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PEDAGOGICAL INNOVATIONS IN PUBLIC ADMINISTRATION AND LEGAL ASPECTS: THE EU EXPERIENCE

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Abstract: The article reveals the specificity of pedagogical innovation as an independent area of scientific and pedagogical research, as well as an effective means of analysis, substantiation and design of education modernization. It is shown that in the context of educational activity, innovation involves the introduction of something new into the goals, content, methods and forms of teaching and upbringing, the organization of the pedagogical process. Pedagogical innovation (theory of innovation processes) serves the processes of education renewal, their theoretical understanding and justification in order to limit the spontaneity of these processes, to effectively manage them. It is shown that innovative processes acquire an international character: a kind of globalization of pedagogical problems is taking place, global problems force educational community to pose new and see past pedagogical problems in a new way. In this context, the experience of the European Union in the implementation of the concept of pedagogical innovation based on pedagogical comparative studies and the corresponding strategies implemented in the ecosystem of public administration and legal support is considered.

Keywords: Diffusion of innovations, Education, Innovation studies, Public administration, Regulation.

1 Introduction

Innovations determine the future of human civilization, they are the essence of the modern development of society, which problematize the objective reality of the existence of an individual. This is extremely important for the productive development of society in accordance with fundamentally new socio-economic, political, national and cultural conditions. New opportunities for the development of society and improving the welfare of the population are associated with the qualitative renewal of production, the introduction of innovations [1, 2]. Despite the obviousness of the importance of introducing new innovative technologies in various industries, these processes are hampered by the problem of their staffing – the lack of specialists with the necessary professional competencies to work in the mode of developing innovative industries, their testing and implementation [54]. An urgently significant problem is the problem of developing a technological "chain" of an innovative educational process in order to find ways and conditions for increasing social activity and the readiness of each person to innovate, which will provide a wide innovative path of development based on the creative activity of each person [49]. In this regard, the task of a systematic study of the quintessence of innovative processes in the modern world in general and in vocational education in particular is actualized. This process has an open, networked nature, being formalized in the form of an innovation system. Diffusion of innovations acquires special significance in it [54].

Innovative activity is characterized at least by the development and implementation of fundamentally new images of educational content and learning technologies, as well as by the presence of carriers that provide and carry out this activity [49]. The main link in such transformations is rightfully considered human resources, which provide not only and not so much sustainable progress as rapid changes in the socio-economic sphere [12]. The phenomenon of innovation is of particular importance for education, educational theory, and practice, in which training programs for specialists are implemented [8-10]. Most of the problems of the functioning and development of education, the introduction of educational innovations go beyond the boundaries of pedagogical disciplines proper, specific didactic-pedagogical research and the innovations caused by them [56]. Innovative educational technologies imply a purposeful, meaningful change in pedagogical activity (and management of this activity) through the development and introduction of pedagogical and managerial innovations in educational institutions: new content of teaching, upbringing, management; new ways of working, new means, organizational forms.

Since the second half of the 20th century, innovative activities in the field of education all over the world have begun to gain in scale and importance. This, as it is known, was due to the objective need to find ways to overcome the crisis in education, which, in the context of the transformation of an industrial society into a post-industrial, technological revolution, the crisis of technogenic civilization caused by it and the threat of a global ecological catastrophe, ceased to satisfy the educational needs of both society and individual [56]. On the other hand, in this situation, the exceptional importance of education as a tool and factor in managing social development, its most important role in the formation of a new civilizational paradigm, has been clearly identified. Such a difficult situation objectively led to an extraordinary variety of directions for innovative searches in the field of education, which, nevertheless, are essentially united by a single meta-goal the development of a new educational paradigm that fully corresponds to the trends of sustainable development of society.

The European Union views a common educational policy as a condition for the sustainable functioning of the educational system, as well as a condition for economic cooperation and social stability [50]. Thanks to projects that are carried out on the basis of a massive collection of indicators and quantitative data for different countries, generalized scientific and practical conclusions are drawn, important information is provided to policymakers who make decisions in the field of education, which, in turn, makes it necessary to consider educational innovations in public administration and legal aspects.

2 Materials and Methods

The methodological foundations of the research included the provisions of the general theory of innovations in relation to the analysis of the educational system [15]. general scientific provisions on the relationship between methodology, theory and practice [11]. principles of consistency, integrity, historicism, interconnection and interdependence of social phenomena; general scientific provisions that reveal the concepts of "innovation" and "diffusion of innovations", the concept of innovation studies in pedagogy; the provisions of philosophical and pedagogical anthropology on the creative nature of pedagogical systems and personality development [5, 6].

To solve the set tasks, the following research methods were used: theoretical analysis of social-economic, philosophical, psychological, and pedagogical literature, scientific periodicals and other research [13, 52, 56], analysis of innovative teaching experience in education.

3 Results and Discussion

In the course of the development, transmission and assimilation of innovations, the development of culture and society takes place. Innovations, arising in one society, penetrate into others, transform and adapt to other conditions of the social environment, changing the very environment of its existence [16]. The innovations themselves become the basis for the subsequent dissemination of new knowledge.

Innovative changes are taking place today in various directions, such as the formation of a new content of education, the development and implementation of new learning technologies, the use of methods, techniques, means of mastering new programs, the creation of conditions for self-determination of the individual in the learning process, a change in the way of activity and style of thinking as teachers and students, changing the relationship between them, the creation and development of creative innovative teams, schools, universities [44].

Studies of innovative processes in education reveal a number of theoretical and methodological problems: the 'ratio' of traditions and innovations, the content and stages of the innovation cycle, the attitude to innovations observed in different subjects of education, innovation management, personnel training, grounds for criteria for evaluating new provisions in education, etc [14, 17-19, 23]. These problems need in comprehension of a different level methodological. Therefore, the substantiation of the methodological foundations of pedagogical innovation is no less relevant than the creation of innovation itself.

In general, in the works of scientists, pedagogical innovation is considered as an independent branch of pedagogical science, which has its own original object, subject and research methods [24, 25]. The theoretical content of the subject of pedagogical innovation in the interpretation of modern researchers includes three blocks of concepts and ideas [30]:

- Reveals the features of the creation of pedagogical innovations, their sources, classification, criteria of novelty;
- Outlines the problems of perception, assessment, and development of the emerging innovations by the pedagogical community are investigated;
- Summarizes data on the application of the new in education.

In accordance with this, pedagogical innovation includes pedagogical neology, axiology and praxeology. Pedagogical neology is a doctrine of the new in pedagogy, which systematizes scientific and experimental data on the process of scientific and pedagogical creativity, its features and main results [26-29]. Comparative pedagogical axiology reveals the specifics of pedagogical community' assessment and development of what arises in pedagogical theory and practice. Innovative praxeology as a teaching about the implementation of activities involves the comprehension of the practice of applying pedagogical innovations [7].

A holistic understanding of innovative processes requires the disclosure of leading trends and contradictions in their development. In general, there are four such trends.

The first trend manifests in the expansion of practice and the implementation of innovative processes in a regularity in the development of modern education, leading to a steady trend of its permanent renewal [11]. This trend leads to the following contradictions:

a) Between the old and the new generated by both social and pedagogical needs;
b) Between the increasing mass of knowledge, facts and the boundaries of the educational process;
c) The development of society requires a creative personality, and this presupposes the creative assimilation of existing knowledge [32-35, 37]. This process is addressed by problem learning, which is more time-consuming than explanatory-illustrative methods. Such a contradiction presupposes a search for new approaches to its resolution [39-43].

The second trend can be described as follows: the growing need for new pedagogical knowledge among teachers and other practitioners [45-48, 51]. The composition and structure of the pedagogical community is being updated, which generates a contradiction between the capabilities of the pedagogical community and the actual state of mastering and evaluating new things in pedagogy [4].

The third trend is related to the implementation phase. Its essence lies in the fact that the use of the new takes on a massive character.

The fourth trend is the creation of educational systems. The development of educational systems involves the passage of three main interrelated stages [3]:

- The emergence of a new pedagogical phenomenon of the educational system and its creative interpretation in the new pedagogical knowledge;
- Mastering the innovation by the teaching community;
- The stage of application, implementation of the work of an educational institution in the practice.

Each of the three stages is distinguished by its specific contradictions and peculiarities of their resolution.

The first stage is characterized by an incomplete, predominantly spontaneous nature of the socio-pedagogical influence on the formation of a person who predominates in society [53, 55, 57-63]. This contradicts the goal of upbringing a harmoniously developed person: a "truncated" personality, a "partial" person is reproduced. This contradiction can be resolved only in the system of the upbringing society, that is, in a society in which the upbringing system is a part of it along with other different types of upbringing systems.

For the second stage, there is a significant contradiction between the non-systemic scientific and pedagogical thinking, which fixes the established practice of the work of an educational institution, and the systemic class of scientific and practical tasks that are posed and solved when developing the problem of the educational system.

For the third stage, the contradiction exists between the ready-made existing "sample", "model" of the educational system and the need for its use and development in the working conditions of a particular educational institution is significant.

Pedagogical innovation as a system of knowledge about the creation, development and dissemination of pedagogical innovations will allow:

- To reflect the necessary connection between the processes of creating pedagogical innovations and their application, including implementation into practice;
- To substantiate and develop the principle of the unity of research activity and the activity of transforming pedagogical reality.

At the same time, the development of pedagogical innovation should be carried out on the basis of a specific analysis and generalization of the perestroika changes taking place in theory and practice, the real processes of innovations and the possibilities of managing them. Innovative processes in pedagogy will depend on the implementation of four research and practical projects [13]:

- Restructuring of pedagogical science based on the development and implementation of the concept of a new stage of its development [64-66];
- Transformation of practice on the basis of the creation and implementation of the pedagogical theory of our time up to the applied and developmental levels for all links of the lifelong education system [67-69];
- A radical renewal of the logic and methods of pedagogical research with their predominant orientation towards

exploratory and fundamental research and relying on a large-scale pedagogical experiment;
- Substantiation and development of effective mechanisms for combining the research process and the process of transforming pedagogical practice (the development of such forms of communication between theory and practice as scientific school associations, laboratory schools, etc.).

Innovation processes are guided by a systemic, holistic, interdisciplinary and complex study and change of reality.

Pedagogical innovation considers the global problem of human education. Changes in a person's education represent the main task of this science, and not formal signs of education, for example, the number of hours allocated for a school subject or the provision of educational institutions with equipment. In recent years, a large number of new concepts and terms borrowed from other disciplines have emerged in pedagogical theory. This testifies to the close connection of pedagogy with other sciences [20]. A large number of such terms come from technology and economics, since they have a significant impact on the development of social thought. Today they often talk about the efficiency and rationalization of education, about teaching techniques and technologies. The concept of "innovation" also belongs to an interdisciplinary category. The conditions in which education takes place are important, but they are not the goal of innovation. It is important to remember this in order to clearly understand what is planned and happening in education.

Let us dwell on the definition of innovation as a pedagogical category associated with some definitions in sociology (innovation as a sociological category).

The oldest is the term given by E. M. Rogers. He reviewed extensively the research findings of American and some European scientists. Rogers defines innovation as follows: "An innovation is an idea that is new to a particular person. It does not matter whether an idea is objectively new or not, we define it in the time that has passed since its discovery or first use" [52, p. 14]. Miles writes about innovation as "a special new, special change from which we expect efficiency and systematic goals to be realized" [54]. Americans Beale and Bohlen define innovation as "a change that includes not only a change in the material, but also a set of changes in the view of its application" [49]. This definition, in essence, gives a characteristic of a change or a complex of changes. Nichof defines innovation as a process: "This is a process that begins with an idea and affects changes, ending with their assimilation or denial on the part of potential consumers" [49]. Potkonyak writes that athough the expressions "innovation", "modernization", "optimization", "improvement", are not always precisely defined, which is not so easy to do, in general they emphasize the desire to" extract education from the crisis "in which it is today, to make changes in education, something new that will make it more effective, successful and improved [20]. Pedagogical innovations mean innovations in the pedagogical system that improve the course and results of the educational process.

