, and effective units, is effective for including future specialists in working with different social groups to help their socialization and self-realization using art.

Involvement of higher education students in the development and implementation of master class projects with different social groups contributed to the formation of the ability to use the means of fine arts in socio-pedagogical work, taking into account the potential of these groups. In times of pandemics and social crises, this approach to solving problems is quite relevant; it expands and deepens the possibilities of providing assistance to clients who find themselves in difficult life circumstances. Training of future specialists for the organization and implementation of socio-pedagogical work with the use of information technology is optimal at the present stage for their active involvement in activities.

Literature:

1. Aesha, J., & Schrandt, K. (2019). Social Work Practice with Individuals with Disability: Social Work Students' Perspectives. *Journal of Social Work Education*, 55(4), 724-735. doi: 10.1080/10437797.2019.1611511.
2. Avanesov, V.S. (n.d.). Methods of measuring artistic and aesthetic needs. *Psychology*. Available at: <http://docpsy.ru/testy/diagnostika-motivatsii/5045-metodika-izmereniya-khudozhestvenno-esteticheskoy-potrebnosti.html>.
3. Cramer, E., McLeod, D., & Craft, M. (2018). Using arts-based materials to explore the complexities of clinical decision-making in a social work methods course. *Social Work Education*, 37(3), 342-360 doi 10.1080/02615479.2017.14010 61.
4. Dean, M. (2016). *Using art Media in psychotherapy: Bringing the power of creativity to practice*. Routledge.
5. Dodds, C., Heslop, P., & Meredith, C. (2018). Using simulation-based education to help social work students prepare for practice. *Social Work Education*, 37(5), 597-602. DOI: 10.1080/02615479.2018.1433158.
6. Dodge, B. (1999). *Creating WebQuests*. Available at: http://webquest.org/sdsu/about_webquest.html.
7. Dutchak, U.V. (2011). *Preparation of the future music teacher for aesthetic education of teenagers by means of art therapy*. Kyiv.
8. Garbuzenko, L., & Omelianenko, S. (2020). *The Model of Training of Future Specialists to Use Arts and Crafts in the Socio-Pedagogical Work. Contemporary Technologies in the Educational Process*: Publishing House of Katowice School of Technology. Available at: http://www.wydawnictwo.wst.pl/oferta_wydawnicza_oraz_zakup_publicacji/wydawnictwa/.
9. Gordon-Flower, M., & Miller, C. (2019). *Arts therapies with people with physical disabilities: An archetypal approach*. Jessica Kingsley Publishers.
10. Karpov, A.V. (2003). Reflexivity as a mental property and methods of its diagnosis. *Psychological Journal*, 5, 45–57.
11. Keesler, J. (2019). Understanding Emergent Social Workers' Experiences and Attitudes Toward People with Psychiatric, Physical, and Developmental Disabilities. *Journal of Social Work Education*, 56(3), 533-547. DOI: 10.1080/10437797.2019.1656686.
12. Kovalchuk, T.I. (2015). *Formation of readiness of future bachelors of social pedagogy for the organization of leisure activities*. Kyiv. ISBN 978-966-8398-45-2.
13. Kovinko, A.V. (2018). *Preparation of future teachers for the development of creative potential of junior schoolchildren by means of art therapy*. Kharkiv.
14. Lapa, O.V. (2014). *Theory and practice of training a social educator to work with youth in rural society*. Kyiv.
15. Mishchuk, L.I. (2011). *Theory and practice of professional training of a social pedagogue*. Hlukhiv.
16. Nakonechna, O.V. (2015). *Formation of readiness of future social teachers to use art therapy in work with teenagers*. Hlukhiv.
17. Petrochko, J. (2010). *The child in difficult life circumstances: socio-pedagogical support of rights*. Rivne.
18. Poltorak, L.Yu. (2014). *Art therapy in social work*. Kherson.
19. Soroka, O.V. (2014). *Art therapy: theory and practice*. Ternopil.
20. Vaicekauskienė, V. (2016). Links between the Provisions of Social Work and Education Science in the Socialisation of the Disabled. *Pedagogika*, 124(4), 92–104.
21. Velychko, O., et al. (2013). *Professional training of a social educator: theoretical and practical context*. Donetsk.
22. Vilkelienė, A. (2015). Arts Education of Pupils with Special Educational Needs: Objectives and Principles. *Pedagogika*, 18(2). DOI: <http://dx.doi.org/10.15823/p.2015.017>.
23. Yurkiv, Ya.I. (2010). *Socio-pedagogical work with families of mentally retarded children*. Luhansk.

Primary Paper Section: A

Secondary Paper Section: AM

PRIMARY EDUCATION: PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF FORMING THE FOUNDATION OF A COMPETENT PERSONALITY

^aVOLODYMYR HUZ, ^bNATALIIA HUZ, ^cNATALIA MOLODYCHENKO

^{a-c}*Bogdan Khmelnytsky Melitopol State Pedagogical University, 20, Hetmanska Str., 72300, Melitopol, Ukraine*
 email: ^a*vv24.org@ukr.net*, ^b*nata.guz1824@gmail.com*,
^c*molodychenko.natali@gmail.com*

Abstract: This article aims to reveal the technology of forming key competencies for primary school students. Primary school is an organic part, the first stage of secondary school. It is in it that the foundation is laid for the subsequent stages of education. The reform provided for obvious educational goals and objectives for the primary grades: to lay the foundations for the comprehensive development of children, to ensure the formation of solid numeracy skills, literate writing, developed speech, and cultural behavior. The study is devoted to the problem of primary education - the formation of the foundation of a competent personality. All competencies are laid down at the initial stage of training. Since primary school lays the foundation for general learning skills and learning activities, it aims to create the foundation for continuing the education of the individual in secondary school.

Keywords: Educational methods, Foundation of a competent personality, Personality formation, Primary school, Psychological and pedagogical aspects.

1 Introduction

In modern society, a person should have such qualities as learning, thinking creatively, making decisions independently, being proactive, mobile, and creative [3]. The formation of these qualities begins already at the primary level of education.

Primary school is the starting stage of education. It is here that the formation of the foundation of a competent personality takes place [6]. All competencies are laid down at the initial phase of training. Since primary school lays the foundation for general educational skills and learning activities, it aims to create the foundation for the continuation of education by an individual in secondary school. Then and beyond, at the initial stage, the formation of those critical competencies that form the basis of education throughout life is significant.

The rapidly developing changes in society and the economy today require a person to be able to quickly adapt to new conditions, to find optimal solutions to complex issues, showing flexibility and creativity, not to get lost in a situation of uncertainty, to be able to establish effective communication with different people and at the same time remain moral. The main task of a modern school is to reveal the abilities of each student, to educate a personality ready for life in a high-tech, competitive world [16]. The school should prepare a graduate with the necessary set of modern knowledge, skills, and qualities that allow him to feel confident in an independent life.

Traditional reproductive learning, the passive, subordinate role of the student, cannot solve such problems. New pedagogical technologies, effective forms of organizing the educational process, and active teaching methods are required to solve them. Active Teaching Methods (ATM) is considered as a system of techniques that ensure students' activity and various mental and practical activities in mastering the educational material [8].

Active teaching methods are divided into methods of starting a lesson, clarifying goals, expectations, concerns, presenting educational material, organizing independent work, relaxing, and summing up [23]. Each of these methods allows you to effectively solve specific problems of a particular stage of the lesson.

2 Literature Review

Primary education as an object of study, research, and experiment occupies a special place [2]. It is an educational space that belongs to the phenomenon of childhood, an intrinsically valuable period of life, the time of the child's inexhaustible needs for cognition, which, with the assumption of

losses at an early age, turn out to be completely irreplaceable in further education.

The holistic system of modern primary education focused on the continuity, continuity, and integration of preschool and school education, owes its formation, development, and success to the most prosperous theoretical heritage and practical experience of previous generations of theoreticians and practitioners in the field of pedagogy and their contribution to the development of primary education.

Despite the apparent similarity of modern problems in the field of primary education in our country and abroad, each state solves them in its way, relying on its national traditions, scientific potential, economic and human resources, improves the education system, and makes changes to it, corresponding to changes in society.

As practice shows, most teachers mainly use reproductive teaching methods, not using active teaching methods. Such underutilized means include outdoor play, which is necessary for a younger student.

Today, there is no generally accepted definition of active methods. ATM is a modern form of training organization (interactive seminar, training, problem-based learning, training in cooperation, educational games, etc.) in a broad concept. In a narrow concept, ATM refers to individual methods that solve specific problems. Active teaching methods are methods that stimulate the cognitive activity of students. They are mainly based on a dialogue, which presupposes a free exchange of views on resolving a particular problem. A high level of student activity characterizes ATM. The possibilities of various teaching methods in the sense of enhancing educational and educational-production activities are different; they depend on the nature and content of the corresponding method, the methods of their use, the teacher's skill. Each method is made active by the one who uses it [7].

Competence does not confine education to training alone. It connects the lesson and life, is associated with education and extracurricular activities. The basis of competence is independence. A competent person is a formed personality, capable of taking responsibility in various situations, ready to expand the boundaries of their knowledge and improve them.

We live in an era of new technologies, new means of communication that are changing our way of life, communication and thinking, and the methods of achieving prosperity. As a result, the power of the human brain, knowledge, and creativity will increasingly be used as the principal capital of society [1].

One of the urgent problems of modern society is forming a personality that is ready not only to live in changing social and economic conditions but also to actively influence the existing reality, changing it for the better [24]. Therefore, in the foreground are specific requirements for a person – creative, active, socially responsible, well-developed intellect, highly educated, professionally competent.

Today, schools and education around the world face the challenge of defining new approaches to education to enter the "golden age" of research and discovery; rethink the methodology of thinking, learning, work, creativity, and life in general.

The competency-based approach reflects a type of educational content that is not limited to a knowledge-orienting component but presupposes a holistic experience in solving life problems, performing key (i.e., related to many social spheres) functions, social roles, and competencies. Thus, we refused not from knowledge as a cultural subject but from a particular form of knowledge (knowledge "just in case," that is, information).

The modern world is changing at a tremendous speed, and accordingly, the ways of obtaining and understanding knowledge must adjust. The learning process should be dialogical, exploratory, project-based. Pedagogical technologies should meet the following requirements: direct to the development of thinking, teach analysis, help independently acquire knowledge, make choices, engage in polemics, disagree with dogmas, participate in discussions.

Primary school is an organic part, the first stage of secondary school. It is in it that the foundation is laid for the subsequent stages of education. The reform provided for apparent educational goals and objectives for the primary grades: to lay the foundations for the comprehensive development of children, to ensure the formation of strong numeracy skills, literate writing, developed speech, and cultural behavior [22].

These requirements emphasize the importance of developing student's skills for the rational organization of educational work, general academic skills, and abilities, which provide a reliable basis for subsequent educational and cognitive activities of schoolchildren, contributing to the acquisition of deep and lasting knowledge.

As applied to primary school, competence presupposes the following skills: to search - to interrogate the environment, to consult with the teacher, to obtain information; think - establish relationships, be critical of a particular statement, take a position in the statement and develop your point of view; to cooperate - to be able to work in a group, make decisions, settle differences and conflicts, negotiate, fulfill the obligations assumed; get down to business - enter a group or team, contribute, organize your work; to adapt - to use new technologies of information and communication, to resist difficulties, to find new solutions [13].

The most significant competencies of an individual, necessary for continuing education, include communicative competence, information competence, problem-solving competence.

Each of the key competencies has its structure. It can be divided into individual components (aspects), which are expressed in specific activities.

3 Materials and Methods

The methodology for the formation of key competencies includes five stages:

1. Introductory and motivational. Methodological techniques that are impressive enough to attract the involuntary attention of students arouse their positive emotional attitude to the material being studied and the internal need for its knowledge are effective. In addition, students should understand why and what they need to learn about this topic and research the main educational task of the upcoming work.
2. Discovery of new knowledge. At this stage, techniques that require concentration of attention, conduct, independent research, stimulating the growth of cognitive need are of decisive importance.
3. Formalization of knowledge. The primary purpose of the techniques at this stage is to organize students' activities aimed at a comprehensive study of the established mathematical fact and an analytical-systematic search method.
4. Application of the acquired knowledge. Techniques for creating problem situations at this stage should intensify the research activities of students and contribute to the deep assimilation of the educational material.
5. Generalization and systematization. Techniques must establish a connection between the learned facts, bring knowledge into a system, and control students' self-education [15].

It is best to conduct a subject Olympiad to implement value-semantic competence, which includes non-standard tasks

requiring the student to use subject logic, not material from the school course [5].

For each stage of the lesson, its active methods are used to solve specific problems effectively [14]. The choice of method depends on many conditions:

- Learning objectives;
- The level of preparedness of students;
- The age of the students;
- Time allotted for the study of the material;
- School equipment;
- Theoretical and practical preparedness of the teacher [20].

What does a student gain by going through such a learning process? The most important thing is that he has no fear of the unknown. Also, there is a need for communication and independence in solving educational problems; he knows how to prove his own and respects someone else's opinion, develops self-control and experience, and gets vivid emotions and psychological relaxation [17].

4 Results

At first glance, it is pretty challenging to implement general cultural competence in the classroom in primary grades. However, it is possible to use tasks with a remote information part.

Educational and cognitive competence is implemented in a modern school [4]; it has a practical orientation in students' creativity in research activities [7]. After school hours, work is organized to create scientific projects in mathematics. However, one should not forget about the importance of this direction in the child's future life.

Information competence implies the use of various information resources by a child. It is not necessary to use the Internet. You can start with newspaper clippings [20]. Thus, the main competency-based task of the lesson will not be the study of the material found but the formation (or improvement) of the skills of working with information sources. The main thing is to follow the sequence of complicating tasks from lesson to lesson. It is necessary to carry out an approach to the student, taking into account his physical and intellectual capabilities.

Communicative competence is not new in the school system of education because its implementation implies using various collective (communicative) methods of work (such as discussion, group work, pair work, etc.) [12]. These techniques are actively used at different stages of the lesson in primary school.

Social and labor competence can be implemented as follows. First, several lessons are conducted using different options for working in the verbal counting phase. Then the children are offered control work with several types of tasks. As a result, we get feedback with good results.

Thus, children develop the ability to apply skills in various (including non-standard) situations. The competence of personal self-improvement implies the mastery by the student of those methods of activity that will be useful to him in a particular modern life situation [21].

5 Discussion

Students' competencies can be formed at different levels. Three levels are most often distinguished: application, use, and enrichment [6]. They correspond to three levels of general education: primary, basic, and senior. At the initial stage, the student applies the learned modes of activity to specific situations. At the level of the primary school uses the methods of activity in various conditions, transfers the processes to other, previously unknown cases; at the senior level, the learned techniques of activity are enriched by the student and become the basis for the independent training of students [28]. In

elementary school, competencies are formed mainly at the first level, when the student can apply the learned way of acting independently [25].

The most effective way to form key competencies in students is the use of adequate pedagogical technologies by the teacher, within which the student is the subject of his activity [8]. The basic educational technology that supports the competence-based approach is the project method. This method allows creating conditions for the independent search activity of students and solving problems in the least costly way.

At the same time, the student's goal is associated with changing reality, and the teacher's goal is to create situations in which communicative, informational, and problem-solving competencies are formed [16]. This does not mean that the entire learning process should be built only on the basis of project activities. Competencies are also formed when using research methods, methods of practical situations in the lesson, modeling methods, discussion methods, plot games, etc. However, the main emphasis should be on the active involvement of the children themselves.

Let us consider the structure, indicators, and features of each of the three key competencies necessary for a child to continue education, the formation of which must be ensured in primary school: communicative, informational competence, and competence in solving educational problems.

The child's communicative competence begins to form even at the preschool stage of personality development. The child masters speech learns to establish contacts with other people and operate with communication methods to achieve their own goals. In elementary school, this competence is not so much formed anew as developed. The stages of preschool and primary school age are the most significant for the development of communicative competence. Here the task is to form productive communication, both oral and its translation into written form. Its implementation should be based on a clear understanding of the essence and components of the communicative competence of children, knowledge of the features of development in preschool and primary school age [9].

The ideal result of competency-based education is the ability of an individual to resolve life problems independently. Every person faces difficulties in life. Some successfully solve them and grow personally. Others are lost and maladjusted in society. Problem-solving behavior is a consequence of systematic work on defining a problem, analyzing it, actively seeking means and ways to solve it. At the heart of problem-solving behavior, as at the basis of any other competence of a personality, both knowledge, skills, and personal qualities contribute to the vitality of the personality lie [27]. Among unique attributes, the leading place is taken by reflexivity, as the ability to look at oneself from the outside and find a personal resource in oneself to overcome the problem, discover personality characteristics, knowledge and skills or methods of obtaining them that will allow one to overcome a difficulty. In the formation of competence in solving problems, the leading attention should be paid not only to the formation of working methods with a problem but also to the development of reflection as a personality trait necessary for problem-solving behavior.

The formation of students of key competencies in the educational process is called a competency-based approach. What should be guided by the teacher for their implementation? First of all, regardless of the technologies that the teacher uses, he must remember the following rules: the main thing is not the subject that you teach, but the personality that you form. It is not the subject that forms the personality, but the teacher through his activities related to the study of the subject; do not spare either time or effort to foster activity [10]; today's active student is tomorrow's active member of society [19]; help students master the most productive methods of educational and cognitive training, teach them to learn; it is necessary to use the question "why?" more often to teach to think causally [4]; remember that it is not the one who retells who knows, but the one who uses it

in practice; train students to think and act independently; develop creative thinking with a comprehensive analysis of problems; solve cognitive tasks in several ways, practice creative tasks more often; in the learning process, be sure to take into account the individual characteristics of each student, combine students with the same level of knowledge into differentiated subgroups [17]; study and take into account the life experience of students, their interests, developmental features; encourage student research; find an opportunity to familiarize themselves with the technique of experimental work, algorithms for solving problems, processing primary sources, reference materials; teach so that the student understands that knowledge is a vital necessity for him [26]. Explain to students that each person will find his place in life if he learns everything that is necessary for the realization of life plans [13].

6 Conclusion

Primary school teachers help each child to realize their abilities, create conditions for their development, contribute to the preservation and strengthening of health [11]. A positive emotional attitude in the lesson removes fear, creates a situation of success. The optimal pace of the study, the democratic style of communication allows students to concentrate on work, to assimilate the material better. The presentation of the material should be in an accessible form, understandable to the younger student, taking into account his age.

Lessons using active teaching methods are engaging not only for students but also for teachers. But haphazard, ill-considered use of them does not give good results [18]. Therefore, it is very important to actively develop and implement your author's game methods in the lesson according to the individual characteristics of your class.

Thus, the use of active teaching methods allows for the effective organization and consistent implementation of the game educational process in order to achieve high interest and involvement of students in the educational, project, research activities; the formation of personality traits, moral attitudes, values that correspond to the expectations and needs of students, parents, society.

The suggested methods are the tip of the iceberg of pedagogical wisdom, excellence, and the general pedagogical experience of many generations. Remembering them, inheriting them, being guided by them is the condition that can make it easier for the teacher to achieve the most important goal – forming and developing the personality.

Literature:

1. Baumert, J., Nagy, G., & Lehmann, R. (2012). Cumulative advantages and the emergence of social and ethnic inequality: Matthew effects in reading and mathematics development within elementary schools? *Child Development*, 83(4), 1347–1367.
2. Becker, R., & Schoch, J. (2018). *Soziale Selektivität. Empfehlungen des Schweizerischen Wissenschaftsrates SWR [Social selectivity. Recommendations of the Swiss Science Council SSC]*. Bern: Schweizerischer Wissenschaftsrat SWR.
3. Beg, S.A., Lucas, A.M., Halim, W., & Saif, U. (2019). *Beyond the basics: Improving post-primary content delivery through classroom technology*. Tech. rep., National Bureau of Economic Research.
4. Belfi, B., Haelermans, C., & De Fraine, B. (2016). The long-term differential achievement effects of school socioeconomic composition in primary education: A propensity score matching approach. *British Journal of Educational Psychology*, 86, 501–525.
5. Blossfeld, H.-P., Blossfeld, G.J., & Blossfeld, P.N. (2019). Soziale Ungleichheiten und Bildungsentscheidungen im Lebensverlauf: Die Perspektive der Bildungssoziologie [Social inequality and educational decisions over the life course: An educational sociology perspective]. *Journal for Educational Research Online*, 11(1), 16–30.