Innovation as a pedagogical concept means the introduction of something new into educational work. Innovation often refers to the introduction and application of new methods, methods, means, new concepts, to the implementation of educational literature, new curricula, educational measures, etc. As a concept, innovation is entirely included in the concept of modernization or educational work [38]. An innovation in education can be a pedagogical tool, method, methodology, technology, program, etc. Innovation is often understood as purposeful progressive change, i.e., a certain process. In other cases, an innovation is called the tool itself, the introduction of which into the system leads to its change. As noted above, pedagogical innovation is the introduction of changes in the process of human education. They are aimed at improving and developing the entire system of upbringing and education [13].

The reasons for the development of innovative teaching and the formation of pedagogical innovation is, firstly, the crisis of education, which is recognized throughout the world as a fait accompli. Despite all the differences in the forms of its manifestation in different countries, the following discrepancies are common: between the needs of developing social practice and the level of real preparedness of graduates of higher education; new goals of higher education institutions, the existing organizational structure and forms of management; interests and capabilities of the subjects of the educational process.

In 1979, scientists, members of the Club of Rome, called the existing education system "supportive", i.e., based on fixed methods and rules designed to deal with already known, repetitive situations. An alternative to "supportive" is "innovative" training, which prepares trainees to be responsible for the future, forms their confidence in themselves and in their professional abilities to influence this future. In a report to the Club of Rome, a group of scientists led by J. Botkin characterizes innovative learning as a special type of mastering knowledge, alternative to traditional, "normative" learning [15].

Normative learning "is aimed at learning the rules of action in repetitive situations", while innovative learning implies the development of the ability to act jointly in new, possibly unprecedented, situations [16]. Pedagogical innovations are necessary in higher education, but it is obvious that the development of pedagogical innovations leads to an increase in the need for a new theoretical understanding of the essence of management of innovative processes at the level of both the state and individual educational institutions, in the development of pedagogical conditions that ensure effective innovative movement. In addition, innovative processes allow teachers and administrators to develop professionally and self-actualize, contribute to the qualitative development of students in a changing world.

The supranational structures of the united Europe play a significant role in the development and implementation of innovations in education, as well as the integration of education. The European Union has an Education Committee that coordinates the content and methods of education inherent in educational institutions of individual countries, which contributes to the effective diffusion of educational innovations. A pedagogical policy is being developed (including in its legal aspect), which provides for the formation of a standardized information system, coordination of reforms in general and vocational education. Legislative and organizational and managerial innovations from the top provided a social and regulatory framework for innovations from below, carried out at the level of educational institutions. The principles of such a policy are being discussed by educational organizations supported by the EU: the European Education Documentation System, the Center for Educational Research and Innovation, the European Institute for University Education Research, and the European Center for Vocational Education. Supranational bodies of Western Europe initiate comparative legal research. The EU, with the participation of comparativists, develops and implements large-scale education projects [21, 22]. In comparative pedagogy, certain priorities and types of research coexist. The following are considered: main directions of reforms of educational systems and types of institutions included in them; evolution of educational programs, methods, forms and organization of training; modernization of education; the activities of experimental educational institutions; introduction of new technical means in the educational process, etc. Special attention is paid to the practice of education and training: diversification of curricula, development of initiative, independence, creativity of students and teachers, experimental structures – mass education, etc. [31].

Comparative pedagogy within the framework of the innovation paradigm is intensively developing as a branch of scientific knowledge. Its object and subject are expanding, extending from the study of the pedagogical experience of an individual educational institution to projects of a European and world level. The genesis of pedagogy and education is viewed as a multifaceted, large-scale process that must correspond to the level of social, political, pedagogical requirements of the era of the technological revolution. The process of renewing comparative pedagogy is rich and varied [38]. As a result of research, ideas appear that challenge traditional concepts: globalization of education, education in a multicultural society, lifelong education, diversification of education, upbringing of a creative competent person, modernization of teaching methods, etc. The preference is given not to regional studies, but to comparative problematic analysis of national education systems, for the timely implementation of innovations.

The priorities of comparative studies in the leading countries and in other states differ markedly. On the nerve side, comparative pedagogy is concerned with a wide range of innovation problems: compensatory and individual learning (support pedagogy, level learning, etc.), multi- and cross-cultural education, etc. In the rest of the world, it is often about overcoming Western influence and creating national models education, combating illiteracy, organizing universal primary education, overcoming the discrepancy between higher education and the needs of socio-economic development, etc.

Research topics are becoming more complex. For example, the Institute for Comparative and Multicultural Education was established at the University of Hamburg on the basis of the Institute for Comparative Pedagogy. The number of university research centers dealing with the problems of comparative pedagogy is increasing. The situation is indicative in China, where more than 10 universities conduct such research. For example, at the Institute of International and Comparative Education of Beijing Normal University, students and scientists are encouraged to study not only foreign pedagogical literature and school experience, but also the historical, political, philosophical, fictional literature of a particular country, trips to educational institutions of foreign countries are organized, followed by scientific discussion of the results of the trips. The scope of research by Chinese scholars on comparative pedagogy is impressive. They cover the problems of methodology and research methods, all levels of formal and non-institutional education, reforms of the school system, curriculum, education management, examination system, education financing, history of comparative pedagogy, etc. Classical works of Western specialists in comparative pedagogy have been translated into Chinese [36].

Comparative pedagogy makes it possible to better understand the priorities of education, to guide and predict their development. It provides a holistic view of modern educational problems and shows the possibility of their solution. The analysis of educational systems allows not only to understand the dynamics of various factors affecting the organization, but also forms a critical view of the education system in one's own country.

Knowledge of comparative pedagogy enriches the pedagogical culture and develops a mentality and tolerance for other value systems and education. At the same time, with the help of public administration and legal support, the diffusion of educational innovations becomes the basis for intercultural communication, the development and functioning of societies and organizations [7].

Diffusion of innovations is understood as the process of their diffusion in a social system in time and space. During this process, the number of both producers and consumers of innovations increases, and their qualitative characteristics change.

In 1962, Everett Rogers published the book devoted to diffusion of innovation. Rogers created the theory of how people and organizations innovate. The diffusion process is the distribution of a new idea from the source of invention or creation to the end user or consumption, Rogers said [52].

The theory of innovation diffusion, developed by Everett Rogers, assumes the adoption of innovation by members of society in the form of a standard bell-shaped curve (normal distribution curve), divided into 5 parts. Rogers gave a rough estimate and name for each segment [52].

1. Innovators (about 2.5% of all potential ‘consumers’) are the first to try a new product, have sufficient resources to compensate for the risk of failure, are able to understand and apply complex technical knowledge; they are considered to have a propensity to take risks. They actively follow the latest in technology, as technology is central to their lives, no matter what functions it performs.
2. Early adopters (about 13.5%) form the backbone of “opinion leaders” in most social systems. Potential recipients turn to them most of all for advice and consultation. As a rule, early recipients serve as a role model for other members of the social system potential recipients.
3. The early majority (34%) representatives of this category of recipients may hesitate a little until they perceive the innovation. They willingly follow others in the process of embracing innovation, but rarely lead this movement. Shared in part with early adopters a passion for technology, but ultimately driven by well-developed practicality.
4. Later, the majority (34%) are skeptics, they perceive innovation after the “average” member of the social system. Their perception of innovation may be due to economic necessity or their reaction to increasing social pressures.
5. Latecomers (16%) are representatives of a traditional, conservative orientation. They are the last ones to accept innovation and, more often than not, can abandon perception. They just don't want to have anything to do with the new technology for a variety of reasons, both personal and economic.

The spread of the Bologna system in the EU and beyond is a clear demonstration of the mechanism of action of diffusion of innovations, with the presence of initiators of innovations, leading and lagging followers. As for school education, those schools where the administration was able to correctly identify the general spontaneous trends in the development of secondary education (increased interest in higher education) and to start reforming the educational process in a timely manner, received significant advantages in promoting themselves to the category of prestigious ones that provide quality education. In other schools, the transformations were discrete, the continuity of educational programs at each level was not thought out, the feasibility and consequences of their implementation were not monitored and analyzed. Thus, there is a noticeable lag in the innovative development of educational institutions of the EU countries with traditional culture (Greece) and new EU members (Romania, Bulgaria) in comparison with educational institutions of the leading countries (France, Germany).

In accordance with the chosen guidelines, the program of actions of educational institutions was also lined up. Here, two main options emerged for development programs of so-called advanced educational institutions, which are characteristic:

- Thoughtfulness of the development strategy of the educational institution, where the priority goal is to meet the educational needs of students;
- Diversification of educational activities;
- Focus on the optimal combination of paid and free educational services;
- Susceptibility to interaction with other levels of education;
- Intensive development of the management structure competencies and responsibilities have been delegated to the middle management level.

Innovative processes in these educational institutions are not an end in themselves, but a tool for achieving a strategic goal. Innovations simultaneously affect several areas of the life of an educational institution (training, upbringing, management), which ensures its sustainable advancement.

Summarizing the analysis of the situation, it can be assumed that, to varying degrees, similar processes have affected almost many educational institutions (given that innovation can be understood as a local initiative within the framework of pedagogical activity, as well as a managerial one put forward outside the educational institution and supported locally). The differences are, first of all, in the degree of awareness of the necessity and prospects of changes, as well as in the independence of the implementation of these changes.

It is obvious that innovation processes inevitably come into conflict with the existing traditional education system, but there is a dialectical relationship between them, and today it can be argued that in the last decade, two trends of its development coexist in European education – traditional and innovative.

4 Conclusion

Progressive changes in educational reality are associated, as a rule, with new pedagogical developments. But creating a pedagogical innovation is not enough. Pedagogical innovations, no matter how attractive and sophisticated they may be, cannot be mastered without proper management and organization of innovation processes. Initiators of innovations will inevitably face the challenges posed by innovations, and will be forced to look for ways to solve them.

The introduction of new forms, methods, pedagogical technologies requires an understanding of how to implement, master and accompany these innovations. In this context, the importance of competent public administration (regulatory work) in the field of education, as well as building a detailed and flexible legal framework, with the possibility of "scaling" it in accordance with changing conditions, should be re-emphasized. The issues of scientific support for innovative activities in education are also related to the field of pedagogical innovation.

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PEDAGOGICAL FOUNDATIONS OF EDUCATIONAL ACTIVITIES INFORMATION SUPPORT IN PUBLIC ADMINISTRATION: THE EU EXPERIENCE

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Abstract: Improving the qualifications of civil servants is an important area, without which it is impossible to improve the public administration system as a whole. The study of the features of the organization of professional development of civil servants in EU countries allows analyzing the experience they have accumulated and taking into account its positive aspects in the further development of ways to reform the system of advanced training of civil servants in the EU, which is now experiencing a period of turbulence. The article substantiates the need to introduce information support into the educational activities of an educational organization, proposes a model for organizing information interaction between participants in the educational process, and also substantiates a model of an electronic educational and methodological complex as an element of information support for the educational process.

Keywords: Civil servants, Educational goal, Professional development, Public administration.

1 Introduction

The main human resource of the national public administration system is civil servants. The development of the professional and creative potential of civil servants is one of the priorities of the state personnel policy of the EU countries. Personnel policy should be understood as the general course of the state in the formation of requirements, selection, professional training of civil servants, as well as the prospects for the development of civil service in general. The successful implementation of economic and social reforms in the state directly depends on the personnel potential of civil service structures.

In many European countries, special training programs for civil service have been created that correspond to a single standard and are called Master of Public Administration. At the same time, despite a similar policy of training and retraining of civil servants in various EU countries, there are significant differences [1-4]. Thus, the state policy of training and retraining of civil servants is influenced by a number of factors, in particular: the size of the state's territory (in some countries, due to their small territory, the vocational training system is less diversified), the level of well-being of the population, etc [6, 7].

Meanwhile, for the quality performance of official duties, civil servants must have a high level of professionalism. An important role in this is assigned to additional professional education, which should be innovative and have a practical orientation [8; 9]. Continuous professional development of civil servants is the most important factor in effective public administration. In modern conditions, the requirements for civil servants are increasing; they must think modernly, make effective management decisions [11, 12, 18]. In order to meet the challenges presented, to be competitive, civil servants, in turn, must constantly maintain the required professional level, therefore, additional professional education must be continuous and systematic, which requires a clearly organized, flexible and effective system of legal and informational and pedagogical support for education of civil servants at all levels.

For the successful functioning of the civil service institution, it is important to constantly train employees and heads of personnel services of public authorities, to acquaint them with the processes. It is important to monitor the quality of training and its compliance with needs. One of the forms of control is a questionnaire survey of students on the basis of the results, which allows working constantly on improving the educational process. Currently, even in developed countries, there is a need for practicing teachers, obtaining skills and abilities related to the performance of official duties [69]. It is also necessary to ensure proper training of teachers of higher education, who are engaged in the implementation of programs for additional professional education of civil servants.

The civil service sector in EU member states has remained largely unchanged since the Second World War, with the exception of Italy and Denmark, which shrunk the scope in 1993 and 1969, respectively, and Sweden, which expanded it in the mid-1970s. New definitions of the "public sector" in the 1980s and 1990s did not have a significant impact on the redefinition of the scope of the civil service in these countries [10]. However, these definitions have narrowed the tasks and functions of the state. Scientific and political attempts to redefine the "key responsibilities of the state" have not yet contributed to changes in the civil service in the EU member states, as the main purpose of these attempts was not to redefine the role of the civil service, but to reduce its scope and costs, and because civil servants' unions have been clear opponents of such changes. A formal approach to delineating the scope of the civil service, based on legal definitions, has been challenged through the introduction of "near-labor" recruitment schemes in government bodies [13]. This can destroy the traditional values that are inherent in the civil service [57]. Therefore, the role of educational and legal support for civil service in the EU, and, accordingly, information and pedagogical support of these systems in a united Europe has significantly increased in recent decades.

Higher education system, including departmental one, is currently developing under the conditions of the intensive influence of information processes on society. At the same time, the development itself can be characterized by the dynamic introduction of various educational technologies and innovative methods into the educational environment [16, 19-22]. The state policy of most countries in the field of education, formulated in the national doctrines of education, is aimed at considering the possibility of large-scale application of modern information and telecommunication technologies, in particular, specialized electronic environments that allow combining information flows in which didactic educational material is processed and accumulated. It should be especially noted that the didactic material must be adapted for use on technical means widely applied in educational organizations.

However, at present there is a certain problem in the correct assessment of the comprehensive provision of the educational process in conditions when there is a massive saturation of educational activities with information resources and technical devices.

Analysis of scientific literature and research conducted indicate that the use of electronic information and educational resources, databases and information telecommunications is one of the main directions for information support of the educational process in public management and public service, creating real conditions for remote access of teachers and students to scientific and educational information.

Research shows that information support for the activities of an educational organization of government bodies contributes to the solution of the following main tasks: 1) ensuring effective management of an educational organization; 2) organization of the educational process at a level that would ensure a given quality of professional training of specialists; 3) scientific and technical support for scientific research and training of pedagogical and scientific personnel; 4) ensuring the leading positions of the educational organization, increasing its authority and attractiveness in the eyes of civil servants, potential applicants and the public [62].

Strengthening the role of the principles of total quality management, their fuller implementation in educational institutions, is one of the urgent tasks. The solution to this problem is still far from comprehensive and full implementation in practice and requires further research, especially in the context of an approach to learning based on mastering competencies. A general description of educational processes can be given using the model of I.V. Robert "3D": "disclosure; development; dissemination" [60]. The grouping of educational technologies into groups makes it possible to distinguish "groups of process technologies" [14]. These groups include: marketing of educational services; information, knowledge transfer, testing, educational institution management; personnel management, etc.

In general, one can talk about information technology management of educational processes. The basis of such management are information models of the educational situation, information models of a student, information models of information, information models of testing, information models of active learning, models of virtual learning, and others [24, 26, 41]. In particular, the method of key indicators can be considered as a method for building an information model, the parameters of which are key indicators. Moreover, such indicators should be informationally determined indicators – those indicators are indicators whose value is explicitly determined based on the collection of primary information, measurements or calculations based on primary data [57].

The value of support technologies is illustrated by the example of the University of British Columbia, which is a global center for research and teaching, consistently ranked among the top 40 universities in the world. In the Vancouver (Canada) campus of this university, there is a faculty of educational technology support, which trains specialists in this area. Information support technology in education is a "knowledge transfer multiplier" for a teacher. Instead of the teacher being the only source of help in the classroom, students can access websites, online textbooks, and more [58]. Although it is not EU' experience, it, nevertheless is rather representative for some advanced European countries.

Information technology support (ITS) excludes an informational situation in which the teacher is the only source of information in the classroom. Thanks to ITS, students can access websites, online textbooks, etc., which is critical in the education of civil servants and legal officials both because of the dynamism of regulations and research in these areas, and because the training of these professionals often takes place on the job [28-31]. Thanks to ITS, education does not stop at the end of the school day because students have access to teachers, resources, and assignments over the Internet, as well as access to online educational resources at any time. Students can also receive help and tutoring at any time, whether by the teacher via email or online, or from the help website.

Information support technologies allow the creation of new forms of education such as a "group network project" that excludes direct contact of students and can unite students from different cities and countries in a project, which is important when studying or improving qualifications in the field of international law, interstate interaction in the field of global problems ecology, etc [33, 34]. These group projects help students learn important skills such as communication, teamwork, critical thinking, and group problem solving [36-39]. ITSs serve as the foundation for mastering these projects and skills. Students can create educational objects such as websites, blogs and multimedia presentations as part of their project.

Some areas of ITS application in education can be identified: 1) Development of management technologies; 2) Obtaining and using information resources for educational tasks. 3) Development of information technology for content management. 4) Extraction of knowledge for the formation of educational resources. 5) Extraction of implicit knowledge in the learning process [56]. ITS allow the formation and use of information units as the basis of educational technologies and information educational resources. Moreover, it enables [15] use of cognitive factors in teaching and testing. It is of interest to consider the relevant models used in the EU countries the region of the best and most advanced development of public administration and the legal system.

Advanced training of civil servants is an important area, without which it is impossible to improve the public administration system as a whole. The study of the features of the organization of professional development of civil servants in EU countries allows analyzing the experience they have accumulated and take into account its positive aspects in the further development of ways to reform the system of advanced training of civil servants in any country.

2 Materials and Methods

The methodological basis of the research is made up of the provisions of competence-based, personality-oriented, system-activity, technological scientific approaches.

The theoretical basis of the research was the provisions based on the conceptual ideas of modern Western pedagogy; the theory of structuring pedagogical systems; the integrity of the educational process; theory of quality management of professional training of specialists; psychology of learning and cognition; modern methods of informatization and information technology approaches to teaching, as well as modern concepts of informatization.

The following elements are of great importance in understanding the essence of "information technologies" in education: special directions of using the means of informatization of education; the impact of information technology on the content and methods of teaching; theories and methods of using ICT tools; prospects for the development of didactic means of computer learning technology.

To solve the set tasks and test the initial assumptions, a set of research methods, interrelated and complementary to each other, was used: the study and generalization of psychological and pedagogical experience, the method of theoretical and comparative analysis

3 Results and Discussion

The concept of professional development of civil servants is usually considered broader than the concept of advanced training, since the latter is often an integral part of professional development. In practice, the difference between these concepts is usually conditional: both advanced training and professional development are aimed at achieving the same goal to promote better civil servants' performance of their duties.

In the EU countries, vocational training for civil servants is carried out either through existing educational institutions at special courses, or in specialized educational institutions created specifically to implement the EU policy in the field of public administration. In many European countries, the main educational institution for the training of civil servants (and in some cases for admission to the service) is the national school, institute or college of public administration. Examples of such institutions are the College of Civil Service in the UK, ENA, CNFPT (Provides Regional Training for Government Officials) in France, Danish College of Governance (DSPA) in Denmark, Institute of Public Administration (IPA) in Ireland. The Brexit that took place did not affect the organization of the system of professional development of civil servants, adopted in countries adhering to the British model – therefore, this model can be considered as typical for the EU.

For the purpose of improving the qualifications of all civil servants, the Civil Service Learning website has been created, where civil servants can find information about distance learning, online resources and face-to-face courses. Most of the opportunities for advanced training are presented in the General program, which consists of three blocks [48]:

1. Key skills required from all civil servants to carry out their duties: customer service, project management, finance, and information technology skills.
2. Work in the civil service: specific skills related to work in public authorities, for example, skills in briefings, preparation of documents, legal awareness.

In turn, professional development of civil servants in France can be characterized as continuous professional development. It includes preparation for the first position of a civil servant and further training at all stages of his career. In France, there are about 70 administrative schools (excluding teacher training institutions and military schools) that provide various types of training for civil service employees. For the civil service, the main one is the School of Public (State) Administration (fr. École nationale d'Administration). It is followed by polytechnic and engineering schools, five regional institutes of management located in the cities of Lille, Lyon, Metz, Nantes and Bastia, as well as specialized administrative schools created to train civil service managers in areas such as taxes, customs, security, health care, etc. Regional institutes of management are engaged in the training of the bulk of the staff of the state administration, with the exception of high-ranking officials [17]. At the territorial level, the main organization is the National Center of Territorial Civil Service (CNFPT). Under its leadership, several organizations, such as the National Institute of Territorial Studies (INET), conduct training in conjunction with the School of Public Administration.

The School of Public Administration (Public Management) takes part in the conduct of training for obtaining graduate degrees on the basis of partnerships with other universities, vocational schools, etc., located both in France and in other European countries [43-47]. The school also participates in the organization of training for master's degrees on request and in cooperation with foreign universities and institutes. In addition, the School conducts one-to-one training courses for French and foreign public and private institutions. They can be national, bilateral, or multilateral [49]. The content and format are developed in cooperation with the requesting authority. Thus, the information support of the training process for civil servants is, in the nature, a very flexible and dynamic system.

3. Leadership and Management Improvement the skills needed to lead, manage people and business at all levels of government service, as well as topics on change management.

The progressive experience of the EU countries shows that the effective organization of the civil service is the key to the successful implementation of state policy, since the civil service is a way of realizing the functions of the welfare state by combining personal, group, and state interests [50-55]. Modern states that have achieved a high level of economic development and social security and at the same time respect democratic standards, guarantees and human rights, could not ensure the achievement of these goals without the consistent and effective development of a professional civil service.

Today, the main role of the state in a European democratic society, in countries with market economies, has two main aspects. First, the creation of fair and equal conditions and guarantees of the personal rights of citizens, which are based on a number of well-known fundamental human rights. Secondly, the state must create a reliable and predictable environment for the economic activity of individuals and legal entities [59, 61]. This is one of the reasons why the rule of law is becoming the cornerstone of good governance. No one seems to dispute that these two aspects are interconnected with a modern democratic state. Recently, the third role of the state has been mainly contested, namely that the state is a provider (or producer) of social services. Critics of the welfare state advocate the state's role as a security force rather than a "providential power" [23].

In such conditions, the competence of civil servants and their legal training represent a dynamic flexible system with interdisciplinary links, which, accordingly, requires a flexible educational process that corresponds to the trends of the time.