6. Bohnsack, R. (2010). *Das Gruppendiskussionsverfahren in der Forschungspraxis [The group discussion method in research practice]* (2nd ed.). Opladen: Verlag Barbara Budrich.
7. Brown, A.B., & Clift, J.W. (2010). The unequal effect of adequate yearly progress: Evidence from school visits. *American Educational Research Journal*, 47(4), 774–798.
8. Creswell, J., & Clark, V.L.P. (2018). *Designing and Conducting Mixed Methods Research*. London: CSAGE Publications.
9. Ditton, H. (2016). *Der Beitrag von Schule und Lehrern zur Reproduktion von Bildungsungleichheit [The contribution of school and teaching to reproduction of educational inequalities]*. In R. Becker & W. Lauterbach (Eds.). *Bildung als Privileg*. Wiesbaden: Springer Fachmedien, 281–312.
10. Escueta, M., Quan, V., Joshua Nickow, A., & Oreopoulos, P. (2017). *Education technology: An evidence-based review*. Tech. rep., National Bureau of Economic Research.
11. European Commission/EACEA/Eurydice. (2016). *The structure of the European education systems: Schematic diagrams. Eurydice facts and figures*. Luxembourg City: Publications Office of the European Union.
12. Felouzis, G., & Charmillot, S. (2013). School tracking and educational inequality: A comparison of 12 education systems in Switzerland. *Comparative Education*, 49(2), 181–205.
13. Fend, H. (2008). *Schule gestalten. Systemsteuerung, Schulentwicklung und Unterrichtsqualität [Shaping the school: System control, school development, and teaching quality]*. Wiesbaden: VS Verlag für Sozialwissenschaften.
14. Field, A. (2018). *Discovering statistics using IBM SPSS statistics (5th edition)*. Los Angeles: SAGE Publications.
15. Gomolla, M., & Radtke, F.-O. (2009). *Institutionelle Diskriminierung. Die Herstellung ethnischer Differenz in der Schule [Institutional discrimination: The creation of ethnic differences in the school]* (3rd ed.). Wiesbaden: VS Verlag für Sozialwissenschaften.
16. Harris, A., Chapman, C., Muijs, D., Russ, J., & Stoll, L. (2006). Improving schools in challenging contexts: Exploring the possible. *School Effectiveness and School Improvement*, 17(4), 409–424.
17. Julian, C., Ibarra'an, P., Cueto, S., Santiago, A., & Sever'in, E. (2017). Technology and child development: Evidence from the one laptop per child program. *American Economic Journal: Applied Economics*, 9(3), 295–320.
18. Kyriakides, L., Charalambous, E., Creemers, B.P.M., Antoniou, P., Devine, D., Papastilianou, D., & Fahie, D. (2019). Using the dynamic approach to school improvement to promote quality and equity in education. An European study. *Educational Assessment, Evaluation and Accountability*, 31, 121–149.
19. Lüdtke, O., Robitzsch, A., Trautwein, U., & Köller, O. (2007). Umgang mit fehlenden Werten in der psychologischen Forschung. Probleme und Lösungen [Handling missing values in psychological research: Problems and solutions]. *Psychologische Rundschau*, 58(2), 103–117.
20. Nezhyva, L., Palamar, S., & Lytvyn, O. (2020). *Perspectives on the use of augmented reality within the linguistic and literary field of primary education*. CEUR Workshop Proceedings, 2731, 297–311.
21. Nicolaidou, M., & Ainscow, M. (2005). Understanding failing schools: Perspectives from the inside. *School Effectiveness and School Improvement*, 16(3), 229–248.
22. Palardy, G.J. (2008). Differential school effects among low, middle, and high social class composition schools: A multilevel, multiple group latent growth curve analysis. *School Effectiveness and School Improvement*, 19(1), 21–49.
23. Parhizkar, B., Obeidy, W.K., Chowdhury, S.A., Mohana Gebri, Z., Ngan, M.N.A., & Habibi Lashkari, A. (2012). *Android mobile augmented reality application based on different learning theories for primary school children*. 2012 International Conference on Multimedia Computing and Systems, 404–408. DOI:10.1109/ICMCS.2012.6320114.
24. Peetsma, T.T.D., Van der Veen, I., Koopman, P., & Van Schooten, E. (2006). Class composition influences on pupils' cognitive development. *School Effectiveness and School Improvement*, 17(3), 275–302.
25. Prokhorov, O., Lisovichenko, V., Mazorchuk, M., & Kuzminska, O. (2020). Developing a 3D quest game for career guidance to estimate students' digital competences. CEUR Workshop Proceedings, 2731, 312–327.
26. Rubie-Davis, C.M., Flint, A., & McDonald, L. (2012). Teacher beliefs, teacher characteristics, and school contextual factors: What are the relationships? *British Journal of Educational Psychology*, 82, 270–288.
27. Soloviev, V. (2018). *Augmented reality: Ukrainian present business and future education*. CEUR Workshop Proceedings, 2257, 227–231.
28. Timmermans, A.C., Kuyper, H., & Van der Werf, G. (2015). Accurate, inaccurate, or biased teacher expectations: Do Dutch teachers differ in their expectations at the end of primary education? *British Journal of Educational Psychology*, 85, 459–478.

Primary Paper Section: A

Secondary Paper Section: AM

FORMATION OF RESEARCH COMPETENCE OF STUDENTS IN THE PROCESS OF STUDYING THE SYNTAX OF THE UKRAINIAN LANGUAGE

^aLARYSA DERKACH, ^bVALENTYNA VITIUK, ^cTETIANA SUKALENKO, ^dLIUDMYLA MARCHUK, ^eIULIIA LEBED

^{a,b}Lesya Ukrainka Volyn National University, 13 Voli Ave., 43000, Lutsk, Ukraine

^cUniversity of the State Fiscal Service of Ukraine, 31 Universytetska Str., 08205, Irpin, Kyivsky region, Ukraine

^dKamianets-Podilskyi Ivan Ihiienko National University, 61 Ogienko Str., 32300, Kamianets-Podilskyi, Khmelnytsky Region, Ukraine

^eCommunal Higher Education Institution "Vinnytsia Humanities Pedagogical College", 13 Nagirna Str., 21000, Vinnytsia, Ukraine

email: ^alesja76@ukr.net, ^bvityuk-valentyina@ukr.net, ^csukalenko78@gmail.com, ^dlyudmylamarchuk60@gmail.com, ^eiulialebed7@gmail.com

Abstract: The article deals with the specifics of the formation of research competence of higher education students in studying the syntax of the Ukrainian language as an important approach to training future teachers of philology, which integrates the intellectual potential of the student, his creative activity, cognitive motivation. Various theoretical approaches to the study of the research approach in language teaching are analyzed. Emphasis is placed on the main components of language research competence: independent search, research, problem solving; creative experience related to the production of new ideas, language patterns; ability to apply the acquired knowledge of the Ukrainian language in research activities; language knowledge as an element of the content of education and the result of assimilation of theoretical information. It was found that the basis of the research type of teaching Ukrainian syntax is a problem-solving method aimed at self-development of personality, and an important aspect of the formation of research competence of future teachers of Ukrainian language and literature while studying syntax is the creation of problems related to independent search explanation, substantiation, proof of connections between linguistic concepts and phenomena, formulation of own conclusions. The most productive types of problem tasks during the study of the syntax of the Ukrainian language are determined: aimed at the study of certain syntactic units; search problems; tasks with research elements; educational and cognitive tasks. Examples to each type of the specified tasks with the explanation of expediency of their application at studying of different subjects from syntax are shown.

Keywords: Language research competence, Problem task, Research approach, Research competence, Syntax.

1 Introduction

Implementation of the Concept of the New Ukrainian School involves updating the content and methods of teaching elementary school students, the implementation of personality-oriented learning and the creation of appropriate scientific and methodological support. The new content of education is based on the formation of competencies needed for self-realization in society, as well as on the pedagogy of partnership, development of opportunities and abilities of students [36]. This places new demands on the training of applicants for higher education future teachers of general secondary education. First of all, it is important to form in them the ability to carry out facilitative pedagogical interaction, which involves the education of individuals who are able to act on their own initiative and be responsible for their actions, cooperate with others, be critical. One of the ways to introduce facilitative tools in the educational process, in our opinion, is the organization of research training. The analysis of the system of research tasks on syntax as an important means of forming the language research competence of higher education seekers, as well as substantiation of their expediency in their study of syntax by future teachers of philology in higher educational institutions is the purpose of our investigation.

To achieve this goal, the following research methods were used: theoretical substantiation of the research approach to language learning, forecasting its results; method of classifications; comparison, analysis and synthesis of research results.

2 Literature Review

The essence of the research approach to language learning is theoretically substantiated in a number of scientific

investigations devoted to the linguodidactic competence of future teachers of Ukrainian language and literature (Ostapenko) [20], professional linguodidactic competence of masters of philology [13]; implementation of the competence approach to language learning in primary and secondary school, suggested by Varzatska [40], N. Golub [10], O. Goroshkina [11], L. Mamchur [15], M. Pentilyuk [21], G. Shelekhova [29]; in higher education institutions [14].

We can distinguish different aspects of the study of research competence in psychological and pedagogical science: from a systemic point of view (M. Novozhilova [17], O. Obukhov [18], O. Poddyakov [23], A. Skotnikov [30], etc.), knowledge-operative (M. Choshanov [7]), procedural-technological (S. Vorovshchikov [38], A. Khutorskaya [12], etc.), functional-activity (N. Bibik [2], O. Savchenko [28], and others), axiological (V. Slastyonin [31]) and other researchers' approaches.

A. Khutorskaya interprets language research competence as "a set of student competencies in the aspect of independent cognitive activity, which contains elements of logical, methodological, general educational activity, correlated with real cognitive objects" [12]. These competencies combine language knowledge, the ability to set goals, plan, analyze, reflect, self-assessment of educational and cognitive activities.

L. Repeta defines research competence as "a personal skill that is formed in the process of research, aimed at independent knowledge of the unknown, problem solving" [27, p. 29]. O. Ushakov interprets it as "an integral quality of personality, expressed in the willingness and ability to independently find solutions to new problems and creative transformation of reality on the basis of a set of personally understood knowledge, skills, abilities, values and guidelines" [37] and I. Bulimova defines it as an integral "quality of personality, which is manifested in the general ability and readiness for independent research, based on knowledge, skills, abilities, and experience acquired in the process of socialization and learning and focused on successful personal or socially significant research, creative transformation of reality" [6].

For example, by researching syntactic units, the learner acquires such creative skills as the application of logical actions in non-standard situations, modeling of theoretical positions from practical educational and research activities, solving problem situations.

3 Materials and Methods

Linguistic research competence integrates the intellectual potential of the learner, his creative activity, cognitive motivation, which is expressed in the form of search, research activity of the individual. Its components are 1) value guidelines aimed at independent search, research, problem solving; 2) experience of creative activity related to the production of new ideas, language patterns; 3) ability to apply the acquired knowledge of the Ukrainian language in research activities; 4) language knowledge as an element of learning content and the result of assimilation of theoretical information.

The basis of language research competence is logical mental techniques (abstraction, characterization, theoretical reasoning, analysis, synthesis, transformation, comparison), which actualize different levels of thinking (knowledge, understanding, application, analysis, synthesis, evaluation) and enable the readiness of the student to perform purposeful analytical-synthetic and search-transforming actions, practically applying language knowledge in the process of theoretical and practical explorations.

S. Omelchuk [19, p. 20] identifies three groups of language learning and research skills as a component of research competence:

1. Creating a learning problem situation:

- The ability to see the problem (for example, in the process of studying simple sentences, students can be offered a solution to the problem situation. Can we say that the proposed sentences (1. Dark night. 2. Dark night around) belong to the same type?);
- The ability to ask problematic questions and answer them (for example, studying the types of predicates, students can formulate a problem question: Why was the predicate like “was the teacher” is composed, while the predicate “will read” simple?);
- The ability to put forward and refute hypotheses, formulate options for solving the problem (for example, offering students to formulate and test the hypothesis: simple sentences in which the predicate is expressed by a verb in the form of 2 singular, are definite-personal (compare: You sit and look at the cloudless sky; What you sow, you will reap, and the like);
- The ability to formulate definitions of language concepts.

2. Carrying out of educational researches with step-by-step control and correction of results:

- Ability to observe (object of observation syntactic units) and highlight the basic properties of language units;
- Ability to analyze (highlight and explain the linguistic phenomenon) and synthesize (know the linguistic unit as a whole);
- Ability to conduct a linguistic experiment, i.e., to change the basic model (structure) of the language unit, which involves the creation of a secondary language unit: for example, to change sentences so as to form different types of complications: separate applications, definitions, circumstances;
- Ability to use different sources of information (for example, using theoretical information from several textbooks, to compare information about the classification of sentence members (syntax) in accordance with the formal-syntactic and semantic-syntactic approaches); on the basis of information from different linguistic sources to compare information about the use of punctuation in a compound sentence without conjunctions);
- Ability to draw conclusions based on existing knowledge (for example, comparing sentences, to determine the difference between simple noun and incomplete elliptical sentences);
- Ability to argue own judgments;
- Ability to classify syntactic units according to certain criteria or principles of division;
- Ability to compare (for example, analyzing sentences, to determine which of them should be dashed between the subject and the predicate: The whole world is an inexhaustible variety of topics. Your mission is to call lost souls to paradise. Water is not the enemy of man. Life as fate in the mirage of the day).

3. Presentation of the results of educational research:

- Ability to structure language material (create a model of the studied topic in the form of algorithms, schemes, tables, projects);
- Ability to prove or disprove a statement; ability to substantiate, prove;
- Ability to establish cause-and-effect relations between linguistic facts;
- Ability to evaluate the obtained results and apply them in new situations.

Thus, research competence expresses the intellectual and creative potential of the individual, the ability to carry out productive learning activities in the process of learning a

language. It is based on language knowledge, intellectual abilities, creative productivity, creativity [1, 4, 5].

4 Results and Discussion

Language research competence is the basis for the development of professional competencies, as it helps to learn, allows the student to become flexible, competitive, which is necessary for future professional activities of teachers. The condition for the formation of this competence is to give preference in the study of the Ukrainian language to the research approach, which integrates productive methods of cognitive activity of students, promotes education, initiative, development of thinking abilities, the need for research.

The research approach involves the purposeful implementation of intellectual actions necessary for the acquisition of language knowledge, skills and abilities, their use in further learning and practice. The high level of such activity is made possible by the organization of the educational process, in which students not only reproduce what they have learned, but observe the facts of language, comprehend and compare them, apply knowledge in practice.

The basis of the research type of teaching the syntax of the Ukrainian language is a problem-solving method aimed at personal self-development.

Problem-based learning is realized in the form of special tasks, the basis of which is the concept of the problem – “a complex theoretical or practical issue that needs to be solved” [8, p. 121].

The formulation of problem questions promotes the creative activity of students and the formation of their creative abilities. However, it is important to remember that the motivational side of the problem situation is important, the student has such a level of language knowledge and speech and communication skills that would be enough to start looking for an answer to the problem question.

When creating a problem task, it is necessary to group and present educational material so that students draw their own conclusions and find certain patterns. For example, one can simply state that the definition, which has the additional meaning of the cause, is separate, and, therefore, after it we put a comma. This explanation involves memorizing the conditions of separation. One can submit the same material in the form of a problem task. For example, we ask compare the sentences:

1. *A girl dressed in a green dress walked past a flower shop.*

2. *Excited by yesterday's events, the girl could not sleep for a long time.*

We ask why the first definition expressed by the inversion of the adjective is dressed in a green dress, is not separated, while the second definition (also expressed by the inversion of the adjective excited by yesterday's events) is separated? The search for the answer helps to realize that the separate definitions may have an additional meaning that goes beyond the usual meaning for this member of the sentence – the expression of a sign of something or someone.

The problematic task puts the student in front of the fact of discrepancy between the knowledge he has and the requirement to master new material. For example, when getting acquainted with the semantic-syntactic structure of a sentence, we work out the concept of syntax as a reflection in the expression of objects and phenomena of the extraverbal world. One of the syntax is an instrumental syntax that denotes the tool or means by which an action is performed. To understand the specifics of such a unit, we can formulate a problem: compare sentences, determine the syntactic function of selected words, find out the differences between them and indicate which of them can be called instrumental syntaxes and why (1. He wore a scythe like a good painter with a brush. 2. His grandfather turned out to be a remarkable carpenter, he made many windows and doors with

his plane. 3. Vacationers walked through the forest. 4. I was simply fascinated by how she skillfully crosses pictures of nature). In the first two sentences, nouns in the singular instrument indicate the instrument of a certain action, and, therefore, are an instrumental syntax, which is correlated in the formal-syntactic structure of the sentence with the appendix. Nouns in the next two sentences also have the form of the instrumental case, but do not name the instrument of action. The word forest in the given context indicates the territory, so this syntax is locative, and in the formal-syntactic structure of the sentence the word form plays the role of a circumstance of place. The noun cross is a secondary predicative syntax or circumstance of the mode of action from a formal-syntactic point of view. The problem task creates a cognitive problem that encourages students to think, analyze linguistic facts, compare them, and draw conclusions.

A sign of the research task is the problem associated with the independent search for explanation, justification, proof of connections between language objects or phenomena, the active participation of students in the formulation of independent conclusions.

According to the taxonomy of learning goals and results of B. Bloom, which connects thinking with skills of different levels of complexity, research tasks can be correlated with the sixth level (assessment), which requires a high level of thinking [24, p. 51-52], because assessment is the ability to argue, prove, draw conclusions in a particular situation on the basis of acquired knowledge and experience, to justify, generalize the meaning of language material.

The State Standard for Basic Secondary Education states that one of the cross-cutting skills is the ability to “solve problems, which involves the ability to analyze problem situations, formulate problems, make hypotheses, practically test and substantiate them, obtain the necessary data from reliable sources, present and justify solutions.” [32]. A similar formulation of the necessary skills is contained in the professional standard for the profession of “Teacher of general secondary education”: apply in teaching scientific methods of cognition, observe, analyze, formulate hypotheses, collect data, conduct experiments, analyze and interpret results, create models and determine their significance [25]. Important aspects of modernization of educational programs for teachers, in accordance with the Concept of development of pedagogical education [35], is the introduction of competence, acquisition of research skills in the future position, personality-oriented approach in pedagogical education. Given this, the formation of research competence of the future teacher is a necessary condition for the professional training of students in the specialty 014 Secondary, in particular, future teachers of philology.

One of the aspects of forming the research competence of future teachers of Ukrainian language and literature while studying syntax is the creation of problem tasks. Based on the generalization of different approaches (P. Bilousenko [3], L. Piskorska and V. Skuratovsky [22], A. Furman [9], etc.) regarding their types, we consider them quite productive when studying the syntax of the modern Ukrainian language with students the following:

1. Problematic tasks aimed at research and substantiation of a certain syntactic unit (phenomenon), the possibility of using it in speech. For example: which version of the nouns of a sentence with a separate circumstance, expressed by the adverbial inflection, is grammatically correct Passing by the tower, the clock struck the twelfth, or Passing by the tower, we heard the clock strike? To solve the problem situation, students need to determine the predicative center of sentences and remember that the subject of the action expressed by the predicate and the action expressed by the adverbial inflection are the same.

2. Problematic search tasks that encourage students to compare (contrast and compare) linguistic phenomena and facts. For example, when studying complex sentences, one can offer to compare sentences and determine which of them is complex: 1.

A green grasshopper plays the trumpet, and the sky flows down in blue bells. 2. Sometimes a person keeps in mind the idea of the existence of a certain nuance of the word, and cannot remember the word itself. Students in the process of finding the answer determine the main members of the sentence, find out the number of predicative cents and conclude that the conjunction and combines in the first case parts of a complex sentence (because there are grammatical bases), in the second homogeneous predicates.

3. Problematic tasks with elements of research involving the analysis of linguistic phenomena. For example, we give the task to study a paragraph from the textbook of I.R. Vykhovanets Grammar of the Ukrainian Language. Syntax, which deals with substantial syntaxes [39, p. 258–264], and to investigate with which members of the sentence according to the formal-syntactic structure and according to which features the subjective, object, addressee, instrumental and locative syntaxes can be correlated.