Let us consider some models of the appropriate information support for such an educational process. Experience shows that an effective mechanism for managing a university and increasing competitiveness is a balanced scorecard, which refers to education support technologies [42]. This technology allows considering the performance indicators of an educational organization and personnel as a related complex. The Personal Balanced Scorecard (PBSC) is currently considered an effective method of coaching (mentoring, work with students, including individual training and counseling) [40].

The development of the educational information space in the EU countries provides for the creation of a system of integrated networked educational resources [25]. Resource creation is a support technology, resource use is an educational technology. These educational resources vary in scope and function. Working with scales is also part of support technologies. A similar situation is observed with virtual learning [15]. The creation of virtual educational technologies and models refers to support technologies, while the use of virtual technologies in education belongs to educational technology.

The transfer of knowledge in educational processes is associated with technologies: the transfer of general educational knowledge, the transformation of implicit knowledge into explicit knowledge, the consolidation of knowledge, the transformation of knowledge into competence, the formation of professional knowledge [27]. The combination of these technologies as a single system is denoted by the concept of knowledge management in education. Among the topical problems of supporting knowledge management in education, there is the study of the theoretical foundations of the representation of knowledge for storage in databases and knowledge bases.

Knowledge management is understood as any processes and principles associated with the creation, acquisition, exchange and use of knowledge or experience [32]. Some definitions emphasize that this is the process of acquiring collective experience for its full use by the organization where it can be useful for achieving the highest return. Collective expertise or "knowledge resources" are defined as core competencies, common practice, or core art. Some definitions emphasize that knowledge management is based on the use of people, processes or technology to enable an organization to optimize knowledge sharing and retention [42].

The essence of knowledge management in education lies in the targeted impact of management entities on the development of corporate human capital with the aim of expanding the reproduction of new knowledge and educational information products that provide the university with strategic competitive advantages [63-65]. A number of key aspects arising from the interpretation of the essence of knowledge management can be noted.

First, the management of an educational institution must have such managerial knowledge and competencies that would be adequate to the requirements of reproducing high quality human capital. These subjects of management, or leaders in the field of reproduction of corporate knowledge, must have such management skills that would be the leadership basis for the highly efficient functioning of their management capital.

Secondly, if the object of the corresponding managerial influence is human capital, represented by a complex and contradictory unity of human personalities and characters, then the expected high quality of this management should be a function of targeted influences on the corresponding socio-cultural, socio-psychological, sociological, and other humanitarian and economic aspects, and areas of collective corporate activity.

Consequently, the final product of an educational institution, acting in the form of an educational service, is not only a function of the direct professional knowledge and competencies of the heads and staff of a university, but an integral result of social, institutional, and other knowledge of a given university, 'united' under knowledge management environment [66-67]. Therefore, the existing approaches to educational knowledge management are closely related to the cognitive model of human capital.

The main functions of the educational knowledge management system are to solve two general interrelated tasks: first, in the formation of an innovative and self-learning corporate human capital capable of a high speed of creative labor, constructive "conversion". Secondly, in the creation of social conditions within which corporate human capital of innovative quality realizes itself in the creation of innovations in demand by the market and other consumers in the form of educational products.

The formation of information units is a vivid example of information technology support not only in education, but also in many areas of information modeling [69]. Information units from the standpoint of linguistics are analogous to the elements of the language of informatics. Recently, information units have been widely used in various scientific and technological areas. They serve as a description tool and a tool for the formation of: processes, models, situations. When using them, a systematic approach is used as a method for constructing a certain information model or system by analogy with building a complex system [58]. The use of IE allows a systematic approach to be applied in the formation of educational resources and educational technologies. Information units are used for different teaching methods: traditional, informational, virtual, distance learning. IE is used as elements of knowledge transfer and construction of integral systems in educational technologies. Educational information units, in contrast to information units used, for example, in communication theory, have a form, semantics and cognitive coloring. The latter property is excluded in communication theory. The analysis and study of information educational units is relevant and especially important in distance and virtual education, in which they represent elements and the basis for the transfer of knowledge and learning. The process of the quality of perception and understanding of educational material depends on the correct accounting and use of these units. Educational information units are information building blocks in the system of constructing educational scenarios, technologies, and resources [48].

From the standpoint of a systematic approach, information units are elements of a complex system that describes management processes. In the aspect of management, groups of information units are of interest: structural, semantic, procedural; operating room, visual, transactional. All groups of information units are a means of describing various management technologies or technologies to support management activities.

The structural group of information units includes means for describing the structures of management models and structures of situations in which the managed object is located. The semantic group of information units includes means of transferring the content of control and corrective actions. The procedural group includes means for describing management processes at the formal level of management.

The operational group of information units includes means for describing management processes at the operational level of management. It essentially implements management processes in practice. The visual group of information units includes the means of presenting the results of information processing in the form of images, presentations, visual dynamic models, and virtual reality models. It performs the functions of support for management decisions. The transactional group includes means for describing the exchange of transactions when working with databases and storages.

Analysis of management methods using information units makes it possible not only to improve the quality of management, but also to carry out an interdisciplinary transfer of knowledge. The applied methodology with the use of information units makes it possible to carry out a comparative analysis of different methods and technologies of management – for example, within the framework of the "new public management".

It should be emphasized that the role of new public management has rapidly increased, which also determines the need for appropriate changes in the educational training and retraining of civil servants, including with regard to their competencies in the field of law. In the EU member states, the European Court of Justice has developed a number of criteria for determining the public sector and, accordingly, indirectly this concerned the definition of public administration. This happened when the Court was interpreting the provisions of the Treaty concerning free economic competition and freedom of movement of labor between the countries of the Union. In fact, although the Treaties do not dispute ownership of enterprises, both public and private, due to the case-law of the Court, most public services in member countries have been transferred from a monopoly regime to a regime of free enterprise and competition [68]. Organizations and activities that were once state-owned and granted preferential treatment are now privatized, or at least have lost their preferential treatment. The Court has always been confident in pointing out that the law of the European Economic Community, in principle, does not prevent the creation of state-owned enterprises or the preservation of existing enterprises. However, such businesses must comply with the rules of the Treaty, in particular those related to competition.

The jurisprudence of the Court offered a new direction, calling into question the precedent of the overriding point of view of the public administration. In fact, when interpreting the provisions of the Treaty on the Free Movement of Labor, the Court took a new turn in defining the concept of the key functions of public administration bodies. In order to limit the tendencies observed in a number of Member States towards limiting the employment of foreign labor in the public sector, the Court was forced to define acceptable and unacceptable criteria in the light of the Treaty allowing for such limitations. Work in public administration should be available to every EU citizen in any member state on the same terms and conditions as provided for the indigenous citizens of that state. The only justified exception was made in relation to works related to the implementation of state powers or directly related to the protection of national interests or the sovereignty of the state.

Thus, throughout the European Union, the Court has ensured a broad legal protection of the German tradition, according to which the functions of state bodies and those of the civil service differ. The provision of public services does not entail the exercise of state powers, and, therefore, can be carried out by citizens of any EU member state, while the implementation of state powers can be carried out by citizens of the respective state. In other words, the exercise of state powers is a monopoly of the state. However, each state itself determines which functions are functions for the implementation of state powers. Roughly speaking, it is believed that today 60 to 90 percent of public positions in EU member states are open to citizens of all member states, which means that only 10 to 40 percent of all public service jobs are connected in one way or another with "the exercise of state-legal powers and the protection of the general interests of the state", if one follows the wording of the European Court of Justice (case 149/1979, Commission v. Belgium) [48]. Thus, while in the overwhelming majority of specialties, public service education within the EU is "international", the competences in the field of public administration have a significant nation-state based specificity.

A relatively recent symposium on the impact of the introduction of the non-professional civil service on non-permanent (temporary) contractual staff in public administration noted that in OECD countries the number of such agreements has grown steadily over the past 15 years. Some saw this as a threat to a permanent civil service and its inherent values of professionalism, objectivity, political impartiality and consistency, while others saw it as a positive step towards more adaptive, competent, efficient and less costly administrations. The symposium concluded that the main reasons for hiring lay temporary staff have always been the same: the need for flexibility in order to save budget, and the evasion of administrative rules that were considered too strict. It was also noted that such a practice contributes to a weakening of the rules regarding quality and represents a kind of return to nepotism and patronage, returns to the problem of subjective rights and equal access to public office, and also leads to a loss of knowledge, experience and loyalty to common interest [5]. Finally, as a result of this, a possible result of such practice may be less guaranteed predictability and legal certainty of administrative decisions. In such conditions, pedagogical, informational and legal support of the education and self-education processes of civil servants acquire, without exaggeration, crucial importance.

The use of information technology support is a mandatory factor in the development of education. Such support extends both to information educational technologies and to conventional methods of lecture training, slides, presentations, electronic boards, save the teacher's time and allow organizing training in a concentrated manner. Creation of virtual models as a support technology makes it possible to apply virtual learning and more effectively explore the world around us. The creation of multimedia educational technologies is a technology of information support. The use of multimedia technologies allows organizing training in a new way, including adaptive methods and flexible trajectories.

Information support contributes to the creation of sustainable access for teachers, students and cadets to scientific and educational information, which is associated with the implementation of the educational program, and the formation of new forms of relations between teachers and students both in the learning process and in informal contacts outside the educational process [42].

Information support of the educational process contributes to the creation of new opportunities for listeners and cadets: 1) access to the educational portal of the educational organization, where educational and methodological support is concentrated; 2) communication with teachers by e-mail; 3) access to the progress database; 4) participation in teleconferences for each course studied; 5) communication with cadets of their course (group) using network interaction; 6) consultations with a teacher on-line, and a number of other opportunities.

Information support for the activities of the educational organization of government bodies also contributes to the achievement of a number of educational goals: 1) the formation of professional competencies; 2) the formation of a modern scientific and professional worldview and information culture of future specialists in public administration and law; 3) realization of creative potential and personal development [27].

The consumers of scientific and educational information that circulates in the learning process are the student, the group of students and, naturally, the teacher, whose activities are related to the management of educational activities, the development and filling of the information resources used [17].

The totality of the systematized by didactic functions, by the levels of education, by the targeting of the use modern information educational resources, both printed and electronic, is an educational and methodological complex. It is important to note that for the effective organization of the educational process carried out in the electronic information and educational environment, in modern conditions, didactically grounded and developed educational and methodological complexes are needed.

Following the accepted classification according to the function carried out in the educational process, the electronic educational and methodical complex (EEMC) is one of the types of educational activity [35]. In its essence, EEMC is a structured set of electronic educational and methodological documentation, electronic educational resources, teaching aids and knowledge control guidelines, containing interrelated content and intended for joint use in order to enable effectiveness of students' study of academic subjects, courses, disciplines and their components [40]. The studies conducted allow asserting that the presence of EEMC contributes to the use of e-learning in the course of training various categories of trainees, which meets the requirements of the information society and the need for high-quality training of civil servants and law experts [5]. The structure and content of the EEMC depend on the specifics of the discipline itself, as well as on the organization of the educational process. The results of the study indicate that the addition of e-learning modules, different in their purpose, to the EEMC provides a significant expansion of its didactic potential and options for interaction with the subjects of the educational process [48]. The structural elements of EEMC include: curriculum; textbook, study guide, lecture course, laboratory practice, presented in electronic form; application packages; knowledge control system, etc. An electronic educational and methodological complex should be considered as a didactic system that will allow a public administration teacher, using information support of the educational process, to implement an integral learning technology.

The most important element of the didactic complex is information support, which includes two main components: information support for the teacher's activities and information support for the activities of cadets. Structurally, information support is presented in the form of didactically interrelated and complementary parts. Information support of the teacher's activities is the most important component of the didactic system, and its content corresponds to the goals of professional training of a specialist in the field of public administration or a law expert.

4 Conclusion

The purpose of further research should be to substantiate and develop a model for personalizing vocational training using the achievements of modern information and communication technologies, as well as developing a methodology for personalizing vocational training based on the use of a personal e-learning place. At the same time, the use of electronic educational resources developed on the basis of a modular approach, distance educational technologies and ICT in general will greatly facilitate the construction of individual educational trajectories of students in the most effective way, their independent work within the educational process.

Training programs should prepare leaders in the field of public administration, analysts who have the skills to assess, develop, and implement public projects using digital technologies. Graduates of such programs are new generation managers with deep knowledge in economics, management, project management, investment attraction, professional communications, and big data analysis methods.

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LEGAL FRAMEWORK FOR REGULATING THE RIGHT TO LABOR MIGRANTS

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Abstract: The article describes the modern international legal framework for the universal and regional regulation of the status of migrant workers, shows scientific approaches to regulating certain types of labor migration and analyzes the forms of interstate cooperation in this area. The author studied the special components of the existing international legal mechanisms for managing labor migration in the context of the activities of interstate integration associations, analyzed challenges and suggested some outlines.

Keywords: Human rights, International Labor Organization, International law, Labor, Migrants.

1 Introduction

Labor migration is one of the phenomena of globalization of the modern world. The global economy and social development of countries are increasingly dependent on the efficiency of labor migration, which contributes to their enrichment through the use of additional labor resources that stimulate socio-economic processes.

Currently, the problem of labor migration is one of the key issues for the entire international community. Almost all states of the world today are involved in the exchange of labor as importers or exporters, which indicates the global nature of labor migration. According to the UN, currently in the world about 120 million people work outside the country of their citizenship [44].

Globalization and regionalization trends have an impact on international law and, in particular, on international legal regulation of labor. At the level of international universal organizations – the International Labor Organization and the United Nations – a great deal of work is being done to adapt international labor standards to the conditions of globalization.

Integration associations use legal mechanisms aimed at stimulating economic cooperation between states, in particular, at securing the right to free movement of citizens of states within the borders of a regional association, aimed primarily at labor mobility [13]. Freedom of movement of workers is one of the four basic freedoms in the European Union, mechanisms of free movement in different variations exist in the CIS, ECOWAS, in the Andean Community, in MERCOSUR (South American Common Market), ASEAN (Association of Southeast Asian Nations) and some others.

When determining the features of international legal regulation, migration is subdivided into forced and voluntary movements. The international legal framework for the regulation of labor migration has its own specifics [1-6]. On the one hand, universal standards of labor and social rights are enshrined in the 1966 International Covenant on Economic, Social, and Cultural Rights and must be applied by states parties to all persons (the Covenant uses the term “everyone”), without any discrimination [14]. These standards are equivalent in relation to foreigners and their own citizens. Each state party decides on the form of implementation of the rights and freedoms established by the Covenant in its own national legal system.

On the other hand, the host State sets the procedure for the entry, stay, and exit of migrant workers at its own discretion. According to experts from the International Organization for Migration (IOM), interstate labor movements of individuals are regulated primarily by national migration legislation, and “some countries play an active role in regulating external labor migration and creating favorable conditions for their citizens abroad” [32].

Part 1 of Art. 2 of the UN International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families 1990 defines them as persons “who will, are engaged in, or have been engaged in paid work in a state of which they are not citizens” [7]. As it is known, the universal international legal standard is the right of every person to work. Under it, part 1 of Art. 6 of the International Covenant on Economic, Social and Cultural Rights of 1966 describes the right to receive the opportunity to earn a living in work that he freely chooses and to which he freely agrees [9].

Researchers point out the importance of the so-called “Socially organized” form of labor migration, which assumes the possibility, taking into account the policies pursued by the states, to significantly influence the volume and direction of movement of the population from one country to another [38]. It seems that the balance of the international obligations of the receiving countries and their own possibilities for the accommodation of migrant workers should contribute to the creation of decent conditions of employment and stay [8].

2 Materials and Methods

The methodological basis of the research was formed by a set of methods of scientific knowledge. To solve the set tasks, historical-legal, comparative-legal, formal-legal, dialectical methods were chosen.

The methodological basis of the research also includes the principles of cognition of social and legal phenomena in the field of migration (including ideas, concepts and theories) in their historical development, interrelation, as well as theoretical and applied interdependence; general scientific approaches – systemic, complex.

The theoretical basis of the research was the work on the science of labor law, as well as on the sciences of constitutional, civil, administrative, family, international, private international law, which deal with issues related to the topic.

The source base of the study reflects various aspects of the regulation of labor migration regulated by international law, including documents of a universal and regional nature, acts of European law, official documentary materials of international organizations in the field of migration.

3 Results and Discussion

For the first time, migration for the purpose of employment became an object of international legal regulation almost 100 years ago. Since then, under the auspices of the United Nations, a number of acts have been adopted aimed at protecting the rights and legitimate interests of those who carry out professional activities outside the country of origin.

The UN (at the global level) and the Council of Europe (at the macro-regional level) played an important role in discussing the post-war reconstruction and the development of the international legal regime, which later became the basis for various declarations and treaties, including in the field of migration.

The Universal Declaration of Human Rights, adopted by the UN General Assembly on December 10, 1948, approved the fundamental documents in the field of forced and labor migration, which determined the basic rights of labor migrants, refugees, and their families [57, 62].

The International Labor Organization (ILO) is the most important “actor” in the UN system, influencing the regulation of migration. On the initiative of the ILO, a number of conventions were adopted that oblige the participating States to observe the principle of non-discrimination between citizens and non-citizens in the field of labor relations [16-21]. The ILO Constitution defines a clear system of control over the observance of the provisions enshrined in its conventions by the States parties. This system provides for the regular submission of reports by the governments of the participating States, as well as special control procedures based on a review.

The 1990 UN Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families establishes a list of types of labor migration [22, 23]. Article 2 of the Convention includes in the concept of “migrant worker” cross-border and seasonal foreign workers, seafarers and persons employed in fixed coastal installations; migrants moving in the course of work from one state to another for short periods; project and self-employed workers, as well as foreigners who work on other grounds (“self-employed”) in the host country [10]. In our opinion, Art. 2 of the 1990 Convention was formulated in such detail as to facilitate a definite classification of types of migrant workers both in the relevant bilateral treaties and in the national legislation of the participating States.

A number of Western European countries (Greece, Portugal, Italy, the Netherlands, Finland, Austria) have included the status of a seasonal foreign worker in their migration legislation. Currently, some EU member states (France, Estonia, Czech Republic and Finland) use simplified procedures for the recruitment of seasonal migrant workers. Experts note that often a simplified acceptance procedure entails the abolition of mandatory testing of a vacancy in the labor market and/or the mandatory receipt of a residence permit and/or work permit [51].

Under the simplified regime, only an entry visa is required to stay in the country and carry out labor activities” [59]. Here one can cite as an example the consolidated version of the French Migration Code (Code of Entry, Residence and Asylum) 2010 and its Labor Code 2008; The Estonian Aliens Act 2009 and its Employment Act 2008; The Czech Republic Act on the Residence of Foreign Citizens on its Territory and its Employment Act 2004; Finland's Aliens Act 2004 as amended in 2009, and its Employment and Employment Contracts Act 2001 as amended in 2010.

Part 1 of Art. 11 of the ILO Convention No. 1436 defines a migrant worker as “a person who migrates from one country to another for the purpose of obtaining any work other than at his own expense”; the term “includes any person who lawfully entered the country as a migrant worker”. The universal guaranteeing norm is Art. 7 of the 1990 UN Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, which obliges participating States to respect and ensure the rights of all migrant workers and members of their families in their territory or under their jurisdiction, without discrimination of any kind. Article 11 of the 1990 Convention prohibits the keeping of these persons in slavery or servitude (paragraph 1) and their involvement in forced or compulsory labor (paragraph 2). Article 24 establishes the right of a migrant worker and members of his family to recognition of legal personality. Clause 1 of Art. 39 establishes their right to freedom of movement and choice of residence within the territory of the receiving state [9].

Article 5 of the European Convention on the Legal Status of Migrant Workers 1977 (ETS No. 093) includes the obligation of the States parties, even before the arrival of the migrant worker, to provide him with a labor contract or a specific job offer. Article 32 establishes that the provisions of the Convention go hand in hand with the national legislation of the contracting parties or any bilateral or multilateral treaties that provide for more favorable treatment with regard to the protection of migrant workers [59].

Today, the admission of labor migrants by economically developed states is associated with legal regulation that goes beyond the content of the 1990 Convention. An example of this is their division into unskilled labor and highly qualified specialists, for whom a special adaptation system has been created [25-31]. Thus, the usual condition for attracting foreign labor in Belgium is the testing of a vacancy in the national labor market, which is entrusted to the inviting legal entity. Highly qualified specialists, teachers of higher education and management personnel are exempted from this procedure. In addition, for such categories of workers, the residence permit in the country can be extended up to 8 years [24]. In 2008, the Government of South Korea launched the Job-Seeking Visa program, according to which foreigners with work experience in one of 300 well-known world companies can enter its territory for the purpose of self-employment without receiving an official invitation and having an employment contract [12]. The South African immigration authorities grant work permits in connection with outstanding ability to persons with the appropriate professional skills and those making a worthy contribution to the development of the country's economy, and their families [49].

Despite the differences in the national legal regulation of the status of migrant workers, the common thing is that the receiving state makes a certain selection of foreign workers [33-37]. They are conditionally divided into those who are offered a temporary stay for a period of employment, and those who can apply for a long-term stay and deserve separate integration benefits and programs (linguistic, cultural, family).

Regional international legal regulation of attracting foreign labor to the EU has its own priorities, enshrined in the EU Strategy Plan on Legal Migration, which include, inter alia, the use of workers of all skill ranges depending on the needs of national labor markets. The 2007 Lisbon Treaty, which entered into force in December 2009, contains the obligation of the member states to ensure the integration of third-country nationals legally residing in the EU (Art. 79 (4) Treaty on the Functioning of the EU). In addition, the European Council Directive 2009/50/EC on the conditions of entry and residence of third-country nationals for the purpose of carrying out highly qualified labor activities of May 25, 2009, the so-called “Blue card directive” exists [51]. The content of this Directive also provides for the creation of special conditions for family reunification of such migrants, in particular, for their spouses and children.

Western legal scholars point to a close connection between the integration processes and the immigration policies of the host countries [46]. For example, in France, Germany, and the Netherlands, the state competence in the field of integration of foreigners has been transferred from the ministries in charge of social affairs to the departments of the interior or immigration. This, according to experts, increases the ability to control immigration to a greater extent that contributes to the integration of labor migrants [45, 46, 69].

Eastern European scholars singles out as one of the European migration trends of the introduction of national preferences in the labor market, when a foreigner can get a job in a Western European country only if citizens of this country, as well as other EU member states or member states to the European Economic Area, do not apply for it [11].

There is still no special regulation in relation to unskilled foreign workers in EU law. The legal status of such persons is determined by the national legislation of the host state and relevant bilateral international treaties. Nevertheless, IOM experts believe that a general legal framework for attracting unskilled foreign workers has already begun to emerge, uniting the national legislation of the EU countries, namely [12]:

- Availability of medical insurance paid by the employer or by the employee himself [39];
- The prohibition of artificially reducing migrants’ wages in comparison with salaries of native citizens;

- Issuance of work and residence permits only after signing an employment contract with an employer from an EU country;
- Ensuring the departure of employees from the country of employment upon the expiration of the term of the employment contract.