4. Educational and cognitive problem tasks, which require the application of acquired syntax knowledge in new practical conditions, encourage the generalization of certain linguistic facts. For example, studying a text as a sequence of topics that unfold according to different types of progression (simple linear, progressive with a cross-cutting theme, progression with derivative themes, with a branched theme, progression with a thematic jump), we suggest that students reconstruct the text from the given sentences:

Talented artists from Ukraine, Spain, Argentina, Australia and France enlivened the capital's urban landscape with fascinating paintings.

Over the past few years, artists have decorated the exterior walls of Kyiv buildings with dozens of bright and large-scale paintings murals.

They are intended to draw attention to important topics and pressing issues: the struggle of Ukrainians for freedom and dignity, the threat of global warming, prominent personalities and more.

Incredible portraits, landscapes and abstractions not only delight the eye with their colors and craftsmanship.

It is possible to formulate the task to select for each type of progression the corresponding text from the offered ones:

1. In medieval Europe, the method of knitting prevailed in the manufacture of tapestries. Technically, it is close to both weaving and weaving. As on the loom, continuous threads are stretched horizontally and vertically, between which colored shuttle threads are woven (simple linear progression).

2. My father knew everything. He even knew the name of each individual mountain peak. He was no longer a city father. He again eagerly mentioned that he had once been a country boy, he acknowledged this, his past brought him joy... (I. Becher) – a progression with a cross-cutting theme.

3. Fauna and flora are preparing for the approaching winter. Seeds and fruits ripen. Yellowed places can be seen on the leaves of trees and bushes, some trees have already turned completely yellow. The days become noticeably shorter, the nights longer (progression with derivative themes).

4. Two women, old and young, came out of the house with a laundry basket. The old woman looked straight and stiff, the young woman was leaning forward with a tired face. ...Both women touched their underwear. The old woman said, “Very wet. Wait for ironing.” The young woman said, “Just for ironing.” She began to put laundry in the basket. The old woman said: “It's still quite wet.” The young woman said, “Just ironing.” “Very wet,” said the old woman. The young woman said: “Who likes it. You like ironing dry clothes, I like wet ones” (A. Zegers, The Seventh Cross) is a progression with a branched theme.

5. Joachim Brandenburg said: "When I was coming here, I met a horse on the way. He had a long wound on his upper private thigh that was bleeding heavily. He raised his left front leg slightly. A gloomy red gleam of fire from the houses shuddered in his eyes. The horse rusted. It was loud at night. Nobody cared about it (W. Steinberg, When the clock stopped?) a progression with a thematic jump.

The problem is that the task requires the student to analyze theoretical information, generalize.

The algorithm for working with a learning problem contains four main stages: the creation of a problem situation by the teacher, the perception of the problem by students, finding ways to solve the problem, checking the completed task.

5 Conclusion

It was found that the research approach involves the purposeful implementation of intellectual actions necessary for the acquisition of language knowledge, skills and abilities, their use in further learning and practice. The student's ability to creatively, systematically, comprehensively assimilate language material is substantiated. In creating educational problem situations in the Ukrainian language, it is advisable to use theoretical issues of syntax, practical material, logical contradictions, and students' cognitive interests. The content of each situation covers students' knowledge, life experience, motives, interests, etc.

Purposeful use of elements of research learning in the process of studying syntax activates the motivational reserves of students, directs the search for the unknown, enhances independence, provides intense mental activity, creates conditions for the formation of the ability to creatively, systematically, comprehensively assimilate language material.

Research training is aimed at finding explanations and proving natural connections and relationships between facts, phenomena, processes, provided that students independently use the methods of scientific methods of cognition, as a result of which they actively master knowledge, develop their research skills and abilities. Educational and research activity, being in close connection with other types of creative activity, provides an active cognitive position associated with long-term internal search, comprehension and creative processing of educational information, analytical-synthetic thought processes, the subjective significance of discovering new knowledge.

This type of activity enables the formation of research competence of higher education students – future teachers of Ukrainian language and literature. Thus, the research approach to teaching the syntax of higher education seekers – future teachers of Ukrainian language and literature is an integration phenomenon, which, as part of linguodidactic training, involves the implementation of productive teaching methods focused on research competence, cognitive activity and independence, creative thinking. The implementation of the research approach during the study of the Ukrainian language in the higher educational institution corresponds to modern trends in the development of language didactics and university language education. Content of curricula for bachelors of philology specialty 014 Secondary education provides a choice of new approaches to the study of linguistics (competence, research, activity, personality-oriented), which will improve the quality of educational activities of graduates, their ability to learn throughout life.

Literature:

1. Ahatovna, R.P. (2014). The formation of students' foreign Language Communicative Competence during the Learning Process of the English Language through Interactive Learning Technologies. *English Language Teaching*, 7(12), 36-46.
2. Bibik, N.M. (2004). *Competence approach: reflexive analysis of application*. Competence approach in modern

education: World experience and Ukrainian perspectives, collective monograph. Kyiv: KIS.

3. Bilousenko, P.I. (2000). Problem-situational tasks in the textbook on the Ukrainian language. *Ukrainian Language and Literature in Secondary Schools, Gymnasiums, Lyceums and Colleges*, 3, 151–152.
4. Branigan, H.P., Pickering, M.J., & McLean, J.F., & Stewart, A. (2006). The role of local and global syntactic structure in language production: Evidence from syntactic priming. *Language and Cognitive Processes*, 12, 974-1010.
5. Brown, H.D. (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed.). *Pearson Education*, 7, 13-17.
6. Bulimova, I.N. (2011). *Characteristics of the model of formation of research competence of students of general education school in the process of studying biology*. Kazan Science, Collection of Scientific articles. Kazan: Kazan Publishing House, 8, 223–227.
7. Choshanov, M.A. (1996). *Flexible technology of problem-modular learning: A method*. Moscow: Narodnoe obrazovanie.
8. *Dictionary of the Ukrainian language: in 11 volumes*. (1977). Nature Ryajhtliviy. In V. O. Vynnyk et al. (Eds.). Volume 8. Kyiv: Naukova Dumka.
9. Furman, A. (1991). Problem situations in learning: a guide for the teacher. Kyiv: Radyanska Shkola.
10. Golub, N. (2013). Methodical recommendations for teaching the Ukrainian language in terms of competence approach. *Divoslovo*, 9, 2–7.
11. Goroshkina, O.M. (2003). Approaches to the study of the Ukrainian language in schools of natural sciences and mathematics. *Education in Luhansk Region*, 1, 72–77.
12. Khutorskaya, A.V. (2002). Definition of general subject content and key competencies as a characteristic of a new approach to the construction of educational standards: a report at the Department of Philosophy of Education and Theoretical Pedagogy of RAO. *Eidos Internet Journal*, 23, April. Available at: <http://www.eidos.ru/journal/2002/0423.htm>.
13. Kopus, O.A. (2013). *Theoretical and methodological principles of formation of professional linguodidactic competence of future masters of philology*. Author's dis. ref. for scientific degree of Dr. of Ped. Sciences: specialty 13.00.02, Theory and methods of teaching (Ukrainian language). Luhansk.
14. Lyubashenko, O.V. (2007). *Linguodidactic strategies: designing the process of learning the Ukrainian language in high school*. Nizhyn: Aspect-Polygraph LLC.
15. Mamchur, L.I. (2012). *Perspective and continuity in the formation of communicative competence of primary school students*. Uman: Publisher "Sochinsky".
16. Misir, H. (2017). The analysis of A1 level speaking exam in terms of syntax: The effect of general competence on syntax in A1 level speaking. *Journal of Language and Linguistic Studies*, 13(1), 27-40.
17. Novozhilova, M.M. (2009). Model of content of culture of research activity of the senior pupil. *Researcher*, 3–4, 89–101.
18. Obukhov, A.S. (2006). *Development of research activity of students*. Moscow: Prometheus.
19. Omelchuk, S.A. (2014). *Methods of teaching the morphology of the Ukrainian language in primary school on the basis of a research approach*. Author's dis., Dr. of Ped. Sciences: 13.00.02. Theory and methods of teaching (Ukrainian language). Kherson.
20. Ostapenko, N.M. (2010). Theoretical and methodical bases of formation of linguodidactic competence at future teachers of Ukrainian language and literature. Author's dis. ref. for scientific degree of Dr. of Ped. Sciences: specialty 13.00.02, Theory and methods of teaching (Ukrainian language). Kyiv.
21. Pentilyuk, M.I. (2011). Competence approach to the formation of language personality in the European integration context. *Actual Problems of Modern Linguodidactics, Collection of Articles*, 49–57.
22. Piskorska, L., & Skuratovsky, L. (2007). Problem-cognitive tasks in native language lessons. *Ukrainian Language and Literature at School*, 7–8, 14–16.
23. Poddyakov, A. N. (2006). *Research behavior: strategies of cognition, help, counteraction, conflict*. (2nd ed.). Moscow: PER SE.

24. Pometun, O.I. (2019). Taxonomy of B. Bloom and the development of critical thinking of schoolchildren in history lessons. *Ukrainian Pedagogical Journal*, 3, 50–58.
25. *Professional standard for the professions*. (2020). “Primary school teacher of general secondary education”, “Teacher of general secondary education”, “Primary teacher (with a diploma of junior specialist)”, approved by the Order of the Ministry of Economic Development, Trade and Agriculture of Ukraine from 23.12.2020, No. 2736.
26. Radford, A. (1997). *Syntax: A minimalist introduction*. Cambridge University Press, United King.
27. Repeta, L. (2011). Formation of research competence of students. *General and Professional Education*, 3, 28–33.
28. Savchenko, O. (2007). *The ability to learn as a key competence of school education. Pedagogical and psychological sciences in Ukraine: in 5 volumes*. Kyiv: Ped. Dumka, Vol. 2: Didactics, methods, information technologies, 82–95.
29. Shelekhova, G. (2012). Theoretical aspects of the formation of speech competence of students in grades 5-7 in the process of perception of oral and written texts. *Ukrainian Language and Literature at School*, 4, 20–24.
30. Skotnikova, A.M. (2009). Problems of studying research activity and the possibility of creating a model of its level organization. *Researcher*, 2, 79–95.
31. Slastenin, V.A., & Artamonova, E.I. (2002). Axiological aspect of the content of modern pedagogical education. *Pedagogical Education and Science*, 3, 4–9.
32. State standard of basic secondary education. (2021). *The New Ukrainian School*. Available at: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Book-ENG.pdf>.
33. Symonenko, T.V. (2007). *Formation of professional linguistic-communicative competence of students of philological faculties*. Author's dis. ref. for scientific degree of Dr. of Ped. Sciences: specialty 13.00.02, Theory and methods of teaching (Ukrainian language). Kyiv.
34. Ryndina, Yu.V. (2011). Research competence as a psychological and pedagogical category. *Young Scientist*, 1, 228–232.
35. *The Concept of Development of Pedagogical Education*. (2018). Approved by the Order of the Ministry of Education and Science of Ukraine, dated July 16, 2018 No. 776.
36. *The Concept of Implementing the State Policy in the Field of Reforming General Secondary Education*. (2021). “New Ukrainian School” for the period up to 2029. Available at: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf>.
37. Ushakov, A.A. (2008). *Development of research competence of pupils of comprehensive school in the conditions of profile training*. PhD Thesis. Science: 13.00.01. Maikop.
38. Vorovshchikov, S. (2009). Development of educational and cognitive competence of students: design experience. *School management*, 7. Available at: http://upr.1september.ru/view_article.php?ID=200900704.
39. Vykhovanetz, I.R. (1993). *Grammar of the Ukrainian language. Syntax*. Kyiv: Lybid.
40. Varzatska, L. (2013). Types of integrated lessons in the system of competence language education. *Dyvoslovo*, 11, 2-4.

Primary Paper Section: A

Secondary Paper Section: AI, AM

TYOLOGY OF METAPHOR IN POLITICAL INTERNET-COMMUNICATION

^aLARYSA KRAVETS, ^bVIKTOR DREBET, ^cOLHA LUZHETSKA, ^dTETIANA SEMASHKO, ^eLILIIA LUSHPYNSKA

^a*Ferenc Rákóczi II Transcarpathian Hungarian Institute, 6, Kossuth Sq., 90200, Beregovo, Transcarpathia, Ukraine*
^{b,e}*Ternopil Volodymyr Hnatiuk National Pedagogical University, 2, M. Kryvonosa Str., 46027, Ternopil, Ukraine*
^c*West Ukrainian National University, 11, Lvivska Str., 46027, Ternopil, Ukraine*
^d*National University of Life and Environmental Sciences of Ukraine, 15, Heroes of Defense Str., 03041, Kyiv, Ukraine*
 email: ^akravets.larysa@kmf.org.ua, ^bvdrebet@ukr.net, ^colhas@ukr.net, ^dsemashko.tat@ukr.net, ^elushpuk1969@tntpu.edu.ua

Abstract: The article represents the modern approach to conceptual metaphor being a typical feature of political internet-communication. The metaphor image reflects the results of the world conceptualization, categorization, and assessment. The article investigates prominent metaphor types in the current socio-political content in Ukrainian and German internet-media and government bodies internet-pages. Metaphor typology is based on belonging of a metaphor source domain unit (subsidiary subject) to a semantic (or thematic) group. The conducted study outlines and analyzes anthropomorphic, naturomorphic, sociomorphic, and artefact metaphor. Every type includes the subtypes that underline the multidimensionality of conceptual metaphor semantics. The article describes the conceptual metaphor development directions. The dynamics of the analyzed metaphors depends on the source domain which functions as a scheme of the object being reproduced. Thus, metaphor forms and preserves the worldview and becomes a means to create new concepts.

Keywords: Conceptual metaphor, Internet-communication, Language of internet-media, Metaphor development directions, Metaphor dynamics, Metaphor typology, Political communication, Socio-political content.

1 Introduction

Used as an effective means for influencing society since the ancient times, metaphor is a prominent feature of political internet-communication. Modern studies represent it as a lingual and mental tool for cognition, evaluation, retention, and transformation of extralingual reality. This approach is based on conceptual metaphor theory by G. Lakoff and M. Johnson which proves that humans not only express their thoughts through metaphors, but also think through them [10]. New metaphor perception transformed its use in political communication, bringing more deliberation and awareness. Understanding of basic perception and thinking mechanisms which underlay metaphor functioning influence the communication effectiveness. Metaphor is based on the human thinking ability to analyze different concepts, rely on the previous experience while perceiving a new phenomenon, and thus explain the unknown and complex through the known and fixed in semantics of a language unit. Arbitrary choice of metaphorization source and unlimited associations that form the meaning, create a large space for imagination and creativity and also cause reconsidering polysemy. Metaphor as a figurative form of rationality reflects the results from world conceptualization, categorization, and evaluation, emphasizing the connections between the concepts compared and preserving the duality of content which makes metaphor an effective means of argumentation.

The metaphor properties are completely consistent with the objectives of modern political communication which is rapidly developing in a democratic society and expanding internet environment. The metaphors use creates the necessary emotional background for the transmission and dissemination of certain ideas and information, excites the imagination and stimulates a recipient's mental activity, forms a certain worldview model, all these combined turns metaphor into an effective tool for influencing public opinion, modeling the virtual world and transforming the political world which exists in the minds of citizens. Representing characteristic features of a signified in the linguistic form and concentrating the previous generations experience, the metaphor indicates the guiding lines and sets the corridor for reality comprehension. The study of political

metaphors makes it possible to identify the ethnospecificity in mentality, basic cognitive structures, stereotypes, mass and individual consciousness intentions, and collective subconscious.

The aim of our study is to investigate the prominent metaphor types in the current political internet-communication and identify the directions in conceptual metaphor development.

2 Literature Review

Our research is based on conceptual metaphor theory by G. Lakoff and M. Johnson. The theory handles metaphor as a fundamental mental operation, a tool for cognition, structuring and explaining the world, and a figurative form of rationality [10]. Researchers emphasize the main properties of conceptual metaphor: it creates similarity between compared concepts, accents one concept aspect simultaneously obscuring the others, conceptualizes objects from the world around, creates a new reality, and preserves connections with the cultural values. Metaphor affects emotions, reasoning, and behavior, evoking associative chains and actualizing compatible images [10]. Metaphor cognitive theory has become a reasonable foundation for our study, because it illuminates the complex interaction between consciousness, language and culture.

Numerous investigations into the metaphor as a part of political communication have brought convincing results. Theoretical part in our research is based on some of these studies [2, 4, 5, 14].

Researching metaphor partly draws its data from modern political communication, thus the term political metaphor emerges and gains linguists' attentions. We also use this concept in our study. V. Zaitseva and M. Kovalchuk argue: "Modern science deals political metaphor as a tool to perceive, model and evaluate political processes, and to affect the social consciousness. In politics, metaphor is a central provider of alternative solutions to problematic situations." [13]. O. Pietsukh analyses the political metaphor dynamics in English-speaking internet-discourse in 2010–2012 Elections in Ukraine and underlines that it is impossible to avoid metaphoric cognition when one comprehends international relationships, wars, socio-political issues, political debates, etc. [11, p. 6]. O. Chorna investigates the use of *political metaphor* in Ukrainian and Czech media and concludes that Ukrainian sources demonstrate a higher quantity of metaphor use and domination of units with negative connotations [6]. An extensive body of literature by Ukrainian researchers deals with semantic, functional, and pragmatic aspects of metaphor [1, 3, 8, 9]. They primary interpret political metaphor as a dynamic linguo-mental phenomenon which requires permanent research.

3 Materials and Methods

Internet as a new communication space has broadened onto all domains of human life and modified the traditional speech interaction. Internet-communication offers limitless opportunities, minimizing temporal, local, lingual, and tech obstructions, thus it substantially expands a range of participants and changes cognitive and discursive activities. Pericural features of modern internet-communication are "audience growth, high information transmission speed, information flows complexity, and information oversaturation" [12]. Internet-media make a strong influence on the society and help to transform social, political, and economic systems. Given all mentioned above we have chosen Ukrainian and German internet-communication as a research object. The sources are Ukrainian online-media *Ukrainska Pravda* (pravda.com.ua), *Ukrainskyi Tyzhden* (tyzhden.ua), *Den* (day.kyiv.ua), *Radio Svoboda* (radiosvoboda.org), *Cenzor.net* (censor.net/ua), *Ukrinform* (ukrinform.ua), *VoxUkraine* (voxukraine.org), *Ukrainskyi Pohliad* (ukrpohliad.org), *UNN* (unn.com.ua), *Zaxid.net* (zaxid.net), *Ukraina Moloda* (umoloda.kiev.ua); German online-media: *Süddeutsche Zeitung* (sueddeutsche.de), *Tagesschau* (tagesschau.de), *Diplomatisches Magazin*

(diplomatisches-magazin.de), *Blog der Republik* (blog-der-republik.de), *Berliner Zeitung* (berliner-zeitung.de), *Handelsblatt* (handelsblatt.com), *Frankfurter Allgemeine Zeitung* (faz.net), and also internet-pages of the government bodies.

To fulfill the research aim and thoroughly investigate the research subject, we use a number of methods and techniques: *internet-media monitoring method* – to collect metaphors and assess their meaning; *metaphoric modelling method* – to formalize and simplify basic metaphors and use them as a foundation for an insight into the creation of derived metaphors and main ways for metaphoric models deployment in the analyzed texts; *typologically-comparing method* with *tertium comparationis technique* – to establish functional and semantic means of metaphorical expressions; *contrastive semasiologic interpretation technique* performed as a part of *parallel research methodology* which consists of 1) *linguistic description*, including *primary and secondary segmentation* with *internal interpretation* in order to outline and systematize the empirical base (semantic and grammar means of metaphorical expressions); 2) *conceptual-interpretational analysis* – to use macro and micro context for interpreting metaphoric models. The metaphor contexts corpus was formed with *continuous sampling method*.

4 Results and Discussion

4.1 Typology of the Metaphors Recorded in Ukrainian and German Internet-Media

Metaphors diversity and their parameters heterogeneity have been sparking research interest since the ancient times in an endeavor to create the fullest relevant systematization. Modern linguistics operates numerous metaphor classifications, built on the different principles. Selection of main classification parameters largely depend on four conditions:

- 1) Meaning peculiarities;
- 2) Form peculiarities;
- 3) Contextual influence on meaning;
- 4) Metaphorical sign functioning.