It seems that these norms will continue to influence the formation of directive sources of EU secondary law. Thus, clearly in the context of the above legal framework, Directive 2014/36/EU of the European Parliament and of the Council of February 26, 2014 on the conditions of entry and stay of third-country nationals for the purpose of employment as seasonal workers was developed and adopted [40-42]. This Directive leaves to the discretion of the EU Member States the size of the labor quotas they may set (Art. 7). The main requirements for the entry of seasonal workers are as follows: 1) the presence of a valid employment contract and travel document; 2) proof of proper place of residence in the EU; 3) no threat to public order, safety or health; 4) lack of access to the national social support system; 5) absence of risk from the point of view of illegal immigration (Articles 5, 6).

The European Social Charter 1961, revised in 1996 (ETS N 163) is a regional international treaty of the Council of Europe affecting the status of migrant workers. Part 4 of Art. 18 of the Charter establishes the right of citizens of the participating states to live for the purpose of working in the territory of other parties. The Appendix to the Charter stipulates that the list of social rights of migrant workers applies only to legally staying foreigners: it applies to foreign citizens “only if they are citizens of other Parties, legally residing or permanently working in the territory of the relevant Party” (p. 1). Paragraph 18 of Part 1 of the Charter, which is a kind of set of basic principles in the field of labor and social protection, confirms the right of citizens of the Parties to labor migration, with the proviso of those restrictions that may be caused by “compelling economic or social reasons”. Article 19 sets out in detail the content of the right of migrant workers and their families to protection and assistance, including the following [24]:

- Assistance of the parties to the activities of free support services;
- Provision of the necessary sanitary and medical services at the entrance [47-48];
- Guarantees of the provision of the national regime of the host state in wages, working conditions, membership in trade unions, participation in collective agreements, housing, taxation, legal proceedings [50];
- The right to non-refoulement, except in cases of threat to national security or public order and morality;
- Permission to freely transfer any part of earnings or savings;
- Promoting family reunification;
- Assistance in learning the national language of the host country;
- Assistance in teaching children the native language of their parents.

It seems important that Part 10 of Art. 19 of the Charter extends these forms of protection and assistance to self-employed migrant workers. This means support for all types of employment and entrepreneurship, which is also relevant for the position of some national legislators of the CIS countries regarding labor migration [52-56, 58]. It would be appropriate here to give an example of the validity of entry visas for foreign workers in Italy. In this state, there is a system of two types of labor visas: for self-employment, i.e., independent activities of an insubordinate nature, and for work for hire. The first type of visa is issued for a period of up to 90 days, for a long fixed period not exceeding one year, and with an open period for those foreign citizens who will carry out professional activities on an independent basis. The same category includes persons of creative (artistic) professions [49]. At the same time, for example, the current migration legislation of the Russian Federation does not contain the full scope of the rights and freedoms of migrant workers provided for by the Charter.

In our opinion, the European Social Charter acts as a regional international legal basis for the treatment of the participating states with legally staying labor migrants. The revised version of the Charter, adopted in 1996, contains an expanded list of socio-economic human rights and freedoms and establishes such standards as the right to protection from poverty and social exclusion (clause 30, part I), the right of older persons to social protection (cl. 23 part I), the right to collective bargaining of workers and employers (paragraph 6 of part I) and, finally, the right of foreigners to work along and on an equal basis with their own citizens (paragraph 18 of part I) and the right of workers migrants and their families for protection and assistance (paragraph 19, part I). To date, the Charter has been signed by 45 member states of the Council of Europe and ratified by 33 of them.

Thus, cooperation between states in the field of international labor migration is carried out on the basis of such generally recognized universal legal principles as the non-alienation of fundamental human rights and freedoms enshrined in international norms and the applicability of these rights and freedoms to every person, regardless of race, skin color, gender, citizenship, language, religion, ethnic or social origin [60, 61]. Over the past decades, the UN and the ILO have done a tremendous job: the states that have ratified their conventions provide a sufficiently high level of international protection of the rights of migrant workers and their families.

However, the established standards are only partially implemented in practice. While the core ILO conventions impose certain obligations on states, their effectiveness remains limited. The main disadvantage of the ILO regime is its incompleteness, insufficient reciprocity in relations between sending and receiving countries and the actual impossibility of the ILO to force states to implement the recommendations in practice [43].

The UN General Assembly is still debating the Declaration of the Rights of Non-Citizens and the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. Moreover, the perception of the receiving and sending countries in relation to the rights of migrants is especially different [63-65]. These two categories of countries have different interests in relation to the status of migrants in receiving countries and different approaches to the standards of fair treatment and non-discrimination. In particular, debates revolve around the issue of recognizing a set of rights for migrants depending on their legal or illegal status.

The International Organization for Migration, in contrast to the UNHCR, provides technical assistance in a wider range of issues – both developing and developed countries. The organization works with government, intergovernmental and nongovernmental partners to provide a wide range of services, from situation analysis, data collection and recommendation to governments and NGOs, to the management of specific projects on the ground.

Other organizations specializing in related issues of economic development and planning (United Nations Development Program, United Nations Population Fund, World Bank) and combating crime (United Nations Office on Drugs and Crime) also work in the area of international migration management. The former collect and analyze data on the possible positive effects of migration in order to maximize them, and also help developing countries improve technical and managerial skills in the field of migration management [66-68]. Emphasis is placed on the efficiency and use of translations, retention of skilled professionals, engagement with diasporas, strengthening local governance and investment in education. UNODC, as custodian of the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, and the Protocol against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against

Transnational Organized Crime, promotes the ratification and implementation of these documents by governments, and provides legal assistance and technical advice in the areas of law enforcement, prosecution and justice.

But, despite the certain successes of international organizations in solving the problems of population migration, their activities are more of a declarative nature, and not filled with real content. Moreover, the majority of host states deal with migration problems, proceeding from their own vision of solving this issue, and often this vision can radically differ from the views and practice of international organizations. In addition, the various international organizations existing today have shown their ineffectiveness in resolving conflicts that take place in modern international relations.

4 Conclusion

By the beginning of the 21st century, the world community has accumulated a certain experience in the international legal regulation of labor migration, aimed at protecting the rights, realizing the legitimate interests of those who carry out professional activities outside their countries. However, the results of the legal analysis of this experience convince that the development of "international immigration law needs additional tools and new standards" [15], and not only in private law aspects, but also in the field of public legal regulation of international cooperation in the field of labor migration.

International legal regulation of labor can be carried out at the universal, regional (interregional) and bilateral levels. Each of these levels has its own characteristics, but following the basic idea of the integrity of the system of international law, all these levels of regulation should be interconnected and interact.

The globalization of world migration processes requires active participation of countries of different economic levels in universal and regional (subregional) international legal regulation. The distribution of migratory labor flows in the world is uneven: some countries only accept migrant workers, others are only states of origin, and others perform both functions. Therefore, their interest in international legal regulation of labor migration is different for them.

In our opinion, it is worth formulating in more detail the special principles of such regulation, which are acceptable to all states participating in the international labor exchange. These principles include the provision by states of origin and acceptance of the return of labor migration; awareness of migrant workers about their rights and obligations in the receiving state; prohibition of discrimination in the field of general human and professional rights; equality of treatment for migrant workers and the implementation of consular protection of the state of citizenship in the territory of the host country. The national migration and labor legislation of the receiving states, in turn, can be supplemented taking into account the possible forms of implementation of the listed international legal principles of cooperation in the field of voluntary migration.

According to the famous German scientist T. Straubaar, who has been dealing with migration problems for a long time, "global games require global rules". He believes that ideally it is necessary to strive to create a global international regime for the movement of people (or at least labor migrants) similar to those that have already been developed by the international community in the field of trade and finance, ecology, proliferation of weapons of mass destruction, etc. [59]. This regime would contribute to the unification of efforts to control migration, would facilitate the legal movement of people by establishing uniform rules for entry and exit, and would make migration more predictable and beneficial for all parties.

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Primary Paper Section: A

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COMPARATIVE CHARACTERISTICS OF SOCIAL LEAVE: INTERNATIONAL AND FOREIGN EXPERIENCE

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Abstract: The article describes theoretical and methodological aspects of the phenomenon of social leave and provides tracing of its evolution in the 21st century. Much attention is paid to the childcare leave in different countries/regions, and also innovative form of social leave is presented – creative leaves or sabbatical. Sabbaticals are considered in plane of their effects both on the employee and the company. The conclusion is made about paradigm shift in postindustrial understanding of social leaves comparing to industrial era.

Keywords: Parental leave, Performance, Sabbatical leave, Social leave.

1 Introduction

The formation of the rule of law, in which a person, his rights and freedoms are the highest value, should include such a development of labor legislation, in which the creation of legal guarantees for the fullest implementation and protection of workers' constitutional rights in the process of labor activity, including rights such as the right to rest, education, upbringing of children are enshrined. These rights are ensured, inter alia, by providing employees with various types of vacations, differentiated by purpose, procedure, and conditions of granting, duration and other criteria.

Despite the fact that, by virtue of the above, leaves are elements of various institutions of labor law, a comprehensive study of vacation as a legal concept, as well as the legal regulation of the entire set of vacations provided for by labor legislation, makes it possible to identify, along with the features that determine their differentiation, the general, what is inherent in various types of vacations, and on the basis of the knowledge gained – to improve their legal regulation. In particular, social leave is granted to employees in order to create favorable conditions for motherhood, childcare, education, meeting family and household needs, and for other social purposes.

In connection with the above, the use of the comparative legal method in this study is of particular importance, since it allows comparing the models of legal regulation of leaves adopted in different countries, to identify their inherent features, to study both positive and negative experience of legal regulation in this area, and also to better understand the originality of the national labor law, the possibilities and tendencies of its further improvement and development.

Accordingly, the object of the study is labor relations in terms of the implementation by employees of the rights to various types of vacations in accordance with the legislation of different countries.

2 Materials and Methods

Vacation as a complex legal concept that incorporates the features of various types of vacations is part of the broader concept of "non-working time", which is a period of time provided to employees both annually and in accordance with the prevailing circumstances, for recreation, training, scientific or other creative work, as well as for family reasons and other valid reasons for a certain number of days.

The right to leave is considered as the right to use certain types of leave, derived from such constitutional rights of workers as the right to rest, education, upbringing and caring for children, etc [2, 3].

The methodological basis of the research was formed by general scientific (historical, dialectical, logical, systemic), as well as private law research methods (formal method, comparative legal).

3 Results and Discussion

As a rule, in any country, social leaves are as follows: maternity leave, to care for a child until he reaches the age of three; leave in connection with the adoption of a child; and leave granted to employees who have children or an adult child who are a person with a disability since childhood.

Most countries have also developed a modern system of legal regulation in the field of labor, including the provision and use of vacations, through legislation and other regulatory legal acts adopted in different historical periods, as well as through regularly updated social partnership agreements, collective agreements, local regulations, labor contracts, and other agreements between the employee and the employer [54].

Over the past years, legal experience has accumulated in the regulation of vacations at various levels and in different legal acts of several branches of law, orienting towards the generalization and further development of legal norms on vacations for the most optimal and differentiated reflection of them in various legal sources [57]. The national policy in the field of social vacations is also influenced by the fact whether the country has ratified the main international acts on vacations, which determine the need to improve the classification of vacations, to further systematize the legal norms that govern them in accordance with international labor law, based on the consideration of domestic legal experience and international integration processes [7, 26].

Providing employees and other individual categories of people in the employed population with various types of leaves expands their opportunities in obtaining free time from work for periodic rest and restoring the forces and working capacity spent in the labor process, as well as other non-working time for the implementation of other reasonable and respectful goals that do not contradict the law [40]. Therefore, the improvement, on a scientific basis, of the complex normative consolidation of various types of vacations, the conditions and procedure for their provision and use, should contribute to the purposeful harmonization of the system of their legal regulation for the comprehensive development of human resources.

A deep study of the concept of social leave is extremely important due to the fact that it is used in various branches of law [5; 6]. It should be noted that vacation is a stable complex legal entity, which includes various elements of legal regulation that gives it a complex intersectoral nature, due to the combination of constitutional law, labor law, administrative law, "educational" law, social security law, tax law, penal law, etc.