In addition, classification is contingent upon a researchers interpretation of a metaphor as a result or a process; as a language phenomenon, mental phenomenon or a figure of speech.

Given the aim and scope of our research, the most relevant metaphor classifications is based on belonging of a metaphor source domain unit (subsidiary subject) to a semantic (or thematic) group. This classification outlines following metaphor types.

Anthropomorphic metaphor models the world through its similarity to a person. This type incorporates physiological metaphor, morbidity metaphor, sexual metaphor.

Naturomorphic metaphor models the world and a person through their similarity to animate and inanimate nature. Here belongs the *zoomorphic metaphor* (similarity to an animal), *vegetal metaphor* (similarity to a plant), *landscape metaphor* (models reality through an analogy to a certain territory). Zoomorphic and vegetal metaphor have distinct ethnic and cultural connotations and derive from mythological world perception.

Sociomorphic metaphor models the world through its similarity to different domains of humans' social life. This type consists of *criminal metaphor*, *military metaphor*, *theater metaphor*, *sport metaphor*, *game metaphor*, *family metaphor* etc.

Artefact metaphor models the reality through its similarity to artefacts (items created by humans). Such metaphors represent the world as a mechanism (sophisticated machines, vehicles, weapons), building, computer, instrument (a tool or a musical instrument), etc. (Figure 1).

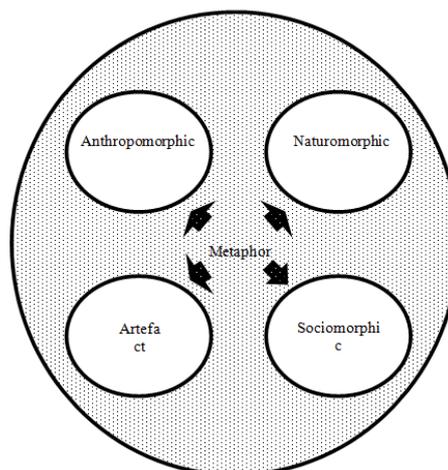


Figure 1 – Metaphor types in political internet-communication

The analyzed sources contain all metaphor types listed above. Anthropomorphic metaphor is connected with a primitive mythological worldview which is preserved in deep ethnogenetic memory with the help of archetypes. The mankind has always interpreted the world around through the scope of our own life and unconsciously transferred our feels onto surrounding things and phenomena, thus cognizing both external and internal worlds. The reality appeared inalienable from a man and was described in connection with a certain human property. This metaphor type being realized in many varieties determined cultural development over a long period of time. However, the cognitive activity evolution brought the understanding that anthropomorphic metaphor as a basic regulation obtains certain limitations.

Analyzing anthropomorphic political metaphors in Ukrainian internet-communication, we recorded a great number of morbidity metaphors which negatively evaluate represented phenomena: *Ukrainian corruption disease: 12 upsetting arguments* (pravda.com.ua); *Ukrainian judicial system is a cancer tumor on the state's body* (pravda.com.ua); *Ukraine and the world are gripped by a new financial fever: cryptocurrency pursuit* (pravda.com.ua); *Cryptocurrency fever: will the dollar and gold take a back seat and what will happen to the exchange rate in the coming days* (voxukraine.org); *Recent events with Russian President Vladimir Putin allow to easily diagnose him with a political short-sightedness* (radiosvoboda.org).

In German socio-political content, morbidity metaphors also express a negative assessment of disturbing social phenomena: *Germany is in fever* (blog-der-republik.de). The criticism of the pension system, which has been publicly discussed for weeks is sharp: *Pension system facing the threat of collapse?* (tagesschau.de).

In addition to different diseases and symptoms, recipient domains in Ukrainian and German internet-communication are projected onto with medical research methods and treating procedures: *Will the parliament members reanimate tax police?* (censor.net); *Corruption in Ukraine: disease anamnesis* (ukrpohliad.org); *Reanimation of German economics is successful* (handelsblatt.com).

Also we observe a large amount of physiological metaphors: *Long Moscow's hand* (tyzhden.ua); *Ears of government. How our journalists are being observed* (pravda.com.ua); *The created platform will become a "brain center" that will develop solutions to respond to economic emergencies* (pravda.com.ua); *To determine the level of viability of the state brain, we can use modern methodologies for assessing the development of organizational systems, which includes the state system* (radiosvoboda.org); *It immediately had a remarkable effect and continues to work today, especially in those areas that are sore points of modern human infrastructure* (radiosvoboda.org);

Nomenclature-oligarchic "matrix" is not only rooted in the body of society and the state, but also has the most powerful resources and influence in Ukraine (radiosvoboda.org).

Naturomorphic metaphors also origin from the ancient cognition and world describing principle (teriomorphic). Donor domains of naturomorphic metaphors are concepts of nature: animals, plants, water, fire, sky, celestial bodies, and other natural phenomena. Political internet-communication is rich in zoomorphic metaphors.

Animal images are based on archetypes and being projected on a person highlight a certain personal feature. Many zoomorphic metaphors aim to discredit and lower a denoted subject, giving it a distinct negative emotional and evaluation meaning. For instance, prominent Ukrainian politicians' nicknames *rabbit*, *hare* mock their image and often provoke irony in spite of their professional qualities: Do not forget the Rabbit: will Arseniy Yatseniuk join Volodymyr Zelenskyi's team? (umoloda.kiev.ua); "The Bloody Rabbit" Yatseniuk: a new masterpiece of Russian propaganda became a hit on social networks (pravda.com.ua); *It produces Roshen candies for which Poroshenko received the nickname "the Chocolate Hare"* (pravda.com.ua).

On the other hand, we observe some zoomorphic metaphors with positive connotations in Ukrainian political internet-communication: Arrival of US State Secretary Assistant Victoria Nuland and one of the bison of American politics Ira Forman (pravda.com.ua).

Zoomorphic metaphors are also used to denote political parties and even countries, thus emphasizing the characteristic feature of the recipient domains on the appropriate emotional and evaluative background: Electoral bloc of political parties "Bison" (For Ukraine, Belarus, Russia); Similar revolutionary economic jump was performed by Asian tigers – Japan, South Korea and Singapore. Ukraine can become a European tiger: initially in the state mechanisms field (radiosvoboda.org).

Tight connections between Ukrainian and world politics are represented by metaphors black swan and gray rhino: You call the November Disruption one of the first "black swans" of Western Ukrainian statehood (zaxid.net); West Ukrainian People's Republic "black swans" and "gray rhinos" (zaxid.net). The N. Taleb's "black swan theory" describes rare and unpredictable events. The gray rhino metaphor is proposed by M. Wucher for denoting obvious threats to current political, economic, ecological, military, and humanitarian processes. Ukrainian politicians, experts, and journalists use this metaphors to describe the events and processes in the socio-political domain.

Metaphors with plant concepts source domains are also relevant in Ukrainian and German political internet-communication. The conceptualization level in the vegetal metaphor source domain allows to build a detailed metaphorical constructions: *Myths are not easy to dispel, they resemble weeds in the garden: uprooted today, in a week they sprout new shoots. So, we need a gardener to keep our garden blooming (day.kyiv.ua); Dramatic events because the Belarusian authorities followed the Russian scenario, destroying the first sprouts of democracy with pressure, intimidation, and physical violence (radiosvoboda.org).*

Sociomorphic metaphor represents the world through its similarity to different domains of humans' social life. Its origin is caused by human self-realization as a social creature. However, sociomorphic metaphor as well as anthropomorphic receded into the background, maintaining productivity in fiction and public communication.

The complexity and diversity of economic, political and spiritual interactions between different social actors have formed a large number of sociomorphic metaphor varieties (Figure 2).

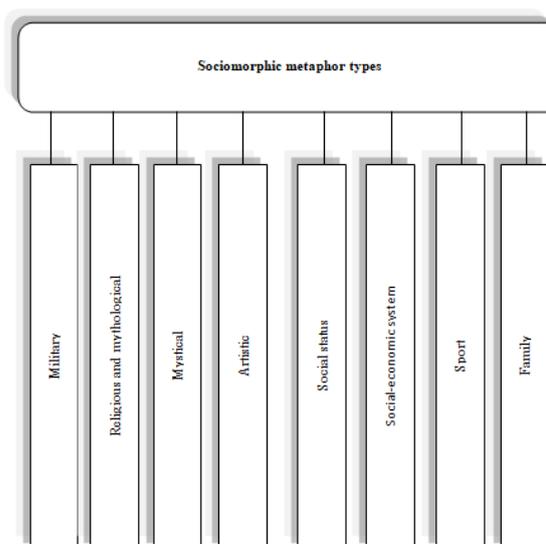


Figure 2 – Sociomorphic metaphor types

In Ukrainian and German political Internet communication, we record the following:

- Military metaphors mainly with strong negative connotation model the reality as a war analogy: *The "war by orders" between the presiding judge Serhiy Holovaty and Oleksandr Tupytskyi continues in the Constitutional Court (radiosvoboda.org); Arseniy Yatseniuk stated that "so-called mass media are in fact the occupiers' manuals, horde's subversive detachment that is waging war against our country" (umoloda.kiev.ua);*
- Religious and mythological metaphors: *Lesya Ukrainka or The Devil in a Skirt: Yulia Tymoshenko's 20-year career in the mirror of the world press (radiosvoboda.org);*
- Artistic metaphors: *Ukrainian political drama on the international stage (radiosvoboda.org), No wonder political reality is ironically called theater or circus (day.kyiv.ua);*
- Social status metaphors: *"Orange Princess", "Gas Princess", "Goddess of the Revolution", "Princess Leila of Ukrainian Politics", "Slavic Jeanne d'Arc" – her nicknames have acquired mythological proportions over the years (radiosvoboda.org);*
- Sport metaphors: *Lilia Hryhorovych announced the "political finish" of Our Ukraine party (radiosvoboda.org);*
- Family metaphors: *"And in a symbolic sense, Ukraine belongs to a big European family," the mayor emphasized (kyivcity.gov.ua), Ukrainians are the parents of Russians and Belarusians (zaxid.net), The Belarusian people have historically belonged and belong to our European family of nations (pravda.com.ua), Netanyahu and Hamas are twin brothers: expert names causes of military conflict in Israel (unn.com.ua).*

Artefact metaphor is tightly connected with the peculiarities of human world perception since the ancient times. Artefact metaphor source domains are concepts of things, particularly small household items, various buildings, complex mechanisms, etc. An architectural metaphor is recorded in Ukrainian and German political internet-communication: *Bastion of statehood and language. The Constitution of Ukraine withstands the onslaught of destroyers (radiosvoboda.org); Oleksandr Turchynov: Real European integration is to start building a European home in Ukraine (rmb.gov.ua); House of Europe is a program of the European Union in Ukraine (pravda.com.ua); The Brussels House of European History preaches democracy and progress, omitting something (monde-diplomatique.de). Furthermore, mechanism metaphor is recorded: *Maybe the "old captain" will return to the "helm" very soon (pravda.com.ua); Putin's political machine: Surkov predicted complete Putinism in the Russian Federation in the next 100 years (pravda.com.ua);**

Holos Party is a ship which political rats escape from (bastion.tv).

Transport metaphor characterizes politicians and parties. For example, notion *Titanic* functions as an analogy to future disaster for someone's career: *Volyn political Titanic, or What is Igor Palystia afraid of?* (openforest.org.ua).

The conducted analysis shows that current political internet-communication uses all main metaphor types. They create a necessary emotional background for a communication, preserve or model the world picture, describe and evaluate the social life.

4.2 Dynamics of Metaphor Semantics

Metaphor consolidates the collective worldview, because similar knowledge about the world gives rise to similar associations. This property is prominent in conceptual metaphors which actively function in political communication. Conceptual metaphor activates the collective memory and a certain worldpicture, so it is an effective tool of political communication which aims to form a certain world model. Political communication, in particular propaganda, is based on the conceptual metaphors present in the people's minds, seeking to consolidate the necessary picture of the world or to transform it. Conceptual metaphor is dynamic, its content can change under the influence of the contextual environment, preserving formal parameters, and this property is also used for propaganda purposes.

The conceptual family metaphor demonstrates a clear dynamics. This metaphor had a key place in the Ukrainian political language in the Soviet era. According to this model, the USSR was presented as a family; the capital city as a mother; allied republics as sisters, nations as brothers. All regions and citizens were represented as members of a single family too, including Ukraine.

The family metaphor strongly influenced readers and listeners. It structured the human understanding of the state and determined the interaction individual – state accordingly. With family as the greatest human value in the metaphor source domain, the recipient domain (state) received the same value. The characteristics of the family, such as the presence of a certain hierarchy, mutual obligations and moral responsibility, were also projected on the recipient domain. The intensity of the metaphor influence was determined by personal experience, feelings and associations, since the most intimate experiences are primarily related to the family.

The political system change is accompanied by the destruction of the previous era worldview, and the Soviet ideological family metaphor underwent a varied reintegration in political communication. We record the following use of the family metaphor in socio-political content on the internet-media, in particular politicians, diplomats (Z. Brzeziński, J. Herbst), and journalists speech: *Without hesitation, Ukraine can tell Russia, its younger brother, that it is worth learning from Ukrainians about political culture. I see someone smiling, they say, "younger brother?" For all who know history, Russia is the younger brother of Ukraine* (tyzhden.ua); *Now in Russia there is only one choice: to take an example from his older brother* (tyzhden.ua); *Aggression in Ukraine makes Russia a China's younger brother* (radiosvoboda.org); *The urge for our country to recognize itself as a "younger brother" or sister is the instill of vassalism ideology that cannot lead to understanding...* (ukrainainc.org). The established form of metaphor actualizes the Soviet content, because the population in the post-Soviet countries has an automatic reaction on its formed. However, the context sheds the light on other meanings. Thus, one stereotype is being destroyed and another one is being formed.

During Yanukovich's presidency, family metaphor was also widely used, but it referred to the immediate political and business environment of the former president. In this case, the metaphor realized the meaning "oligarchic clan" and had a

distinctly negative connotation. Its use actualized the *Self – Other* opposition and caused protests among citizens.

In current political internet-communication, family metaphor denotes the European Union: *EU is a family of democratic European states* (en.gov.ua). This meaning stands in line with Ukraine's course towards European integration: *The roadmap and first priorities in Ukraine's formation and development as a member of the European family are defined by the Ukraine 2020 Sustainable Development Strategy approved by the Presidential Decree* (mfa.gov.ua).

In the speeches of the incumbent President of Ukraine Volodymyr Zelenskyi, the family metaphor represents Ukraine, emphasizing the idea of national unity: *I love our land, because every corner of Ukraine is a big family* (president.gov.ua); *Every day our hearts are torn. And any victories or achievements are incomplete, because our family is incomplete. But the day will come when we will definitely get together. Because the call of native blood will win!* (president.gov.ua).

The use of the family metaphor profiles the similarity of heterogeneous phenomena or objects in concise and clear manner: *Political twin brothers: why Erdogan wants to reconcile with Putin* (glavcom.ua); *Reforms and Kuchma are twin brothers* (pravda.com.ua); *Electronic Communications and Corruption are twin brothers* (i-ua.tv).

The architectural metaphor coheres with the family metaphor. It also has a powerful influence, because architectural metaphor actualizes the concepts corresponding to a safe and comfort "own" space, important for each person. Architectural metaphor can be represented with different types of buildings consisting of both typical and nonstandard architectural and constructive elements, they have a different planning and purpose, they can be built, rebuilt, or even destroyed. Metaphor opens a wide space for human thinking and imagination due to the high level of the source domain conceptualization. This causes various, sometimes diametrically opposite interpretations of the recipient domain. Modeling state as a building is a traditional device in political communication. The architectural metaphor is typical for the Soviet mass media language, and it became most frequent in 1985–1990 while playing a key role in the worldview transformation process: *A few weeks later, during a trip to Leningrad, Gorbachev said at meetings with students that everyone needs to restructure and change their style of thinking* (day.kyiv.ua). In the mentioned period (to be precise, in July 1989) another conceptual metaphor appeared – *common European house*—and it was interpreted as a signal of the Cold War end. In political communication, it unfolds and coheres with family metaphor, because the source domains of both metaphors are quite close: *Almost 25 years after Gorbachev's words about the common European house, Putin apparently wants to destroy the common European family* (day.kyiv.ua). This technique increases the text's influence with the help of the metaphor-created imagery and emotionality. Architectural metaphor continues to function in political internet-communication, but its frequency has decreased.

Conceptual mechanism and military metaphors were parts of Soviet ideology and served for formation and preserving the relevant worldview in the Soviet times. A. Chudinov notes that the most popular metaphor source domains in 1930–1950 were *war* and *mechanism*: "Society was under the insistent persuasion that a Soviet man is an armed with communist theory cog in the fighting and marching machine operated by human souls engineers. To control the machine, the party apparatus should hold the steering wheel firmly, use political levers and driving belts correctly, press the pedals in time and know the secret springs" [7]. These examples can be continued by a long series of similar metaphors: *the battle for the harvest, armed with knowledge, ideological front, force (masses, reserves) mobilization, party headquarters*, etc.

The military metaphor is widely used in modern political internet-communication: *gas war, pre-election battles, army of*

bureaucrats, deputy corps guards, a wide arsenal of means, media attacks, political maneuver. Some of these metaphors are a legacy of the previous era: *to mobilize opportunities, the old guard*, etc. However, they do not actualize the Soviet worldview or impose confrontational stereotypes. Mostly, the military metaphors underline the density and scale of a relevant problem: *He (O. Honcharuk) thought that he wouldn't suffer from dismissal or media attacks by "supporters" in the following months* (pravda.com.ua); *...a well-founded, consolidated legal position provides a wide arsenal of legal means and methods to counteract Russian aggression and effective foreign policy using massive international support* (day.kyiv.ua); *The only right solution is to cooperate with the "old guard" politicians who have positive experience and have already proved their effectiveness* (pravda.com.ua).

Mechanism metaphor is rarely used in the modern socio-political content. There are two reasons: old ideological marking and deactualization of the mechanistic worldview. Instead, the raise of computer technologies and a new scientific worldview establishment contributed to the increasing number of computer metaphors in political internet-communication. Computer metaphors model human activity – especially, thought and cognition—by analogy with the computer processes: *Because it is impossible to reboot relations with Russia taking into account its absolutely aggressive policy* (radiosvoboda.org); *You need not to sometimes influence society, but to turn on the brains, and then they will change* (veche.kiev.ua); *So Ukrainians now have little choice: they have to either find the means to overcome this oligarchic "matrix", or the state will simply cease to exist* (radiosvoboda.org); *We see all this on the example of amendment spam which is a real obstacle to the successful cooperation of Ukraine with the IMF during the crisis* (pravda.com.ua); *To restart the government once again and become a subject for mocking is not an option for Zelenskyi* (pravda.com.ua). This metaphor testifies that the globalized informational society determines the modern worldview. However, computer metaphors certainly simplify the complex processes in a man's inner world or social life. We interpret it as a manifestation of the modern fundamentally simplified mass consciousness formed by pop-culture, internet, and mass media. The computer metaphor dynamics is determined by the high conceptualization of the source domain and the actively developing computer technologies.

Difficulties in socio-political and economic life in Ukraine and numerous problems have led to the widespread use of the morbidity metaphor which expresses a sharply negative assessment of a denotate and profiles the deep problems: *Corruption is a disease that has infected not only customs and Ukraine, but the whole world, and can be cured surgically* (sfs.gov.ua); *Indeed, the corruption epidemic is so devastating that it threatens the very existence of the state* (voxukraine.org). The morbidity metaphor dynamics is manifested in the projection of previously untapped qualities and features of the source domain into the recipient domain: *The sick organism of the Ukrainian economy needs treatment. Successful treatment is impossible without the hygiene of state policy through prevention of decisions that hinder fair competition and balance the economy* (voxukraine.org). This metaphor is typical for political communication in the critical periods of society development: *brown plague, fascist plague, red plague, orange plague, red infection, shock therapy, economic collapse, mass endarkenment*, etc. The morbidity metaphor has a significant expressive potential and great power of influence, it is used both to form a worldview and to preserve it.

Humorous, ironic or satirical connotation is provided by the artistic metaphor (theatre, film, music, circus, etc.) which is also frequently used in socio-political content: *Our politicians are safe because of clownage, jestering, and citizens' short memory* (zaxid.net); *This court is a political performance for the people, part of uninterrupted sequence of political shows which the authorities desperately need when there is not enough bread for the plebs* (censor.net); *Ukrainian political drama on the international stage* (radiosvoboda.org). Artistic metaphors also

show dynamics when detailed in the text: *The first season of the Political Rollercoaster series dedicated to the elections intrigued viewers from all over the world, and the unexpected finale promises as exciting plot development in the next seasons* (zn.ua/ukr).

Dynamics of the analyzed metaphors depends on the source domain, the scheme of the object being reproduced. Source domain change the image and accents of recipient domain every time. The interaction between source and recipient domain stimulates merge of ideas and assumptions with the verified knowledge into a single entity.

5 Conclusion

Metaphors in the political internet-media reflects the main socio-political problems, describes and assess them, influencing the collective consciousness. Ukrainian and German internet-communication contains anthropomorphic, naturomorphic, sociomorphic, and artefact metaphors performing these functions. Morbidity and physiological metaphor expressive potential causes its wide use in Ukrainian and German socio-political content. For the most part, morbidity metaphors negatively evaluate denoted phenomena while physiological metaphors are either negative or neutral. Naturomorphic metaphors are represented in Ukrainian and German internet-communication by zoomorphic metaphors used for negative assessment, irony or sarcasm and vegetal metaphors that often create positive background and emphasize the possibilities. Complex and multidimensional social life generates sociomorphic metaphors: military, artistic, religious, mythological, sport, family and social status metaphors. Artefact metaphors (especially mechanism and architecture metaphors) perform modelling function. Computer metaphor both represents socio-political phenomena and actualizes modern realities.

Family metaphor, architecture metaphor, computer metaphor, military metaphor, morbidity metaphor, and artistic metaphor demonstrate dynamics in the political internet-communication.

The study of metaphor based on the Ukrainian and German political internet-communication shows that the metaphor is consistent with the main ethnospecific and universal cultural values. Ethnospecific metaphor components reflect the mentality of the ethnos and actualize its worldview, while universal components lead to an interdiscourse where the key concepts appear in the different linguistic expression.

Literature:

1. Andreichenko, O. (2012). Artefaktna metafora v politychnomu dyskursi (na materiali suchasnykh ukrayinskykh ZMI) [Artefact metaphor in political discourse (on modern Ukrainian media material)]. *Culture of Black Sea Coastal Nations*, 239, 102-105. Available at: <http://dspace.nbuv.gov.ua/handle/123456789/108197>
2. Budayev, E.V., & Chudinov, A.P. (2008). *Metafora v politicheskoy kommunikatsii* [Metaphor in Political Communication]. Moscow: Flinta-Nauka, 247. ISBN 978-5-9765-0275-8.
3. Chadiuk, O.M. (2005). *Metafora u sferi suchasnoyi ukrayinskoyi politychnoyi komunikatsiyi* [Metaphor in the field of modern Ukrainian political communication]. PhD diss. NASU Institute of Ukrainian Language.
4. Charteris-Black, J. (2005). *Politicians and Rhetoric. The Persuasive Power of Metaphor*. Basingstoke: Palgrave MacMillan, 239. ISBN 978-1403946898.
5. Chilton, P.A. (2004). *Analysing Political Discourse: Theory and Practice*. London; New York: Routledge, 226. ISBN 0-203-34425-1.
6. Chorna, O.O. (2012). Politychna metafora v suchasniy publitsystytsi (na materiali ukrayinskoyi ta cheskoj periodyky) [Political metaphor in modern journalism (on the material of Ukrainian and Czech periodicals)]. *Comparative studies of Slavic languages and literatures. In memory of Academician*

Leonid Bulakhovsky, 17, 137-142. Available at: http://nbuv.gov.ua/UJRN/kdsm_2012_17_20.

7. Chudinov, A.P. (2001). *Rossiya v metaforicheskom zerkale: Kognitivnoye issledovaniye politicheskoy metafory (1991—2000)* [Russia in a Metaphorical Mirror: A Cognitive Study of Political Metaphor (1991-2000)]. Yekaterinburg, 238. ISBN 5-7186-0277-8.

8. Datsyshyn, K.P. (2005). *Metafora v ukrayinskomu politychnomu dyskursi (za materialamy suchasnoyi periodyky)* [Metaphor in Ukrainian political discourse (based on modern media)]. PhD diss. Ivan Franko National University of Lviv.

9. Kravchenko, V. (2003). Bazovi metaforichni modeli z kontseptom Yevropa u politychnomu dyskursi [Basic metaphorical models with the concept of Europe in political discourse]. *Semantics of language and text*. Ivano-Frankivsk: Plai, 271-273.

10. Lakoff, G., & Johnson, M. (2008). *Metaphors we live by*. University of Chicago press, 256. ISBN 0226470997.

11. Pietsukh, O. (2013). *Dynamika metafory v anhlovnomu elektronnomu dyskursi "Vybory 2010-2012 rr. v Ukrayini"* [Dynamics of Metaphor in English electronic discourse "Elections 2010-2012 in Ukraine"]. PhD diss. Odessa I. I. Mechnikov National University.

12. Poplavska, N., Struhanets, L., Dashchenko, N., Huzar, O., & Kaleniuk, S. (2021). Socio-political lexicon in Ukrainian internet-media at the beginning of the 21st century: functioning and decoding. *AD ALTA: Journal of Interdisciplinary Research*, 1(XVIII), 33-37. Available at: <http://www.magnanimitas.cz/11-01-xviii>.

13. Zaitseva, V., & Kovalchuk, M. (2018). Politychna metafora v mas-medijnomu dyskursi (na materialy ukrayinskomykh hazetnoho tekstu [Political metaphor in mass media discourse (based on Ukrainian-language newspaper texts)]. *Journal "Ukrainian sense"*, 1. Available at: <https://journals.indexcopernicus.com/api/file/viewByFileId/573825.pdf>

14. Zinken, J. (2004). Metaphors, Stereotypes, and the Linguistic Picture of the World: Impulses from the Ethnolinguistic School of Lublin. *Metaphorik.De*, 7, 115–136. Available at: <https://www.semanticscholar.org/paper/Metaphors%2C-stereotypes%2C-and-the-linguistic-picture-Zinken/26e18138a9cb32d7316197c48a874c4536540c2b>.

Primary Paper Section: A

Secondary Paper Section: AI

REFLECTIVE ASPECTS OF ENTERPRISE PERSONNEL DEVELOPMENT MANAGEMENT

^aKOSTIANTYN BEZGHIN, ^bVOLODYMYR USHKALYOV,
^cOLHA DORONINA, ^dOLEG MOROZ, ^eALEKSANDR
KULGA

^{a,c}Vasyl' Stus Donetsk National University, Ukraine, 21, 600th
Anniversary Str., 21021, Vinnytsia, Ukraine

^bSimon Kuznets Kharkiv National University of Economics, 9-a,
Nauki Prosp., 61166, Kharkiv, Ukraine

^dThe Engineering Educational and Scientific Institute of
Zaporizhzhia National University, 226, Sobornyi Ave., 69006,
Zaporizhzhia, Ukraine

^eSO "V. Mamutov Institute of economic and legal research of
NAS of Ukraine", 2, Marii Kapnist Str., office № 323, 01032,
Kyiv, Ukraine

email: ^ak.bezghin@donnu.edu.ua, ^bu-vla@i.ua,

^co.doronina@donnu.edu.ua, ^doleg.moroz.55@ukr.net,

^eaa.kulga@gmail.com

Abstract: In the context of understanding the process of staff development as a set of irreversible, directed and natural changes in the personnel of the organization, causing the emergence of qualitatively new characteristics of employees needed to achieve the goals of the organization, a meta-analysis of the impact of reflective factors on change was carried out. The peculiarities of the personnel development process as a result of the interaction of three groups of factors (individual features, environmental factors, and functions of activity) are specified. To increase the efficiency of staff development processes, the use of a reflective approach is proposed, which is to ensure the reflection of certain components of the system of professional staff development: target, evaluation (evaluation of development results), value-motivational, informational, instrumental-evaluation context-forming, corrective and resource-supporting. Based on the fact that the use of reflective processes differs in the effectiveness of the impact depending on the area in which they are applied, identified features and objectives of reflective management in accordance with those areas where they are most effective: orientation, accumulation and preservation of experience, analysis and improvement of activity, estimation of activity and environment, activation of activity, automation of activity and interaction, short-term correction of activity, optimization and automation of activity, stereotyping of activity.

Keywords: Criteria of development assessment, Factors of personnel development, Immersive environment, Personnel development, reflective processes, Reflection of activity.

1 Introduction

The rapid development of technology and a high degree of intellectualization of modern production require appropriate training and continuous professional development of enterprise personnel. Namely due to the latter it is possible to respond to the challenges of a dynamically changing environment, adapting production to new requirements.

However, the desire for continuous self-improvement is not a typical characteristic for a large part of employees. The problem of professional development is not limited to solving the issue of motivation to achieve the goals set by the company.

Professional development is not a discrete and stable characteristic of staff. Therefore, the search for new ways to manage the process of personnel development of the enterprise and, in particular, to determine the features and capabilities of reflexive management of this process, becomes relevant.

The influence of subjective factors, socio-economic and socio-psychological factors on ensuring the competitiveness of enterprise personnel was studied by O. Amosha, G. Becker, V. Geets, D. Kahneman, T. Peter, K. Prahalad, R. Sayert, G. Simon, G. Hemel [3]. In their research, certain aspects of organizational and economic behavior of people were deeply developed, but approaches to the use of reflective processes in the system of formation of the economist's personality remained unconceptualized.

Given the wide range of opportunities provided by the use of a reflexive approach in management (V. Lepsky, R. Lepa, V. Lefebvre, O. Pushkar, L. Shemayeva) [6, 16], further research and systematization of reflective aspects of enterprises staff development are relevant, for their further use in the management of the organization.

2 Materials and Methods

The purpose of the work is to generalize the theoretical foundations of personnel development management based on the use of a reflective approach.

To achieve the goal of the research, general scientific and special methods are used in the work: theoretical analysis, comparison, generalization, systematization and synthesis. The research is based on interdisciplinary meta-analysis of analytical and statistical results of scientific works devoted to reflexive processes.

The main object of influence in the process of professional development is self-awareness. Traditionally, it is considered by a three-level structure: cognitive component, the basis of which is self-knowledge; affective component, which is based on the attitude to himself; behavioral component characterized by the process of self-regulation [10]. Namely through the passage and reflection of these three levels, the socialization of the acquired experience, the development of new personal formations, in particular, personal competencies, is achieved.

3 Results

The transition to a reflective methodology of development management is due to the growing level of subjectivity in the functioning of the employee in the organization. The need for effective management decisions no longer allows considering the latter as a static object in the system of the enterprise, the one who does not have own activity in the process of realizing the potential of development. In this regard, it is of practical interest to identify the factors that determine the emergence and implementation of developmental processes, which are determined by purposeful information actions by management. In this case, reflexive control is defined as a way to transmit to the partner specially prepared information for decision-making, which is desirable for the initiator of the action [20].

As noted by I.P. Loginov and N.A. Nevolina, in the current dichotomy of management approaches, the following is observed: leadership, focused on the task (in this approach, the person is seen as a means to solve the problem), and leadership, focused on the person (in this case, the task is a means of human development) – namely the second approach has a greater reflexive potential [8].

The process of staff development should be considered as irreversible, directed and natural changes in the staff of the organization, which cause the emergence of qualitatively new characteristics of employees needed to achieve the goals of the organization. The existence of these features is a necessary condition for differentiating the process of staff development from other similar processes (professional growth, training, information, etc.).

The irreversibility of staff development means avoiding the possibility of returning the object of change to its original state. Orientation is seen as the possibility of accumulation of changes and the movement of the object from descending to ascending, from old to new, from simple to complex, from lower to higher, from accidental to necessary. Regularity in this case means the ability to describe the causal links of the process of staff development and on their basis to predict the state of the object under the control of influencing factors [9].

In addition to these features, the development process is characterized by such properties as: orderliness, stochasticity, realization of potential through internal activities [9]. In this case, orderliness presupposes the existence of a certain sequence of interconnected constructive actions, which leads to the final result. Stochasticity is due to the interaction of a significant number of factors of both internal and external origin, as well as

the presence of many random events in the environment where development takes place. The latter is possible only if there is a potential for development, which occurs due to the activity of the object of development by improving its mechanisms of self-regulation and adaptation.

Given these general features and properties, proposed by V.A. Spivak approach to understanding the process of personnel development as a result of the interaction of three groups of factors (individual characteristics, functions and environmental factors) [17] allows to systematically outline opportunities for reflective management of personnel development.

The individual characteristics of the employee represent a set of characteristics of development potential and are relatively stable over time, as they require additional resources, time and activities to change. They represent the basis on which a qualitatively new mechanism of employee interaction with the work environment should be built [14, 19].

Thus, the main individual features of the subject of innovative development, according to VE Lepsky, includes: purposefulness, reflectivity, communication, sociality and ability to develop [7]. The last two are complex characteristics. Sociality as a structural component has identity, freedom, responsibility, ethics, spirituality. The ability to develop is understood as the ability to self-organization and self-development, creativity, openness and the desire for lifelong learning.

This model has both significant advantages (allows focusing on the assessment and formation of qualities that determine the effectiveness of professional development) and certain disadvantages: it overlooks a number of psychophysiological features of the employee that determine the effectiveness of management information, and, therefore, is significantly simplified and needs to be clarified for application to staff development.

Based on a systematic view of psychophysiological processes, the main structural elements of this group of developmental factors and, accordingly, the tasks of reflexive management of them in an adjusted form are given in Table. 1.

Table 1: Features and tasks of reflexive control

Features	Leading sphere of influence	Tasks of reflection
Physical capabilities	Performing actions	Identification of opportunities
Feelings and perceptions	Orientation in activity	Actualization of attention on target directions
Memory	Accumulation and preservation of experience	Identification and storage of critical information
Thinking	Analysis and improvement of activity	Providing the direction and necessary characteristics of cognitive processes
Beliefs and attitudes	Assessment of activities and the environment	Formation of supportive and elimination of limiting
Values		Actualization of values
Goals, motives and interests	Activation of activity	Activity management in the long run
Roles and role positions	Automation of activity and interaction	Formation and dissemination of effective role stereotypes
Emotions and emotional states	Short-term correction of activity	Activity management for a short period of time
Knowledge, skills and abilities	Optimization and automation of activity	Management of cognitive processes for the formation of knowledge, skills, abilities
Personal qualities	Stereotyping of activity	Formation of effective mechanisms of adaptation to the external environment

Physical capabilities – provided that the reflection of own behavior, the employee is able to form an objective and reliable idea of the range of available and solvable tasks. A clear understanding of the limits of one's own capabilities also makes it possible to purposefully expand them. Also, because the mechanism of reflection uses attention as a tool of cognitive search, the concentration of attention as a result of reflexive

actions can help to gain more control over their implementation, thereby promoting the development of physical capabilities.

Sensation and perception – reflection of these mental processes allows increasing the thresholds of sensitivity and improve the characteristics of perception, making it faster, selective, complete, or reduce sensitivity to adverse factors. Feelings and perceptions play a leading role in the process of human communication, therefore, the reflection of these elements affects the quality and effectiveness of professional communication and the ability to interact with others. Reflection and development of sensitivity to cultural manifestations create opportunities for faster formation of the value-motivational sphere of the employee, and, therefore, affects the state of the system of motivation and the level of adaptation to corporate culture formed in the enterprise.

Memory – a reflection of the procedures of memorization, storage, recall of information gives the employee the opportunity to influence the course of these processes, thereby increasing the rate of formation of professional experience, knowledge, skills, abilities.

Thinking represents reflection of mental operations, methods and stereotypes, and allows identifying cognitive limitations and reducing the occurrence of erroneous decisions. Qualitative reflection of thinking is a guarantee of the quality of reflection of all other individual professional new formations.

Beliefs and attitudes, acting as individual filters of subjectively significant information, are a means of consolidating the assessment of certain actions and setting limits on own capabilities in the mind of the subject. Accordingly, their reflection allows changing the attitude to these actions and assessing the available opportunities in a different way. Reflection allows changing ineffective beliefs and attitudes, get rid of them, forming new ones that are more in line with the tasks of development and the tasks of professional activity.

Values are the main criteria by which a person evaluates the attractiveness and usefulness of actions, events, objects. Due to the existence of values, the activity of the individual is directed to certain activities and certain actions. Reflection of values allows understanding own hierarchy of criteria and gaining a higher level of control over own behavior. Reflection of values in combination with the processes of meaning formation enables making changes in their hierarchy, thus achieving redistribution and redirection of internal energy and activity of the subject, which occurs in accordance with the new value structure.

Roles and role positions determine the system of actions of the employee in accordance with typical production situations. Over time, production situations may change and new ones may emerge. Role reflection provides an opportunity, in this case, to adjust and optimize or form a new set of actions that would suit the situation. Awareness of the key characteristics and parameters of the role allows for its rapid transposition, thereby increasing the effectiveness of vocational training in the organization.

Emotions and emotional states by purpose are designed to form a direct reaction of the employee to changes in the production situation. Having a significant energy potential and a wide range of valences, emotions are intended to quickly make changes in production behavior. However, because emotions are most effective in a person's self-regulatory system only when making short-term decisions, behaviors that are emotionally conditioned may be ineffective in achieving strategic goals and goals that are moderately urgent. In this case, the reflection of emotions and emotional states provides an opportunity to make adjustments to the behavior of the employee, taking into account the goals of a higher order.

Another important aspect of emotion reflection is communication management. Since the assessment of the communication partner's behavior is based mainly on emotional assessments of his behavioral manifestations, the quality of

communication can be significantly improved if to master the ability to obtain reliable values of communication manifestations. On the other hand, having the knowledge of the probable interpretation of certain behavioral actions, provides an opportunity to form the necessary communicative image of the partner and avoid behavior that may be misperceived by the interlocutor.

4 Discussion

The purpose of communication based on a systematic view of managerial influence, as well as the purpose of any activity is outside the process of communication. Thus, the purpose of business communication is not the fact of transmission of information, but a purposeful change in the activity of the interlocutor: certain actions of the recipient of the message, his decision, changes in his condition, assessments or perceptions [4]. This approach somewhat changes the established notion of communication, as the process of encoding and subsequent decoding of the message. After all, practice shows that even with a clear understanding of the content of the message, a change of state or transition of a person to active action may not occur as a result of his cognitive attitudes, self-perceptions and self-assessment of the information received.

As part of this approach, the common interpretation of "feedback" is also changing, which is traditionally understood as the conscious choice of channel and encoding, as well as transmission of a message about the understanding of the received information [4]. As practice shows, feedback is usually not the result of conscious coding. It is a set of cognitive-emotional and psychophysiological reactions to messages. As a result, feedback is largely determined by the resolution of the communicator's sensory systems and the ability to elicit the necessary responses.

Knowledge, skills and abilities are traditionally an effective means and tool to increase the value of human resources. Reflection of existing knowledge, skills and abilities, as well as procedures, methods of their formation can significantly increase the efficiency and quality of staff training and reduce training time. Reflection of abilities and skills also allows revealing the wrong and superfluous actions which have got to their structure. This is a mechanism for improving these elements and raising the quality of activities.

Personal qualities are enshrined in the structure of personality trends in behavior in certain social and professional situations. Being formed or developed, they determine the existence of a tendency to a certain behavior in situations of choice. Reflection of personal qualities and identification of their manifestations allow determining the degree of effectiveness of own actions in accordance with the situation in the external environment, and taking measures to optimize own behavior. Personal qualities constitute a set of typical actions, skills and abilities that have their own activation mechanism. Accordingly, the formation of qualities takes more time, but their effectiveness is much higher than individual skills or abilities. Reflection of the structure of qualities allows accelerating their formation, or making deactivating changes to existing ones, if there is a need to eliminate them.

Solving the problem of professional development in relation to the factors of the first group, in general, involves the formation of these psychophysiological elements of personality, which have certain parameters of compliance with the objectives, aims of the production process or future production process. Accordingly, reflexive management will provide the object of information that will reduce the time to build these key personal manifestations.