Consideration of the right to social leave as a subjective right of a person, of course, contributes to a comprehensive study of labor relations. From the point of view of the general theory of law, subjective law is understood as permissiveness, which imposes on other persons a certain legal obligation to act in this way. At the same time, this right can be presented as an opportunity that allows the subject to enjoy the good within the limits established by law [47].

Any subjective law, as the most important element of the content of legal relations, is the following structure: a) the possibility of permissible behavior of the entitled person himself; b) the ability to demand appropriate certain behavior from obligated persons (counterparties in a legal relationship); c) the possibility of resorting to coercion by the state in the event of non-fulfillment or improper fulfillment of the relevant requirements by the obligated persons. Subjective law is a set of requirements and corresponding obligations of performance, based on the law and under its protection, with the provision of the necessary coercion in case of non-performance. Thus, the category “subjective right” gives answers to the questions, what opportunities and in relation to whom the entitled person has [18, 29].

An analysis of views on the concept of social leave allows concluding that the said right must be exercised as part of an employment relationship [8; 9]. An employee, entering into a specific legal relationship, receives a legal and justified opportunity to demand from a specific employer release from work for a certain number of days during the working year on appropriate conditions.

Unlike labor leaves, social leaves are provided to employees not for work in accordance with the concluded labor contract, and, therefore, do not depend on the length of service, type and place of work, etc [12, 13]. The right of employees to social leave does not depend on the duration, place and type of work, name and organizational-legal form of the organization. Social leave is provided in excess of labor leave. For this time, the previous work remains, and in cases stipulated by the Labor Code or collective agreement – also wages are preserved. In cases where wages are not maintained, social leave is granted without payment [1].

Social leave is granted for the calendar year in which the employee is entitled to it [55, 56]. If the employee has not requested the granting of such leave in the current calendar year, the social leave is not carried over to the next working year and is not replaced by monetary compensation (usually, including upon dismissal). Social leave includes the following types of it:

- Maternity leave;
- Leave to care for a child until the child reaches the age of three [58];
- Leave in connection with training;
- Leave with pay for medical treatment and other personal needs of the employee;
- Sabbatical;
- Short-term vacations without pay, which the employer is obliged to provide to the employee;
- Unpaid leave for family and household and other valid reasons, provided by agreement between the employee and the employer [49-53];
- Leave without pay or with partial pay, provided at the initiative of the employer.
- Unlike labor leave, social leaves have some distinctive features:
- They are provided not for recreation, but for other recognized socially useful (social) purposes [60, 61];
- The right to social leave does not depend on the duration, place, and type of work;
- Wages for the period of social vacations are retained in the cases provided for in the Labor Code or a collective agreement;
- All social vacations are an independent type of leaves. They are provided in excess of the labor leave together with it or separately from it.

It should be noted that most scientists support this point of view, noting that social vacations do not belong to the time of rest, since in reality there is a change in the type of activity – previously there was work, which is replaced by study, raising children, renovating an apartment, improving health, etc. [4, 11, 14].

Social leave cannot be mixed with work leave, as these are different legal categories. Social leave is a separate legal category (separate institution). This is clearly evidenced by the goals (reasons, circumstances) for which they are provided, which was mentioned above [15-17, 20].

However, in different countries, the situation with social leave is ambiguous. In particular, maternity leave is available to most young parents around the world, somewhere it lasts more than 50 weeks and is well paid, somewhere fathers are allowed to take it, and somewhere it is not available to everyone.

Today there are only nine countries in the world where there is no paid parental leave. These are Suriname, the Marshall Islands, Niue, Nauru, Palau, Papua New Guinea, Tonga, and the United States.

In the United States, women are only entitled to 12 weeks of parental leave. The legislation does not oblige employers to pay the decree. But not everyone can take it - only mothers who work in companies with more than 50 employees and subject to at least a year of experience in such an organization are entitled to leave [63-68]. Only half of working women in the United States meet these criteria. As a result, only ten percent of American women use parental leave, most of whom “save” regular leave and sick leave in order to extend the maternity leave by at least a few days [21].

The first country to legalize parental leave was Germany in 1883. It was followed by Sweden in 1891 and France in 1928. In 1919, the International Labor Organization developed and adopted guidelines for the protection of mothers and children, which were based on three fundamental principles:

- Holiday to care for the child;
- Cash payments;
- Preservation of the workplace.

In most developed European countries, maternity leave became compulsory in the 1960s for several reasons. First, states have desperately tried to raise fertility after two disastrous wars to recoup human losses. Officials hoped (justifiably) that if families were confident in maintaining jobs and stable benefits, they would have more children. Secondly, it was necessary to ensure the safety and proper level of health for women and children [19, 22-24]. Legislators realized that the sooner a mother recovers from childbirth, the sooner she will return to work. The baby's health also contributes to this. For these reasons, labor legislation has evolved continuously.

In total, there are 36 countries in the world where the total maternity leave exceeds 52 weeks [41]. The International Labor Organization recommends that women be given at least 14 weeks of maternity leave and at the same time pay an allowance of at least 2/3 of the mother's salary. According to a study by the international organization WORLD Policy Center, in many countries these conditions are still not met.

Less than 14 weeks of paid vacation is granted, for example, in Argentina, Tunisia, Egypt, and Mexico. In the countries of Central Asia and Africa, maternity leave usually lasts from 14 to 25 weeks. The same rules are in China, Israel, and Switzerland. In Europe, the most popular option is from 6 months to a year of parental leave. In Norway, for example, parents have a choice: 46 weeks of leave and keeping one hundred percent of the salary, or 56 weeks at 80 percent [59].

If we talk about the situation around the world as a whole, it is improving: about 190 countries of the world have granted women the right to parental leave. However, recent research suggests there is a downside to maternity leave [11].

In the 60s of the 20th century, when the concept of maternity leave was developed and implemented, its main tasks were to ensure safety and health for women and children. Factors such as the mother's professional competence, her career, and the possibility of going on maternity leave were not discussed.

Now the discussion about maternity leave is moving to the question of whether a woman will be able to remain in demand in the labor market after it ends [27, 28]. Increasingly, there are opinions that the impact of the decree on a woman's life can at least be different, and there is evidence of this.

According to a report by the Organization for Economic Co-operation and Development, when mothers stay at home with their children for more than two years, their chances of returning to the labor market without losing wages and career growth are greatly reduced [30-35]. At the same time, large social payments for childcare, which are available in some countries, encourage women to stay at home and reduce their motivation for professional self-realization.

A key finding from an OECD study is that if maternity leave is longer than two years, it seriously harms a woman's working life, and the best success in the profession is achieved by mothers who returned to work no later than 20 weeks after giving birth [46].

Even in Denmark, one of the most parent-friendly countries, women are paid on average 30 less than the previous salary immediately after leaving the decree. After "getting into the working rhythm", the situation does not improve, losses only decrease to 20 percent in the long term. These are the findings of a study by Danish scientists [36-39]. In France, for example, women who were on maternity leave for a year receive a salary 7-17 percent less than before the birth of a baby. In Germany - by 6-20 percent. This phenomenon is called the "maternity penalty", when mothers receive less income than childless women. In China, for example, this figure reaches 37 percent [47].

An interesting approach to remedy this situation has been proposed in Sweden. Since the mid-80s of the 20th century, "fatherly quotas" have been in effect in Sweden - the number of days in the decree, which only the father is obliged to take. In Sweden it is 60 days out of 480. If the father does not go on maternity leave, the family will lose payments. But if the father shares the entire parenting leave in half with the mother, then the parents will receive additional money. As a result: every fourth parent on maternity leave in Sweden is a father [48].

Similar legislation exists in Norway and Iceland, and the UK has introduced it since 2015. In Norway, "daddy quotas" were adopted back in 1994. There, the father is obliged to spend half of the decree with the child - 14 weeks [41]. Research suggests that Norwegian dads who are on maternity leave and spend more time with them than working dads are more likely to bathe, feed, and play with them.

Kids who grow up in a family with a father involved in upbringing have a whole list of advantages over their peers whose fathers are excluded from upbringing. For example, these children are less likely to violate the law and drop out of school, are able to avoid risky sex, have long-term relationships, and find high-paying jobs. In the future, children are unlikely to become homeless and are likely to have higher IQs than their peers by the age of three. In the longer term, they suffer from fewer psychological problems and are less prone to obesity [10].

However, the situation with the fathers' paternal leave is improving too slowly. According to the Organization for Economic Cooperation and Development, in Austria, the Czech Republic, Poland, and France, fathers make up about four percent of the number of parents who go on parental leave [59]. In Russia, it is only two percent, although 39 percent of men say they are ready to go on maternity leave; in Belarus, fathers take this leave in less than 1% of cases [69].

However, until now, only half of the countries in the world provide for a parental leave for fathers. There are several reasons for this. Perhaps the main one is the stereotypes of corporate culture. Women still earn less than men (the average difference in the world is 16 percent), so it is more profitable for the family to have a man working [59]. Social stereotypes are no less an obstacle. Men on maternity leave are still discriminated against, people are ridiculing them and accusing them of losing their masculinity.

A University of Oregon study of 6,403 men found that fathers face the same challenges on parenting leave as mothers. On average, fathers lose 15.5 percent of their wages after such leave, and they also put themselves at risk of being demoted or fired due to the fact that they are beginning to be considered unreliable workers [46].

Meanwhile, it is of interest to trace a correlation of paid parental leaves, sources of its funding and GDP (Figure 1).

Country	Employees contribute	Employers contribute	Government contributes	GDP growth rate (%)
Ireland	X	X		6.1
Estonia		X	X	3.3
Poland	X			3.1
Sweden		X	X	2.7
Australia				2.6
New Zealand			X	2.4
Canada	X	X		2.3
United States				2.2
United Kingdom		X	X	2.0
Germany	X	X	X	2.0
Czech Republic		X	X	1.7
Hungary	X	X	X	1.7
Iceland		X	X	1.7
Norway			X	1.5
Belgium	X	X	X	1.3
Denmark			X	1.3
Austria		X	X	1.2
France	X	X		1.1
Netherlands		X		0.9
Slovenia	X	X	X	0.6
Finland	X	X	X	0.5
Spain	X	X		-0.2
Italy	X	X	X	-0.2
Portugal	X	X	X	-0.4
Greece	X	X	X	-4.2

Paid parental leave is leave that is leave available to either parent (including transferable maternity leave).
GDP growth rate refers to the average annual percent change in gross domestic product from 2010 to 2015.

Figure 1 – Parental leave funding and GDP growth in OECD countries

Source: Raub, A. et al. (2018). *Paid Parental Leave: A Detailed Look at Approaches Across OECD Countries*. World Policy Analysis Center.

Figure 2 shows potential correlation of parental leave funding and unemployment in OECD countries.

Country	Employees contribute	Employers contribute	Government contributes	Unemployment rate (%)
Norway			X	3.1
Australia				4.4
Austria		X	X	4.7
Iceland		X	X	4.8
New Zealand			X	4.8
Netherlands		X		4.9
Germany	X	X	X	5.2
United Kingdom		X	X	5.5
Czech Republic		X	X	5.8
Sweden		X	X	6.0
Canada	X	X		6.1
Denmark			X	6.3
United States				6.6
Finland	X	X	X	6.8
Belgium	X	X	X	7.2
Poland	X			8.1
Slovenia	X	X	X	8.4
France	X	X		8.4
Hungary	X	X	X	8.8
Estonia		X	X	9.5
Italy	X	X	X	9.8
Ireland	X	X		12.0
Portugal	X	X	X	12.8
Spain	X	X		21.6
Greece	X	X	X	21.7

Paid parental leave is leave that is leave available to either parent (including transferable maternity leave).