However, the realization of potential, containing individual characteristics, is possible under the favorable action of another group of factors: environmental factors. In a generalized sense, the environment is understood as a set of conditions surrounding a person and those that interact with him as an organism and a personality [5]. As noted by O.N. Leontiev, "in the process of

activity mental reflection of the world is generated in the human head but it itself is guided by mental reflection" [11]. Thus, the environment affects the formation of psychological factors inherent in the individual.

The environment also forms cultural norms that define the limits of action that are allowed within a particular society. The individual's reflection of the surrounding world is a rather dynamic formation. The interaction of the individual and the environment is characterized by mutual influence, which determines the coordination of the processes of individual development through adaptation to external conditions [15].

S.F. Sergeev defines the environment as part of the physical reality being constructed. It is presented to the subject in the form of reality, which is generated as a result of continuous recursive interactions of human perceptual-analytical systems with physical reality. The environment is related to and mediated by human life experience [15].

The result of professional development is not an abstract set of characteristics of the employee that meets certain requirements, but his real ability to adapt to the given conditions of professional activity. Therefore, professional development should form the adaptability of the employee to the specific conditions of the professional environment in which professional activity takes place or will take place.

The professional environment is a unique phenomenon that arises in the process of work of a particular person in certain conditions and under a certain state of his professional experience. The mechanisms of adaptation that are actualized in the employee under the condition of being in a certain environment can lead to three possible options for changes in his individual condition: 1) the growth of indicators for certain professionally important personal formations; 2) loss of certain elements of subjective experience; 3) the emergence of new elements in the structure of consciousness that are important for professional activities.

The creation of conditions for the emergence of a certain professional environment is not identical to the creation of a professional environment in which the necessary qualities of the employee are created for successful activity in this professional environment. There is also a significant difference between the professional environment and the development environment. The success of professional development is largely due to the extent to which the object of development is able to focus on the differences of these environments, which is possible if he has a developed apparatus of reflection of own activities.

According to Sergeev, the appearance and development of professionally important new formations is most successful under the use of immersive environments, i.e., artificially created environments in which the subject is "immersed" in order to purposefully learn and develop [15]. Involvement of the subject in intensive interaction with the elements of such an environment involves the formation of a stable system of relationships with them and constant reinforcement of the stimuli with which the environment is saturated. In this case, the artificial environment causes in subject the effect of "presence", while remaining only a simulated reality.

A necessary condition for the existence of an immersive environment is the presence of interactivity, which manifests itself as the ability of the subject in the process of interaction with the environment to change the latter. Interactivity is a dynamic characteristic characterized by such parameters as the following:

- Speed – the intensity of events that teach during the interaction with the environment;
- Range – the number of opportunities for action at any time;
- Reflection – the ability of the system to naturally and predictably control changes in the artificial environment [18].

The immersive environment has some differences from the professional environment: the target function of the immersive environment is to create individual tools that allow solving professional problems; immersive environment is aimed at obtaining a socially significant product, which has a certain social role; employee motivation is aimed at achieving compliance with the established formal requirements [15].

Thus, the use of the immersive environment is aimed at taking full account of the interaction of internal factors inherent in the employee, the factors of the external environment in the process of their internalization by a person who learns on the basis of self-organization. The purpose of this process is to assist the employee in the transition to a qualitatively different state of professional activity by limiting the area of possible development options and reducing variations in deviations from the direction of development by increasing the variability of behavior in new professional situations.

The third group of factors influencing the professional development of staff includes the functions of activity. Namely the performance of certain functions in a particular environment allows forming professionally important qualities and other significant innovations that act as a result of the process of internalization of external requirements of the situation through the realization of the individual potential of the employee.

According to the tasks of personnel development management, the list of traditional management functions looks as follows [1, 17]:

- Assessment of the level of employee development (degree of adaptation to the desired professional environment);
- Assessment of employee development potential (determination of reserves to increase the level of adaptability);
- Development planning;
- Career planning;
- Personnel selection;
- Adaptation;
- Organization of development;
- Training and development;
- Stimulating development.

With the use of immersive development environments, there is another function – the creation and monitoring the impact of the development environment. At the same time, if the means of creating an immersive environment are determined by the content of the future activities of the employee, the criteria for monitoring development at the moment are not defined unambiguously and clearly. Given that development involves changes primarily in the structure of professional consciousness of the employee, it is advisable to use tools that in modern psychology are called “metaprograms”.

Metaprograms are perceptual filters that operate in the usual way [13]. Their purpose is to select information that should come to mind. These are familiar to individual ways of cognitive behavior that characterize his cognitive style.

Metaprograms are tendencies and aspirations to a certain type of response, existing in behavior, given by the following dichotomies or multipolar constructs [12, 13]:

1. The type of interaction with the environment (active, when the subject initiates own actions and changes in the environment; or reflexive, when the subject builds his behavior in response to events in the environment).
2. Type of motivation (type of motivation “to” – the subject seeks to approach a specific goal or group of goals, which determines the motivation of his actions; or type of motivation “from” – the cause of the subject’s actions is the desire to avoid a threat).
3. Type of reference (internal reference – when the subject tends to explain own achievements and failures as a result of own successful or negligent actions; or external – when

the subject tends to explain own achievements and failures as a result of favorable or unfavorable external factors).

4. Scale (global – in which the subject tends to generalizations, strategic vision of the situation; or specific in which the subject pays considerable attention to the details of the situation).
5. Focus of attention (“self” – when the primary importance for the subject are his own interests; or “other” – when the interests of other persons are of primary importance).
6. Differences (“same” – when assessing the situation, the subject notes its similarity with other situations that seem to him something similar; “same with the difference” – in this type of assessment, the subject determines the similarity of the situation with those previously occurred, but also states the presence of differences and certain specifics of the current situation; “revolutionary type” – in this case, the subject focuses only on the differences between the current situation and those that occurred earlier).
7. Opportunities or process (opportunities – the subject first of all pays attention to the potential contained in the situation; process – the subject first of all pays attention to the procedural features of action in the situation).
8. Leading sensory channel – the factors that are convincing (visual – for the subject, the most important information coming through the visual organs; audio – the subject gives the greatest importance to the information coming through the hearing organs; kinesthetic – the most attention is paid to information coming through the senses).
9. State (resource – in the situation of activities, the subject shows the ability to take active action and easily adapts to the load; non-resource – in the situation of the activity, subject does not feel enough energy to take effective action).
10. Logical level – a place of personal system organization, where the subject places the cause of the situation (“environment” – the cause of own actions or the situation is seen in the environment; “behavior” – the cause of action is the desire to follow a certain behavioral model; “abilities” – the cause of action or inaction is the idea of own abilities or their absence; “beliefs and values” – the cause of action or inaction is the presence of certain values or beliefs; “self-concept” – the cause of action or inaction is the idea of self; “spirituality” – the cause of action or inaction is the idea of own essence and own meaning of life).

Each type of professional activity can be characterized by means of the specified metaprograms. Metaprograms, the presence of which ensures maximum efficiency, are the reference profile of activity. The existing metaprogram profile of the employee can also be determined, which can be compared with the reference one. Given that development is a qualitative change, the stay of the employee in an environment that completely coincides with the reference profile, will not give a developmental effect. In these conditions, only the growth of indicators for existing properties will be provided. Only in the case of a mismatch between the reference and individual profile can we hope to intensify development processes. Accordingly, the effectiveness of development can be assessed as the degree of approximation to the reference metaprogram profile of the professional environment.

The complete discrepancy between the individual and the reference profile indicates that the employee will have significant problems adapting to the new professional environment, will experience significant stress, which will slow down the development process. At the same time, we can assume that the fewer metaprograms of the individual profile do not coincide with the reference – the greater the potential for employee development and success will be, because to achieve the optimal level of adaptation, in this case, the required amount of effort is reduced.

Reflection of the dynamics of the employee’s stay in the immersive environment on the metaprogram profile, thus, will

provide an opportunity to identify those cognitive processes that require increased attention.

Therefore, in the process of staff formation and development, a sequence of informational and emotional-motivational influences, mediated by the creation of an appropriate problem-developing context and system of reflection of activity, should be provided. Summarizing the existing theoretical approaches that have developed in the theory and practice of professional development of staff, we can offer a reflective approach to staff development and the following structure of its components (Table 2).

Table 2: Components of the system of professional development of staff to be reflected

Component	Contents of the component
1. Target	Formation of knowledge about the purposes of application of developing means and the purposes of development
2. Evaluative	Formation of knowledge about the advantages of a new growth in professional activity
3. Value-motivational	Determining the personal significance of a professionally important tumor and its place in the value structure of the employee
4. Information	Formation of knowledge about possible ways of realization of competent behavior and skills of their realization
5. Instrumental and evaluative	Formation of knowledge about the criteria for assessing the situation, which are used to select options for competent behavior
6. Context-forming	Creating a dynamic context that involves the selection of criteria for competent behavior, and its systematic complication
7. Corrective and resource-supporting	Identifying the resources needed to bridge existing gaps in the manifestation of competent behavior

Reflection on the goals of development and the goals of the use of developmental tools aims to build in the minds of the employee a systematic view of the process and causal relationships that would determine the desire to make an effort to obtain results. Thus, the main task of reflection of the target component is to create a basic motivation for professional development.

The reflection of the evaluation component should specify the knowledge of the subject about the benefits of being in a qualitatively new state, and, accordingly, create additional motivation to achieve development goals. In contrast to the basic, this motivation is operational and tactical and is designed to help overcome the difficulties that arise when learning new unusual behaviors.

The value-motivational component should modify the hierarchy of values of the employee, because without changes in the latter, any innovations quickly give way to traditional stereotypical behaviors. In essence, this component is designed to form the urgent need of the employee to reproduce a new way of behavior and improve it. This increases the importance of correctly assessing the consequences of changes in the hierarchy of values, as failure to take into account their systemic links can lead to a violation of personal ecology and the emergence of destructive behaviors. Avoiding this scenario is possible by reflecting on the systemic connections between the values possessed by the employee and the behaviors that are based on those values. Understanding the importance of specific values for the existence of certain forms of behavior increases the likelihood of preventing non-ecology changes in the hierarchy of values.

The information component involves providing the employee with information on the application of the acquired new formation in professional activities. The difference from traditional information and counseling here is that the employee must receive this information as a result of his own interaction with the immersive environment. In this case, the information ceases to be a collection of data and acquires the status of active experience.

The instrumental-evaluation component, under the condition of qualitative reflection, is designed to enable the employee to

make decisions on the effective use of the new formation in accordance with the dynamics of the professional environment in conditions when additional incentives for immersive environment will no longer work. Thus, the task of reflection of this component is to develop the ability to find incentives that support professional behavior already in the professional environment.

The context-forming component determines the range of application of the developed new formation and ways of behavior in situations that will be different from the simulated ones. In this case, the purpose of reflection is to find sources for the implementation of volitional efforts that will overcome the stressors that will accompany the emergence of such situations. Another task of reflection of this component is the formation of the need for continuous improvement of the acquired new formations.

The correctional and resource-supporting component is designed to form in the employee a constant need for quality use of the acquired new formation. In the process of development, errors are highly likely to occur, which must be corrected in a timely manner. Namely for this purpose, reflection is needed not only as a quality of the performed actions, but also availability of resources for elimination of drawbacks in performance of actions.

Consolidation of effective ways of competent behavior in the mind and behavior can be achieved through intense emotional experience of competent behavior, characterized by increasing its status in the hierarchy of values of the employee, or prolonged repetition of forms of competent behavior in various contexts, gradually becoming more difficult.

The integration of professional new formations into the structure of the employee's personality can be achieved by modifying and complicating the conditions of development during the implementation of a set of educational tasks. The principles of construction of the latter are as follows:

- Constant communicative practice and quality feedback from the supervisor or instructor;
- Performance of all developmental and educational tasks with the use of individual resource status;
- Learning with a sense of success;
- Consideration and reliance on the individual value-motivational structure of the employee's personality;
- Interactivity;
- Vitagenicity (reliance on significant life experience);
- Unity of cognitions, emotions, and actions;
- Reflection of the degree of satisfaction with the obtained results and retrospective correction of the means of its increase.

Since the process of professional development is a complex phenomenon, which essentially means mastering a new professional culture, for the overall assessment of the effectiveness of this process, one can use Bennett's approach to assess the acceptance of another culture in intercultural communication. According to M. Bennett, there are six stages of the subject's awareness of differences with the new culture [2]:

- 1) Denial, characterized by the desire of self-isolation from the new culture, ignoring its existence and preserving the established type of cultural behavior;
- 2) Defence, which manifests itself as a sense of threat from another culture, and, accordingly, actions aimed at destroying this threat: defamation, a sense of superiority of one's own culture, diminishing the benefits of a new culture;
- 3) Diminishing value, which manifests itself as physical and transcendental universalism, the essence of which is to reduce the understanding of cultural differences to a number of insignificant features;
- 4) Recognition, which is manifested in the statement of objective differences and respect for the new system of values;

- 5) Adaptation, which is manifested in the formation of behavioral models that are effective for the new culture;
- 6) Integration, which involves the synthesis of existing experience and acceptance of the benefits of a new culture with the possibility of their implementation in own behavior.

Each of the stages is characterized by a certain direction of the subject's actions and concentration of his attention on constructive or destructive elements of development. Reflection and awareness of the stage at which the employee is during the acquisition of a new professional culture, provides an opportunity to identify current development goals, choose the most effective tools and instruments.

5 Conclusion

The use of reflection to increase the efficiency of the staff development process should be considered as a set of measures to ensure the result of the interaction of three groups of factors (individual characteristics, environmental factors, and functions of activity).

A reflective approach to personnel development management should provide reflection on certain components of the system of professional staff development: target, evaluation (evaluation of development results), value-motivational, informational, instrumental-evaluation (evaluation of effectiveness of tools and methods of development), context-forming, corrective and resource -supporting.

The effectiveness of the process of professional development of staff should be increased provided that all subjects of the development process use reflection. The principles of construction of the latter should be:

- Performance of all educational tasks with reflection of own psychological state and use of individual resource state;
- Learning in an immersive environment with the consolidation of a sense of success and reflection of the dynamics of the evaluation criteria;
- Reflection of value-motivational structures of the employee's personality and its use to stimulate further development;
- Reflection on various aspects of interaction and feedback;
- Reflection of "vitagenicity" (reliance on significant life experience);
- Reflection on the unity of cognitions, emotions, and actions;
- Reflection of the degree of satisfaction with the obtained results and retrospective correction of the means of its increase.

Thus, the systematic reproduction and reflection of all these components in the process of enterprise personnel development should ensure the growth of the level of professional self-awareness of employees and accelerate the pace of realization of their personal potential in professional activities.

The group of factors, the reflection of which determines the quality of personnel development management, includes such management functions as assessment of the level of employee development (degree of adaptation to the desired professional environment), evaluation of employee development potential (determination of adaptability reserves), development planning, recruitment, professional and social transformation, development organization, training, and development support, development promotion.

Analysis of the impact of reflection on environment factors, carried out by the subject in the development process, allows concluding that the success of professional development is largely due to the degree of focus of the subject on the differences between the operating environment and development environment. The main way to ensure high efficiency of the factors of this group is to help the employee to move to a

qualitatively different state of professional activity by limiting the area of possible development options, as well as reducing variations in deviations from the direction of development and increasing variability of behavior in new professional situations.

Literature:

1. Armstrong, M. (2004). *Practice of human resource management*. SPb: Peter.
2. Bennet, M.J. (1998). *Basic concepts of intercultural communication. Selected Readings*. Yarmouth.
3. Fetisov, G.G. (Eds.). (2005). *World economic thought. Through the prism of centuries. In 5 volumes. Lectures by Nobel laureates*. Moscow: Mysl.
4. Hinsh, R., & Wittmann, S. (2005). *Social competence*. Kharkov: Humanitarian Center.
5. Leontiev, A.N. (1977). *Activity, consciousness, personality*. M.: Politizdat.
6. Lepa, R.N. (Eds.). (2011). *Reflexive processes in economics: concepts, models, applied aspects*. NAS of Ukraine, Institute of Industrial Economics. Donetsk: Knowledge.
7. Lepskiy, V.E. (2010). *Reflexive-active environment of innovative development*. M.: Kogito-Center.
8. Loginov, I.P., & Nevolina, N.A. (2009). *Professional skills of a manager: a reflexive paradigm*. Moscow: Publishing House ATISO.
9. Melnik, L.G. (2003). *Fundamental bases of development*. Sumy: ITD "University Book".
10. Mitina, L.M. (2002). *Psychology of the development of a competitive personality*. Voronezh: Publishing House NPO MODEK.
11. Platonov, K.K. (1984). *A short dictionary of the system of psychological concepts*. M.: Higher school.
12. Pligin, A.A. (2003). *Personality-oriented education: history and practice*. Moscow: "KSP +".
13. Sartan, G.N., Smirnov, A.Yu., Gudimov, V.V., et al. (2003). *New technologies of personnel management*. St. Petersburg.: Retch.
14. Saunila, M., Tikkamaki, K., & Ukko, J. (2015). Managing performance and learning through reflective practices. *Journal of Organizational Effectiveness People and Performance*, 2 (4), 370-390.
15. Sergeev, S.F. (2009). *Educational and professional immersive environments*. M.: Public education.
16. Shemaeva, L.G. (2008). *Reflexive management of interaction of the enterprise with subjects of external environment on the basis of a combination of the developed and fast reflection of subjects*. *Economics of the enterprise: methods of practice*. Scientific and practical conference "Economics of Industry: Theory and Practice", (Kyiv, 13-14 March 2008). K.: Vyd. KNEU, 100-103.
17. Spivak, V.A. (2004). *Developing personnel management*. SPb.: Publishing house "Neva".
18. Steuer, J.S. (1992). Defining virtual reality: Dimensions determining telepresence. *Journal of Communication*, 42(4), 73-93.
19. Raju, R.S. (2016). *Human resource management: Some reflections*. LAP LAMBERT Academic Publishing.
20. Thomas, T.L. (2002). Reflexive control in Russia: theory and military applications. *Reflexive Processes and Control*, 1(2), 71-89.

Primary Paper Section: A

Secondary Paper Section: AE, AH

RICHARD WAGNER AND THE CULTURE OF THE RUSSIAN SILVER AGE

^aMARYNA CHERKASHINA-GUBARENKO, ^bLILIIA MUDRETSKA, ^cINNA TYMCHENKO-BYKHUN, ^dPANOVA NATALIYA, ^eOLENA NAUMOVA

^{a,e}*Tchaikovsky National Music Academy of Ukraine, 1-3/11, Architektor Gorodetsky Str., 01001, Kyiv, Ukraine*

^{b,c,d}*R. Glier Kyiv Municipal Academy of Music, 31, Lva Tolstoho Str., 01032, Kyiv, Ukraine*

email: ^a*gubaresha@ukr.net*, ^b*lmudretska@ukr.net*,

^c*inna_tymchenko@ukr.net*, ^d*panova_natata@ukr.net*,

^e*elnaumova@ukr.net*

Abstract: The reflections that Richard Wagner's works evoked in Russian culture could be considered in various aspects. Emil and Nikolai Medtner were chosen in the present article as particularly revealing in two respects. Firstly, both brothers were connected by their origins and family traditions with the German culture. As a result, Wagner's name became a part of their family history's perception. Secondly, the attitude of the Medtner brothers toward the German genius was determined by the occupation, professional interests, aesthetic views, and place in the Russian culture of each one of them. The absence of a direct link between the music compositions of Nikolai Medtner and the Wagnerian art was indicative of a very close connection between Emil Medtner and the Wagnerian discourse of the Russian Silver Age. The article aims to provide a consistent analysis of the developmental stages and possible components of the Wagnerian theme in Russian culture, which commenced in 1863, during Wagner's concert tours in Saint Petersburg and Moscow. The emphasis of this work is on what role critic Alexander Serov, as one of Wagner's Russian apologists, played in the dissemination of the German genius' principles. The importance of the first Russian productions of Wagnerian operas and the reputation of touring performances of the foreign opera companies in Russia had been revealed. By studying the early Sergei Prokofiev biography, the article shows the acceptance of Wagner as a recognized classic and the established authority among the representatives of the new generation of composers.

Keywords: Opera house, Russian culture, Russian music critics, Wagnerian discourse in Russia, Silver Age.

1 Introduction

Although the theme "Richard Wagner and Russian culture" would seem to be well established in the fields of musicology and, generally, cultural studies [4, 9, 10, 11]; it still cannot be deemed completely exhausted. There is an arising need to present the development of ideas and perception of Wagner's musical innovations by Russian society as a multi-step and multi-level process with its important milestones. After the first information that appeared in the press, and news, which came mainly from abroad, the landmark events include Wagner's concerts in 1863 in Saint Petersburg and Moscow. They were held not without the active participation of composer and music critic Alexander Serov, a Russian admirer of the German genius' work. We also need to mention the first productions of Wagnerian operas on Russian stages and the reaction to them. The attendance of the representatives of the Russian music world at the first Wagner Festival in Bayreuth on August 13-17, 1876, and their assessments of what they have seen and heard were just as important [5]. Growing interest in Wagner, which captured Russia and many other countries, had increased even more after the composer's passing. On Russian soil, such interest was facilitated by the acquaintance with the tetralogy *Der Ring des Nibelungen* performed by touring opera theater groups, then its adaptation by Russian artists and musicians. All the while, Wagner's theoretical and aesthetic works were studied and commented on [3]. The Wagnerian theme began to intertwine with the exhilaration plot of the Wagner-Nietzsche relationship, as well as a renewed fascination with Friedrich Nietzsche and his philosophy by the figures of the Russian Silver Age – a creative period of Russian culture, spanning approximately from the 1890s to the 1920s.

The new features of the present article include not only parallel coverage and integration of various research aspects of the theme "Richard Wagner and Russian culture" into a common dynamic sequence, but the recognition of unapparent connections between Wagner's persona and the Medtner family. In one way or another, the family history has influenced the attitude of publicist, literary and music critic, Emil Medtner (full Russian name – Emil Karlovich Medtner), and his younger brother,

composer and pianist Nikolai Medtner (or Nikolai Karlovich Medtner), towards Wagner. It would seem difficult to find a direct link between the Wagnerian art and music of this Russian composer – one of the iconic figures of his time, alongside Sergei Rachmaninoff and Alexander Scriabin. Nikolai Medtner's German roots are hardly a decisive factor in the comparison: all his life, the composer presented himself as a truly Russian artist, he never wrote operas or showed much interest in musical theater altogether. Nor did he write the symphonic music, which would have made it possible to speak about the impact of the Weimar school of Liszt and Wagner on Medtner's creativity. Nevertheless, Nikolai Medtner (1880-1951) did not pass by Wagnerian art, and, at some point, found the German composer's views consonant with his own beliefs.

2 Materials and Methods

In the memoirs of a pianist, composer, public figure, and the creator of the Russian Conservatory in Paris, Vladimir Pohl (1875-1962), there is a curious episode, which allows his contemporaries to recognize Medtner's attitude towards the musical talent of Richard Wagner. In his letter to Nikolai Medtner, Pohl cited Wagner's words, found in the journals of his French muse of the *Parsifal* period – the talented poetess, novelist, and translator, Judith Gautier. After being asked by Mme. Gautier to review the score she had received from a young fashionable avant-garde composer, Wagner replied, "Sometimes I think how much music exists in the world, and how small is the number of musicians I could appreciate because of a few compositions, containing all that I call music... Even the audacities of orchestration, you are telling me about, upset me. In all these young people' beginnings I see nothing besides daring in orchestration or harmony, though never in melody" [18, p.318]. Nikolai Medtner could very well subscribe under this Wagnerian confession. Thanking his correspondence for the shared quotations – not only by Richard Wagner, but also by Nikolai Rimsky-Korsakov, – Medtner added his own comment, "...It is extremely valuable that such advanced masters, with all the munition of orchestration in their power, have awarded the greatest importance to the melody – the soul of music, without which all the rest of the flesh has no value" [18, p.104].

Without a doubt, out of two Medtner brothers, namely Emil Karlovich had a great understanding of the German Maestro. Emil Medtner (1872-1936) was closely connected with the culture of the Russian Silver Age and Russian symbolism, and both were impossible to imagine without the involvement of the "Wagnerian plot." As a tribute to his fascination with Wagner, Emil Karlovich took a pen-name Wolfing, with which he signed his articles. The pen-name appeared from a reference to the Walsung family, which was created by the hero of Wagnerian tetralogy, the god Wotan, and included his children, Siegmund and Sieglinde, as well as grandson Siegfried [14].

The special attitude of the Medtner brothers to Wagner's name and personality was associated with one of their own family sagas, related to the maternal line of Gebhardt-Goedicke. A family relic, passed down from his grandmother, Polina Feodorovna Goedicke, came to be in Emil Medtner's possession. It was the first German edition of Wagner's famous work *Das Kunstwerk der Zukunft* ("The Artwork of the Future"), published in 1850 in Leipzig by Otto Wiegand, with a dedication to Friedrich Feuerbach, which Wagner subsequently took off. This book was kept among other valuable books and written documents, such as the first edition of Goethe's *Faust* dated 1808, in the personal library of the Medtner's maternal great-grandfather, – actor of the Imperial German Court Theatre in Saint Petersburg, Friedrich Gebhardt (1769-1818). Born in Thuringia, young Gebhardt followed the family tradition and chose to be a theologian. Later, he became interested in theater and ran away from home with the theater troupe. He started his acting career in the town of Riga and continued it in Saint Petersburg. Here, in the capital of the Russian Empire, he performed together with his wife, née von Stein, simultaneously

in German drama and opera troupes. After retiring and settling in Moscow, Friedrich Gebhardt led intellectual classes and corresponded with prominent cultural figures. Among his correspondents, there were his personal acquaintance Goethe, as well as Wagner. The first edition of *Das Kunstwerk der Zukunft*, that Emil Medtner received from his grandmother, became his guide into the world of Wagnerian thoughts about the ideal of musical drama, juxtaposed to the old operatic model. Written in October-November of 1849, this Wagnerian work offered the earliest systematized description of the German composer's views on the synthesis of music and drama as a stage art of the future. Describing his great-grandfather's interest in this work, Emil Medtner stressed the importance of the fact that "the old Goethean, the actor brought up on Shakespeare and Schiller, a singer who since his youth was akin to Mozart and Rossini, at the first glance could see in the young reformer of art an undoubted genius" [1, p.297].

When Richard Wagner died in Venice on February 13, 1883, little Nicholai Medtner was barely three years old, and his older brother Emil was only eleven. By this time in Russia, the process of mastering Wagner's ideas and music had already passed several stages. The name of the German composer became known even before his music was played. Wagner himself was only searching to find his own way and tried his hand as a music critic. Poverty-stricken in Paris, he hoped in vain to conquer the main opera stage in the whole of Europe – the Paris Grand Opera. In Russia, his name was mentioned, when the article "On the Overture" was published in 1841 in the Parisian *Gazette musicale*, in Russian translation [29, p.5-18]. The Russian press soon began to receive reports about the successful premiere of the opera *Rienzi* in Dresden. The main Dresden operas of the 1840s, which had a programmatic meaning for the composer, had reached the Russian public much later. At first, the German composer would become known as an ideologist and theorist, criticizing the modern state of art and advocating its significant renewal.

Understanding Wagner's theoretical works fed the interest that accompanied the German composer's arrival to Russia in 1863. That year could be named the beginning of the second step of the Russian "Wagnerian plot." By that time, Russia already had its own passionate Wagnerite, whose articles and performances prepared the audience for a meeting with the music of a new German genius. Like some of his contemporaries, composer and popular critic Alexander Serov (1820-1871) first discovered Wagner as a music theorist. Since the late 1850s, he became the most devoted Russian Wagnerite, continuously informing Russian readers of the German maestro's views on opera reform and introducing his work. In the letter to Maria Anastasyeva, Serov writes that he is upset about her dislike for Wagner, stating that "as for me, I just dream Wagner, play him, study him, read, write, speak, and preach about him. I am proud to be his apostle in Russia" [21, p.534].

During his trips abroad in 1858-1859, Alexander Serov met Wagner personally, and started corresponding with him [4, p.46; 6, p.162]. The beginning of Serov's friendly contacts with Wagner was a particularly difficult period in the life of the German composer. His Paris plans and hopes of setting up the permanent German Opera House there, were futile. The premiere productions of *Tannhäuser* on the stage of the Grand Opera turned into a scandalous failure. The fate of the score of *Tristan und Isolde*, completed five years ago, remained unclear. Financial struggle was not the least of the reasons that led Wagner to Russia. His orchestral concerts, held in Saint Petersburg and Moscow, were attended by the most famous representatives of the Russian artistic environment of that time. Maestro's tactical move turned out to be correct: the risk of getting to know the unusual music was much less with the concert performance of symphonic episodes and opera fragments. The talent of Wagner as a conductor received unconditional recognition; the temperamental author's interpretation facilitated the perception of this music [27, p.481-484]. Thanks to the Wagnerian concerts of 1863, a larger group of enthusiasts of his art had begun to form in Russia.

Soon after, it was time to open the way for the stage performances of Wagner's operas [15]. The first one, introduced to the Russian public in 1868, 18 years after its Weimar premiere under the direction of Franz Liszt, was *Lohengrin*. Let us take notice of that significant coincidence: 1868 was the year Richard Wagner met and got acquainted with a young Friedrich Nietzsche. It was the start of their long friendship, even though with time, it modulated into something very trying and dramatic. This is worth remembering, because in the process of forming the image of "Russian Wagner," the shadow of Nietzsche, in one way or another, will always be present, and Russian Nietzscheanism would create complex crossings and interlockings with the Wagnerian plot. In this regard, Emil Medtner's letter to Andrei Bely – the pseudonym of Russian poet, writer and critic Boris N. Bugaev (1880-1934) – dated January 31 – February 3, 1903, is significant in its author's comparisons. Admitting that he is not familiar with Wagner's musical drama well enough, Emil Medtner nevertheless compares the phenomenon of Wagner and Nietzsche. He writes, "As the philosopher, poet and musician, Nietzsche is a rarity made possible by Kant's liberating austerity (as in music, a strict style usually precedes the unrestrained one); and so is the musician, poet, and philosopher Wagner. They recombined, reconnected, and symbolized – what was 'mixed' before, now, after being detached by the might of Kant's wisdom, was capable again of not being 'mixed,' but united" [13].

Returning to the subject of *Lohengrin*, the reviews for its 1868 premiere varied. The reaction of the representatives of Saint Petersburg's "new composer school" was frankly negative. It is believed that part of this aversion may have been due to the quality of the performance. Konstantin Lyadov (1820-1871), who conducted the premiere, was about to retire from his conductor's career and not very inspired by the new score. It certainly affected the music's perception by the public. A year later, in 1869, the Imperial Mariinsky Theatre was headed by a talented young *Kapellmeister* Eduard Nápravník (1839-1916), who was destined to become an outstanding Russian interpreter of Wagner's operas. In 1874, six years after *Lohengrin*, opera *Tannhäuser* was staged under his leadership. The performance caused a clear division of the audience into fans and enemies of the composer.

At that time, there was a fateful coup in the life of Wagner himself. In 1864, his devoted admirer and life-long patron, a young king Ludwig II of Bavaria, suddenly succeeded to the throne. One of the artistic results of their "star friendship" was the production of the opera *Tristan und Isolde* on the stage of the Royal Opera House in Munich. In 1869, during the repeat performance of the opera, Alexander Serov and his wife Valentina were in the audience at the invitation of the composer. According to Valentina Serova, "after the first sounds, I was literally destroyed by the power of impression. It is the grasping of a man from the prosaic domain exactly to where Richard [Wagner] will want him to be – it is his strength, his genius" [20, p.1695]. Alexander Serov himself describes *Tristan und Isolde* as "the world's highest and most accomplished musical tragedy; in comparison to it, both *Tannhäuser* and *Lohengrin* are only preparatory steps with obvious flaws, which are absent in *Tristan und Isolde*." Then he adds about its author, "I am truly proud that I am a contemporary of this colossus, and that I am his friendly acquaintance. His (sincere) friendship elevates me in my own eyes" [20, p.1697].

After Serov's sudden death in 1871, to which Wagner responded with a warm letter of condolences, there was an innovative cultural and historical event, which magnified the figure of Richard Wagner and all his activities to a whole new scale. During the four evenings of the August 1876 premier of Wagner Bayreuth Festival, which was opened with Beethoven's Ninth Symphony, the entire cycle of *Der Ring des Nibelungen* – *Das Rheingold*, *Die Walküre*, *Siegfried*, and *Götterdämmerung* – was performed for the first time. Famous guests of the festival came from all over the world and included leading representatives of the Russian musical community: opera composers, music professors and conductors Nikolai Rubenstein and Pyotr

Tchaikovsky, composers and critics César Cui and Herman Laroche, as well as musicologist, composer, music critic and professor, Secretary of the Imperial Russian Music Society, Alexander Famintsyn [5, 12]. Their detailed reports about the festival appeared in the Russian press. Pyotr I. Tchaikovsky (1840-1893), who by that time had completed three operas and three symphonies of his own, represented the popular mass newspaper *Russkiye Vedomosti* ("Russian News") as a music critic [23, 24]. It is noteworthy that in the first of his series of five newspaper articles, bearing the eloquent name *Bayretskoye Musykal'noye Torzhestvo* ("Bayreuth Musical Celebration"), Tchaikovsky advertised the upcoming Wagnerian festival to the Russian audience as an event "destined to mark one of the most interesting eras of art history" [26, p.302]. Among the listeners of the first Wagner Bayreuth Festival, there was the German composer, virtuoso pianist, violinist, conductor, student of Franz Liszt and a personal acquaintance of Wagner, Karl Klindworth. From 1868 to 1881, he worked as a professor of the Moscow Conservatory and as a colleague of Pyotr Tchaikovsky. During his Moscow period, Klindworth had finished the piano translations of all four operas of the Wagnerian tetralogy. It opened new channels for both professionals and amateurs in Russian and other cultures to connect to the German Maestro's music [25].

3 Results

The appearance of tetralogy and its staging in the superior conditions of a unique festival theater really became a landmark event. The resonance that this cultural action caused had opened for all artists a new daring, imaginative path and significantly raised their self-esteem. Wagner – a lonely romantic genius, who was in opposition to the society of dealers, politicians and ordinary people, – came out of his solitude on the big expanses and transformed into a public face, forced to recognize the universal significance of what he had created [16]. Bayreuth as a place of pilgrimage, the unique "theatre on the green hill," became a symbol of the artist's independence, his ability to dictate his will. Despite the fact that the project itself existed, in modern terms, under the patronage of the Bavarian king, the benefaction was accepted by the composer without losing his dignity. Undoubtedly, the Wagnerian example had continued to inspire a Russian ballet impresario and big admirer, Sergei Diaghilev (1872-1929), who, in constant search of funds for the new productions of his *Ballets Russes*, had to reach out to wealthy aristocrats and amateurs from various countries. It is of no coincidence that later, just like Wagner, Diaghilev had planned his own death in the beloved city of Venice.

The premiere of *Der Ring des Nibelungen* was a turning point in the relationship between Wagner and Nietzsche, reluctantly attending. The composer's young friend went to Bayreuth reluctantly and only because of the acquaintances' repeated persuasions. Even though the German philosopher paid tribute to his declining connection with Maestro in the fourth letter from the essay collection *Unzeitgemässe Betrachtungen* ("Untimely Meditations"), entitled "Richard Wagner in Bayreuth" and printed right before the first Bayreuth festival, the tone of his writing and some remarks had foretold of the crisis erupting in the future [8, p.228–240]. Observing Wagner at the festival, Nietzsche perceived him as an actor working for the public. Wagner, whom he loved and knew, disappeared from that moment on. Soon, they parted their ways, and the publication of Nietzsche's book *Menschliches, Allzumenschliches* ("Human All Too Human") in 1878 caused a sharp rejection by the composer. The philosopher's public verbal assaults addressed to his former friend, albeit without mentioning his name, did not go unnoticed.

Friedrich Nietzsche's *Der Fall Wagner. Turiner Brief vom Mai 1888* ("The Case of Wagner. Turin Letter of May 1888") would appear five years after the passing of the author of *Parsifal*. Throwing his former idol off of the pedestal, Nietzsche paints him as an arty pretender and seducer, and his work – as decadent, a testament to the deep crisis of the entire European culture. The introduction to *Der Ring des Nibelungen* in Russia happened shortly after the appearance of that essay. In 1889, the

managing director of the Leipzig Opera and the Estates Theatre in Prague, Josef Angelo Neumann, presented the entire tetralogy in Saint Petersburg, shown by a traveling German troupe. The orchestra and choir of the Imperial Mariinsky Theatre were performing together with the German soloists under the direction of the chief conductor Karl Mook. Thrilled with the Wagnerian art earlier, Alexandre Benois (1870-1960) – a Russian artist, friend and associate of Sergei Diaghilev, and, later, an employee of the *Ballets Russes* – had criticized that production. By that time, Benois began to form his own views on the stage interpretation of the tetralogy characters.

The year after Neumann's tour, in 1890, the Moscow troupe of the Georg Paradies Theatre (also known as the International Theatre) brought *Lohengrin* and *Tannhäuser* to the Saint Petersburg audience. The performances went under the direction of Hans Richter – the conductor of all four operas of *Der Ring des Nibelungen* at the 1876 Bayreuth Festival (the first ever complete performance of their entire cycle!), later becoming a principal conductor of the *Richard Wagner Festspielhaus*. In 1898, *Die Meistersinger von Nürnberg*, *Tristan und Isolde*, and *Der fliegende Holländer* premiered at the Imperial Mariinsky Theatre. A year later, *Tristan und Isolde* appeared in the Russian singers' interpretation, among whom the new prima donna, a dramatic soprano Felia Litvinne (1860-1936), especially stood out. A more thorough acquaintance with Wagnerian works had influenced the content of the critical articles by the Russian press. From 1905, Wagner's operas were regularly produced and performed in Moscow. The staging of Wagnerian music in the Russian theatres contributed to a noticeable increase in the performance skills of Russian singers and orchestral musicians.

It is remarkable that in the same period of time the fascination with Nietzsche's writings also begins in Russia. It steadily increases from the 1890s through the early 1900s. An important role in the interpretation of the philosophical views of the German thinker was played by the Russian philosopher and literary critic Vasily Preobrazhensky (1864-1900). His study, *Fridrikh Nitzsche. Kritika morali al'truizma* ("Friedrich Nietzsche. Criticism of the Morality of Altruism"), was published in 1892 in the journal *Voprosy Filosofiyi and Psichologiyi* ("Issues of Philosophy and Psychology") and started a discussion about the Nietzschean ideas among other well-known Russian periodicals: *Nablyudatel'* ("Observer"), *Severny Vestnik* ("Northern Herald"), *Russkiy Vestnik* ("Russian Herald"), *Mir Iskusstva* ("World of Art"), *Novy Zhurnal Inostrannoy Literatury* ("New Magazine of Foreign Literature"), *Novy Put'* ("New Path"), and *Vesy* ("Scales"). In 1898-1899, Russian translations of Nietzsche's other works, *Also sprach Zarathustra* ("Thus Spoke Zarathustra") and *Die Geburt der Tragödie aus dem Geiste der Musik* ("The Birth of Tragedy from the Spirit of Music"), also appeared in print [12].

While Wagner began to be evaluated through the prism of Nietzsche's contradictory position, Nietzsche's own views received their adjustment on Russian soil, and not without the influence of the spiritual leader of the young Russian generation, Vladimir Solovyov (1853-1900). A philosopher, theologian, poet, and publicist, Solovyov stand at the origins of the Russian spiritual revival. He greatly influenced the poet-symbolists through the teaching of Sophiology, which identifies God's essence as Divine Wisdom or Sofia – Eternal Femininity and the soul of the world, a mystical cosmic being and an integral part of the Divine Plan. In one of his last works, titled *Ideya Sverkh-Cheloveka* ("The Idea of the Superman"), Solovyov highlighted the positive side of Nietzsche's negative judgments, the truth that goes beyond the misconceptions of the German thinker. He emphasized that, following their dual (both spiritual and physical) nature, people are characterized by their desire for infinite self-improvement leading to their ideal, the Superman, as a potential conqueror of the prime evil – death. He mentions in this connection the "firstborn among the dead," who defeated death, or the God-man Jesus Christ. According to Solovyov, many ascetics followed the same superhuman path [22].

Nietzsche's criticism of Wagner, paradoxically, only increased his general interest in his personality and views on culture in its social function. Modern scientists – philologist Igor Kondakov together with musicologist and culturologist Yuliya Korzh – wrote in their article about the peculiarities of Wagner's perception by the figures of the Russian Silver Age: “‘Injection’ of Wagnerian ideas to the trunk of Russian culture, rooted in the theological and cultural searches of [the poet and philosopher, Aleksey] Khomyakov and [Vladimir] Solovyov, found a peculiar reflection in Wagner's interpretation by the representatives of the Silver Age” [11, p.160]. According to Kondakov and Korzh, Wagner's persona in such an interpretation appeared detached from reality and represented “a free fantasy of Russian symbolists on the theme of real Wagner, as well as Nietzsche, Vladimir Solovyov, early Slavophiles and French symbolists” [11, p.163]. Wagner interested them not as a brilliant musician-innovator, but primarily as an art theorist and a philosopher of culture.

4 Discussion

If to look at the all-European context, it becomes obvious that in the 1890s - early 1900s, the number of supporters of Wagner, as a composer and thinker, in various countries had increased so much that he was included in the class of great classics with the magnitude of Bach, Goethe, and Beethoven. While the composers of the new generation sought to free themselves from the captivity of direct Wagnerian influences and transform them in accordance with their own national tasks, the former polemical assessments of Wagner's music gave way to an in-depth study of his creative principles. The French magazine *La Revue wagnérienne*, which discussed philosophical and artistic designs, concert programs, and correspondence of the German Maestro, was published from February 1885 through July 1888 and paid special attention to the connections between Wagnerian art and symbolism. Its founders were writer and critic Téodore de Wyzewa, British-born German philosopher, Houston Stewart Chamberlain, and Édouard Dujardin (1861–1949), who was known as a poet, playwright, critic, and one of the originators of the symbolist dramaturgy. After the triumph of Parsifal, the new magazine united all of the leaders of French symbolism, and, besides writers and artists, included composers Emmanuel Chabrier (1841-1894), Ernest Chausson (1855-1899), Vincent d'Indy (1851-1931), and Paul Dukas (1865-1935).

Another fantastic enthusiast of Wagner, writer-occultist Joséphin Péladan or Sâr Mérodack (1858-1918), conceived the idea of creating *L'Ordre de la Rose-Croix Catholique est Esthétique du Temple et du Graal* in France, with its branch in Belgium, in 1891, under the influence of Parsifal. Péladan organized the famous Parisian Salons des Rose-Croix, invited around 170 artists to produce celebrated art exhibitions, and appeared at his meetings wearing the costumes of Wagnerian heroes. Artists-symbolists Gustave Moreau and Pierre Puvis de Chavanne exhibited their paintings at that salon.

In 1885, poet-symbolist Stéphane Mallarmé published an essay on Wagner in *La Revue wagnérienne*. Expressing his attitude to the synthesis of the arts, he reproaches Wagner for ignoring the dance in his reflections. Mallarmé is also dissatisfied with the style of Wagnerian productions in Bayreuth. Another French admirer of Wagner was the philosopher, poet, novelist, music critic, and publicist of esoteric literature, Édouard Schuré (1841-1929). In his 1875 work *Le drame musical*, he developed the idea of the arts' fusion, which, he claimed, could not be the actual musical, but the verbal drama with the inclusion of music and, following Mallarmé's example, a necessary addition of dance.

The arena of debate about the future ways of musical art had moved to assess new avant-garde trends. In Russia, the subjects of discussion were the works of French, German, and Russian composers of the new generation, in particular, those that were being performed in Saint Petersburg at the Evenings of Contemporary Music. Two music and art critics, members of the Russian artistic movement *Mir Iskusstva* and Wagner's

enthusiasts, Walter Nouvel (1871-1949) and Alfred Nurok (1860-1919), chaired such Evenings.

In the season of 1900-1901, the Mariinsky Theatre staged *Die Walküre*, performed by a Russian troupe under the direction of Eduard Nápravník, in February 1903 – Siegfried, and in September of the same year – *Götterdämmerung*. By 1905, the entire Wagnerian cycle had been implemented and season tickets were issued, allowing the tetralogy to be seen as a whole. Russian composer, critic, and musicologist-researcher Boris Asafyev (1884-1949) recalled the great role of these subscription cycles in the artistic life of Saint Petersburg, at that time full of bright events. He called these events “the best school of musical perception, not only as auditory attention, but as a process of artistic and intellectual. ...What was happening in the intermissions in the upper tiers of the theater: philosophical and musical debates, discussions of scores, criticisms and delights at the performers, dialogues of Italian musicians and priests of Wagnerism, musical-professional circle discussions, fireworks of thoughts of writers and historians, poets and artists...” [2, p.442].

In 1909, at the moment of great resonance of Wagnerian productions by the Mariinsky Theatre, a Russian translation of Édouard Schuré's book *Le drame musical: Richard Wagner, son oeuvre et son idée* (“The musical drama: Richard Wagner, his work and his idea”) was published [19, p.312]. In the foreword to the book, its editor, musicologist Aleksey Kal' (1878-1948), lamented the small amount of Russian literature available about Wagner, while, in his words, “Wagner was deeply rooted in Russian culture and the interest in his work was no less intense than in Western Europe” [19, p.9].

Both Richard Wagner's attitude to art and his persistently repetitive assertion that it is internally unified were particularly close to the aesthetic thinking of the 20th century. It is important to note that this attitude was at odds with the traditional methods of art education, prevailing in professional educational institutions. According to them, learning art was understood as mastering a craft. This is how students were taught at the Saint Petersburg Conservatory [30]. Boris Asafyev, who came to the conservatory after graduating from his preliminary year at St. Petersburg University, wrote about it in his memoirs. In his words, the conservatory, compared to the university, was “once again a gymnasium or a monastery life, and sometimes a provincial professionally closed workshop-craft school... The main tone of university life was: learn, think, explore; in the conservatory: learn, listen, believe in word and taste, and do not try anything! It was not about the difference between a school of scientific research and a vocational, even an artistic one. This natural difference was easy to take into account. Alas, the reasons for the drastic distinction were deeper – they were in the fundamental differences between the academic culture of the university and the conservatory, proudly enclosed in its own artistic and professional shield” [2, p.396].

A narrow understanding of their tasks by the conservatory instructors, including even such outstanding personalities as composers and conductors Nikolai Roman-Korsakov (1844-1908), Alexander Glazunov (1865-1936), and Anatoly Lyadov (1855-1914), led to the fact that the actual artistic and creative development of students remained outside the sphere of attention and direct influence of their teachers. Talented people, who were chosen to study in the conservatory, had to find their own way to overcome the prevailing methods of education.

Wagner's work was the exact opposite of such trends. It was not enough to have musical flair and to understand the technical aspects of music in order to understand his works. It took a strong intellectual effort.

In connection to this statement, it is interesting to cite observations of the famous Soviet musicologist and theorist Yuri Tyulin (1893-1978) about the nature of creative talent, which, paradoxically, brings the aptitudes of Richard Wagner and Nikolai Medtner closer together. Tyulin writes, “Medtner belonged to the number of composers, who are natural-born

professionals to the highest degree; just like Chopin, Wagner, and Glazunov, he did not have much to learn for the mastery of it" [1, p.110-118]. Both Wagner and Medtner, in their years of studying music theory, equally struggled to grasp dry mathematical calculations. Thus, after two years of having harmony lessons with the Leipzig violinist and composer, Christian Gottlieb Müller, Wagner considered them pedantic and dry. "Music was and remained for me a demonic kingdom, a world of mystically sublime miracles: everything that is right, in my mind, only made it unpleasant. I searched for something more relevant to my ideas, than the teachings of a Leipzig orchestral musician, in Hoffmann's fantastical stories" [28, p.47]. Nikolai Medtner, a piano student at the Moscow Conservatory, also stressed that he had never studied the art of composition as such. He took an elementary harmony class only, on a par with other pianists. After taking the class of counterpoint, led not just by anyone, but the well-respected Sergei Taneyev (1856-1915), Nikolai left without completing even one full semester – it did not interest him at all. At the same time, Taneyev highly appreciated the polyphonic skill shown in Medtner's works, as well as his organic sense of structure; once the professor had jokingly said that Medtner was born with a sonata form in his brain.

Clearly, it appears that the foundation for Wagner's extraordinary fascination by the figures of the Russian Silver Age, to which Emil Medtner had belonged, was well-prepared. Wagner remained a constant subject of their reflections and philosophical acknowledgement, giving life to allusions and reverberations in their own art work. Both Rimsky-Korsakov during his late period and a growing courageous talent, Alexander Scriabin (1872-1915), bared the captivity with Wagner, challenging musical norms, and so did a group of young Russian composers, prone to bold innovations. Thus, music of the German Maestro had played an important role in shaping the artistic thinking of Sergei Prokofiev (1891-1953). Thorough acquaintance with Wagnerian works and their analysis helped the young composer break through the boundaries of workshop-level goals and prepared him for communication with the representatives of the Saint Petersburg artistic elite [7, p.38-43]. In those years, Russian Wagnerism captured poets and literary critics Vyacheslav Ivanov (1866-1949), Alexander Blok (1880-1921) Andrei Bely, Valery Bryusov (1873-1924), artists Nicholas Roerich (1874-1947), and Alexandre Benois (one of the founders of the magazine *Mir Iskusstva*).

Much work was being done on Russian translations of the text of Wagnerian libretto. In 1913, during the celebration of the 100th anniversary of the birth of the German composer, a four-volume Russian edition of Wagner's works was published, including his memoirs *Mein Leben* ("My Life"). Of the concluding character was a pamphlet of literary scholar, teacher and religious writer, Sergei Durylin (1877-1954), entitled *Wagner i Rossiya. Pro Wagnera i buduschkiye puti iskusstva* ("Wagner and Russia. About Wagner and the Future Ways of Art") [9]. According to the author, Wagner should be perceived as a complete phenomenon of both the myth-creator and the myth-thinker. The myth as a people's creation, was returned back to people by Wagner with his art. Durylin wrote about pagan and Christian motives of Wagnerian myth-thinking. The embodiment of the first was, in his words, the character of a "forest boy" Siegfried, unfamiliar with the existing system of moral prohibitions in society, and acting according to his own natural motives. According to the author of the booklet, the pagan element, embodied in the *Der Ring des Nibelungen* tetralogy, has found the greatest response in Germany. At the same time, Parsifal and the Christian religious myth were closer to Russian followers. Among them, Durylin mentions the younger symbolist in Russian poetry, Vyacheslav Ivanov, who studied the religion and the cult of Dionysus in detail. Ivanov advocated for the creation of folk synthetic art, based on religious myths and myth-thinking. In the booklet by Sergei Durylin, as a model of such thinking, the *Legend of the Invisible City of Kitezh* was described in detail. Curiously, Nikolai Rimsky-Korsakov's opera on this topic was not considered by the author the ideal embodiment of that plot.

Sergei Durylin's views and his concept of Parsifal as a religious myth are debated in a new large-scale study by the modern Russian philologist and literary critic, Mikhail Pashchenko [17]. In his opinion, based on the philological method of studying sources and backed by a critical assessment of many traditional judgments, Parsifal is a model of true Christian Mysterium. The last opus of the German Maestro is closely related to his turn to Christianity and to the widely understood canons of the Christian faith, overcoming confessional limitations. The only continuation of the unique Wagnerian experience, according to Mikhail Pashchenko, would be Nikolai Rimsky-Korsakov's last two operas, written 25 years after Parsifal, – a grand epic *Scz o Nevidimom Grade Kitezhe i Deve Fevroniyi* ("The Legend of the Invisible City of Kitezh and the Maiden Fevroniya"), and the amusing, satirical *mysteria* of Zolotoy Petushok ("The Golden Cockerel").

Observing how the Wagnerian persona and musical inheritance were accepted and adapted in the Russian culture during the years, leading up to the First World War, it is impossible to ignore the name of the largest Russian Symbolist poet and playwright, Alexander Blok (1880-1921). The interest in Wagner and the thorough knowledge of his works is proven by the fact that the Blok's library collection included a fourteen-volume edition of Wagnerian art, as well as Russian translations of his works. Back in 1900, Blok gave his poem *Val'kiriya* ("Valkyrie") a subtitle "[written] on the motif of Wagner's opera." In the summer of 1909, Blok saw the German production of all four operas of *Der Ring des Nibelungen*, and in 1910 he conceived and mostly completed the poem *Vozmezdnye* ("The Retribution"). In the prologue of the poem, there was a detailed comparison, which included a reference to the plot of Wagner's Siegfried. On March 1918, his article *Iskusstvo i Revolyutsiya* ("Art and Revolution") was written as a response to Wagner's essay *Die Kunst und die Revolution*, published almost 70 years ago. Among the details of Wagnerian biography, Blok recalls the German composer's interaction with the Russian anarchist Mikhail Bakunin (1814-1876), and the involvement of both in the revolutionary events that unfolded in Dresden and led to the May uprising of 1849. Despite Wagner's further departure from the revolutionary ideas, his art, in Blok's view, has not lost its truly revolutionary spirit.

The First World War, which divided Russia and Germany as opposing parties, began at the culmination point of Russian Wagnerism. Further acknowledgement of the German Maestro's persona and creative talent would come in the years following the Russian October revolution of 1917. A unique perception of Richard Wagner's legacy as a composer, poet, philosopher, and art theorist inspired the representatives of the period of the cultural peak of Russian history, named the Russian Silver Age, its writers, philosophers, artists, and musicians. In its own way, Wagner's legacy had also influenced the artistic stance of two bright figures of that era, brothers Emil and Nikolai Medtner.

5 Conclusion

The influence of Wagnerian art that the representatives of the Russian Silver Age felt was emphasized by their fascination with the figure of Friedrich Nietzsche and the development of the unique branch of Russian Nietzscheanism. The indirect connections between the nature of the musical talent and aesthetic views of Wagner and Nicholas Medtner have been identified. The origins of the Wagnerism of Emil Medtner were found in the Medtner's family history, it was the first German edition of Wagner's *Das Kunstwerk der Zukunft*, which he inherited from his grandmother, Polina Feodorovna Goedicke. It could be concluded that to Emil Karlovich Medtner, like many other figures of the Russian Silver Age, Wagner was interesting primarily as an art theorist and philosopher of culture. The influence on the formation of images of "Russian Wagner" and "Russian Nietzsche" that made the opinions of religious philosopher, poet and publicist Vladimir Solovyov, as well as Russian Slavophiles and French symbolists, was revealed. It was emphasized that the understandings of the figures of the Silver

Age on the Wagnerian persona and its significance were closely correlated with the all-European context of the 1890s-1900s.

Literature:

1. Apetian, Z.A. (Eds.) (1981). *N.K. Metner. Vospominaniya, stat'i, materialy*. Moscow: Sovetskiy kompozitor.
2. Asafyev, B.V. (1974). *O sebe. B sbornike "Vospominaniya o B.V. Asafyev"*. Leningrad.
3. Bohdanova, I. (2013). Richard Wagner ta italiys'ka opera ostann'oy tretyny XIX st. *Chasopis, Naukovy zhurnal NMAU*, 2(19), 33-44.
4. Braudo, E.M. (1923). *Richard Wagner i Rossiya. (Novyye materialy i yego biografiya)*. Petrograd: Nachatki znaniy.
5. Cherkashina, M.R. (2005). Wagnerovskiy festival' v Bayroite: stranitzy istoriyi. *Kyivs'ke muzykoznavstvo. Kul'turologiya ta mystetstvoznnavstvo*, 18, 107-122.
6. Cherkashina, M.R. (1985). *Aleksandr Nikolayevich Serov*. Moscow: Muzyka.
7. Cherkashina-Gubarenko, M.R. (2002). Fridrikh Nitzshe – filosof i muzykant. *Muzyka i teatr na perekhresti epoch*. Kyiv, 1, 148-156.
8. Cherkashina-Gubarenko, M.R. (2002). Nemetskiy master kak uchitel' Prokof'eva. *Muzyka i teatr na perekhresti epoch*. Kyiv, 1, 38-43.
9. Durylin, S. (1913). *Richard Wagner i Rossiya. O Wagnere i budushchikh putyakh iskusstva*. Moscow: Musaget.
10. Gozenpud, A.A. (1990). *Richard Wagner i russkaya kul'tura*. Leningrad: Sovetskiy kompozitor.
11. Kondakov, I.V., & Korzh, Y.V. (1996). Richard Wagner v russkoy kul'ture Serebryanogo veka. *Obshchestvennye nauki i sovremennost'*, 1, 159-170.
12. Korzh, Y.V. (2005). *Dukh muzyki v filosofiyi kul'tury russkogo simvolizma*. A Master Dissertation. Moscow.
13. Lavrov, A.V., Malmstad, J., & Pavlova, T. (Eds.) (2017). *Andrei Bely i Emiliya Metner. Perepiska. 1902-1915*. Moscow: OOO Novoye literaturnoye obozreniye.
14. Medtner, E.K. (1981). *Letter to P.D. Oettinger, 27 September, 1921. N.K. Metner. Stat'i. Materialy. Vospominaniya*. Moscow: Sovetskiy kompozitor.
15. Mudretska, L. (2013). Wagnerovskiy vliyaniya v opere Jules Massenet "Esklarmonda". *Kyivs'ke muzykoznavstvo. Kul'turologiya ta mictetstvoznnavstvo*, 45, 181-199.
16. Mudretska, L. (2005). Wagner i frantzuzskiy kompozitory-sovremenniki. *Kyivs'ke muzykoznavstvo. Kul'turologiya ta mictetstvoznnavstvo*, 18, 123-138.
17. Pashchenko, M.V. (2018). *Syuzhet dlya misteriyi: Parsifal' – Kitez – Zolotoy Petushok (istoricheskaya poetica opery v kanun moderna)*. Moscow; St. Petersburg: Tsentri gumanitarnykh initsiativ.
18. Pohl, V. (1981). *Fragmenty vospominaniy. N.K. Metner. Stat'i. Materialy. Vospominaniya*. Moscow: Sovetskiy kompozitor.
19. Schuré, É. (1909). *Richard Wagner i yego muzykal'naya drama*. Foreword by A. Kal'. St. Petersburg, Moscow: M.O. Wolf & Partners.
20. Serov, A.N. (1897). Letter to M.E. Slavinsky, 6 July 1869. *Russkaya muzykal'naya gazeta*, 12, 1695.
21. Serov, A.N. (1877). Letter to M.P. Anastasyeva, 7 April 1859. *Russkaya starina*, 20, 534.
22. Solovyov, V.S. (1989). *Ideya sverkh-cheloveka. Sochineniya. Chteniya o Bogochelovechestve. Filosofskaya publitsistika*. Moscow: Pravda, 2, 610-619.
23. Tchaikovsky, Peotr I. (2021). *The life and work of the Russian composer*. "Bayreyskoye muzykal'noye torzhestvo", Part 1. Available at: www.tchaikov.ru/bayr1.html.
24. Tchaikovsky, Peotr I. (2021). *The life and work of the Russian composer*. "Bayreyskoye muzykal'noye torzhestvo", Part 5. Available at: www.tchaikov.ru/bayr5.html.
25. Tchaikovsky, Peotr I. (1953). Bayreyskoye muzykal'noye torzhestvo. *Muzykal'no-kriticheskiye stat'i*. Moscow: Muzgiz.
26. Tchaikovsky, Peotr I. (1953). *Muzykal'no-kriticheskiye stat'i*. Moscow: Muzgiz.
27. Viskovaty, P.A. (Eds.) (1883). Alexander Serov i Richard Wagner, *Russkaya starina*, 38, 481-484.
28. Wagner, R. (2003). *Moya zhizn'*. Moscow: Ekmo, St. Petersburg: Fantastica.
29. Wagner, R. (1974). *Stat'i i materialy*. Moscow: Musika.
30. Yuggren, M. (2001). *Russkiy Mefistofel'. Zhizn' i tvorchestvo Emiliya Metnera*. St. Petersburg.

Primary Paper Section: A

Secondary Paper Section: AL



PAPERS PUBLISHED IN THE JOURNAL EXPRESS THE VIEWPOINTS OF INDEPENDENT AUTHORS.