Figure 2 – Parental leave funding and unemployment in OECD countries

Source: Raub, A. et al. (2018). *Paid Parental Leave: A Detailed Look at Approaches Across OECD Countries*. World Policy Analysis Center.

The tables, in fact, show that there is no definite correlation between paid parental leave and country macroeconomic performance. Thus, it can be assumed that societal traditions play huge role – the USA is highly performing country with almost unavailable paid parental leave, while Greece demonstrates poor GDP and unemployment indicators in presence of both governmental and corporate financing of parental leave.

The record for maternity leave for men is held by Japan, where a father can stay at home with his child for more than 30 weeks [42-45]. In fact, however, few of the residents of this country enjoy this privilege, since it is not welcomed in companies.

An interesting phenomenon is also the so-called creative leave or sabbatical. The word "sabbatical" goes back to Hebrew "Sabbath" – this is the name of the sacred time when believers should refrain from work. Universities were the first to introduce sabbaticals, sending tired professors on paid holidays for several months. Harvard pioneered this leave in 1880. Nearly a century later, businesses followed thus practice when they faced employees' burnout. The first program of long vacations – Sabbaticals with the retention of position – was offered to its employees by McDonald's in 1977 [57].

Usually people go on sabbatical to achieve a goal, learn something, or do research. Taking a sabbatical by one of the professionals can be an excellent test of a company's strategic planning. If one employee goes on vacation, the company can see how well the other specialists are coping with their duties and replacing him, and take the necessary steps to improve the situation if necessary. A number of Western companies have personalized sabbatical programs to attract, retain, and develop the best employees through their personal and professional growth. The length of such leave is from 4 weeks to 12, but some companies even provide 24 and 52 weeks of sabbatical.

Since then, this practice has spread throughout the Western corporate world. Back in 2012, according to a nationwide poll, 29% of all American companies offered sabbaticals to their employees (including 11% of small businesses, employing up to 100 people) [62]. Among them, there is a large share of IT companies, which, on the one hand, are traditionally more flexible, and on the other, they are more likely to face burnout of employees working with large amounts of information. Today there are sabbaticals, for example, at Google, Intel, and IBM.

Some companies that can afford it pay all or part of the sabbatical to their employees. For example, Intel pays during this period 100% of the regular salary, Citi – 25%. Deloitte offers unpaid sabbaticals for a period of one month and "for any reason" (along with paid 3-6 months "for personal or professional growth"). In Japan, the country's largest airline, All Nippon Airways (ANA), introduced the unpaid sabbatical program, though it promises employees a one-time payment of 200,000 yen ($1,930). Interestingly, ANA does not mind if pilots try to work for competitors [26] during a year off, which is a great and unique opportunity to learn a competitor's business from the inside.

The availability of payments, as well as other conditions, are discussed when agreeing on the sabbatical with the employer. As a rule, this is not an easy process, because companies, whatever they write in their PR materials, are not really eager to pay their employees a paid vacation. It is not altruism that pushes them to this, but quite pragmatic considerations.

Also, sabbatical can be a low-cost HR brand element. This is not an element of the social package that a significant number of employees will take advantage of. At the same time, the presence of the opportunity to take a long vacation in the employer's proposal demonstrates the company's concern for employees, respect for their interests and hobbies, that is, support for higher-order values.

4 Conclusion

Thus, it is obvious that the concept and practice of social leave is undergoing significant evolution and varies greatly across countries and regions. It seems appropriate, when studying social leave, to distinguish between their categories – parental leave, study leave, sabbatical leave, etc. In fact, we observe paradigm shift in postindustrial understanding of social leaves comparing to industrial era. It is likely that the further development of the practice of vacations will lead to the emergence of their new types and features.

The observed phenomenon can be confidently called the "post-industrial vacation phenomenon", when the goals of social vacations are shifted from purely pragmatic social goals to innovative ones that carry great potential and create unique competitive advantages for both companies and employees themselves. Most of the benefits from this practice are obtained by those businesses that actively compete for personnel – for example, IT companies or creative businesses: for them, non-standard ideas of employees who have been on long vacations can be very valuable.

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Primary Paper Section: A

Secondary Paper Section: AO

AN ANALYTICAL LOOK AT THE MANAGEMENT OF PUBLIC UNIVERSITIES IN THE SLOVAK REPUBLIC AND UKRAINE

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Abstract: The article aims to analyze the current state of management systems of universities and possible scenarios for their transformation. The methodological framework of the analysis is an overview approach and the principle of typology of structural configurations of control systems. The empirical base was formed by the research results on management systems and organizational culture of universities in the Slovak Republic and Ukraine. The legislative grounds of universities of the countries are considered. The analysis of the state of organizational culture and educational activities of the universities of the above countries is carried out. In the course of the study, the conditions and prerequisites for the development of other scenarios for the transformation of management systems of universities are considered, their features and capabilities are assessed. The article is of a problematic nature and is addressed to researchers and heads of universities.

Keywords: Education, High school, Slovak Republic, Ukraine, University Management.

1 Introduction

The modernization processes of higher education and the development of education and research processes also make the issues of management of universities significant. Difficulties and failures in the transformation of higher education in some countries are considerable since little attention has traditionally been paid to analyzing the problems of improving the management systems themselves. Over the past decades, the organizational characteristics of universities have changed very little. During these years, the focus of modernization activities was mainly education, then research and innovation; only in recent years – the structure of universities and their management systems. These circumstances have led to the increased attention of researchers to the development of university management systems. A number of works actively discussed the issues of centralization and decentralization of management, the autonomy of universities, and their independence in making certain managerial decisions [8, 35].

The problematic field of attention of researchers turned out to be the role of collegial governing bodies of universities in the general management system, the problems of interaction of various subjects of power in universities. These new management structures are characteristic of the modern model of university management [46].

Attempts were also made to systematize the management models of universities. In one study, the authors identified four models:

- Public administration;
- Partial autonomy;
- Partial independence;
- Independence [14].

The presented models differ in three key parameters:

- The legal status of the university and its relationship with the government.
- The degree of independence of persons responsible for the university's activities.
- The degree of financial autonomy provided by the government [47].

Of particular interest are works that reveal the features of changes in management systems during periods of active transformation of universities and their plans to strengthen competitive positions in the global scientific and educational space [2].

In recent decades, Ukraine has undergone significant socio-economic and political transformations. They affected all social spheres, including the sphere of higher education, where these changes are most dynamic. After the collapse of the USSR, Ukraine embarked on the path of European educational integration, which led to the signing of the Bologna Declaration, active participation in the construction of the European Higher Education Area [57]. In these processes, the leading role belongs to the state administration bodies of higher education. The activity of all higher educational institutions depends on the effectiveness of their functioning, the characteristics of the interaction between them, competence, and the correct definition of the development goals of the higher education system [17].

In Slovakia, the Ministry continues to implement international standards to ensure the quality of higher education, according to which the university itself bears the primary responsibility in this direction. Emphasis should be placed on Internal Quality Assurance Systems (IQAS), their functionality, and efficiency. The quality assurance system is more focused on improving individual universities' culture and level and creating IQAS with external monitoring. At the same time, special emphasis will be placed on creating a system of assistance to university teachers (especially beginners) in the course of the pedagogical process, supporting the management of changes in education based on data (employability of graduates, student structure, academic success, identified needs of social and industrial practice), participation of employers/professional associations in the preparation of curricula or in making changes to them, support for the creation of standard graduate profiles for individual educational areas. An essential goal of the Ministry is to change the conditions and status of the Accreditation Commission itself so that it becomes a full member of the European Association for Quality Assurance in Higher Education and is registered in the European Register for Quality Assurance in Higher Education. In this regard, it is necessary to adopt amendments to the Slovak legislation, which will ensure the commission's independence and its functioning, based on the standards mentioned above.

2 Literature Review

Clark, analyzing how the transformations of universities take place, noted that traditional European universities were not able to direct their development for a long time. Nowadays, however, universities must pursue their goals, for which they need to have a strengthened guiding core [10, 15, 16, 20]. This core should include major management groups and university structures [9]. It should be noted that a "strengthened control core" means not only an increase in the role and influence on the development processes of the university administration bodies but also the involvement of academic staff in management [18].

Salmi, answering the question of what it means to be a world-class university, identifies three key factors: concentration of talents, an abundance of resources, and effective management, and the latter is characterized by both the attraction of influential representatives from the outside world to the university management system and the presence of leaders, able to consistently pursue their policy and inspire the team, understand the strategy of the university, create an atmosphere of success and improvement, a culture of constant reflection, organizational learning and change [8].

The researchers note that the principle of academic freedom is a crucial rationale for many university governance reforms [14, 35, 46]. It is a cornerstone that allows universities to manage their activities as fully as the state allows them. At the same time, there should be a system of checks and balances at two levels: at the state level, which monitors and evaluates the university's activities, and at the university level, where the council requires leaders to account for the achievement of goals [21]. Summarizing the approaches to the study of modern university management systems, we note that researchers agree on several fundamental theses:

- The current period of development of universities is associated with the strengthening of the centralized influence on them by the state, which seeks to improve the manageability of universities in the face of new challenges of the emerging knowledge economy;
- "Soft" management, which is traditional for universities, is replaced by solid university power, the role of administrators in the system of managing the development of the university is increasing, and initiative and leadership in changes are being "intercepted";
- The centralization of management and the increase in its proactivity should be accompanied by the deepening of university autonomy, the formation of a corporate culture of striving for change and superiority [9];
- In a modern university, a balance should be ensured between the university bureaucracy and academic staff [47].

However, the principles of "direct democracy" or "vertical of power" do not work here. Instead, the task can be solved by mixing different forms of management, which must take into account both the division of labor and standardization and the presence of a solid and autonomous professional group. The mode of "participation in university management" is a tool for achieving such a balance [8].

All these considerations pose the problem of finding managerial mechanisms that would allow the renewal of the education system to be launched based on the effective use of organizational resources of centralization and university autonomy [22-25]. The successful solution to this problem is associated with the analysis of the current state of the management system of universities and the identification of trends in its development [55].

2.1 Ukraine

In Ukraine, management in the field of higher education is carried out by public administration bodies of higher education at various levels [1]. Therefore, before proceeding to the study of their functional powers and responsibilities, we consider it necessary to give a definition of the concepts of "higher education management" and "public administration of higher education" [29].

In scientific thought, a consensus has not yet been formed regarding the essence of the concept of "higher education management". Researchers, as a rule, focus on one aspect – the subjects of management and their functions, goals, and objectives of management, methods, and means of its implementation [66, 67].

Having systematized the existing scientific approaches to this problem, in our study, we will proceed from the fact that the management of higher education is a process of purposeful continuous activity of various subjects of management (state, self-government, public organizations, etc.), which consists in the implementation of directing and regulating influence on public relations in the field of higher education to achieve the goals of its functioning, development and improvement – the all-round development of the individual in the interests of society and the state [1-7].

In the conditions of the state's existence and the concentration in its hands of the main levers of influence on the sphere of higher education, among all the varieties of higher education management, the leading role belongs to the state management of higher education.

It is purposeful, organizing and regulating the process of state influence on the sphere of higher education, which is executive and administrative, is carried out in the process of exercising state power by specially authorized state bodies through the use of state power and the performance of certain managerial functions in order to streamline public relations in the sphere of higher education, achieving the goals of its functioning, as well as improving its structure and organization.

2.2 The Slovak Republic

Since the velvet revolution, the Slovak government has always paid special attention to science and education, particularly to the development of universities. In the 1990s, there was a gradual reform of this area at the first stage. It can be called a transitional stage from "centrally planned" education to a "market" one [12]. At that time, both workers and scientists in Slovakia were going through a retraining process (gaining skills in working with computers, expanding language knowledge) [67]. It should be especially noted that the documents of the then Cabinet of Ministers, aimed at developing this area, determined the strategy for the development of science and education and specific ways of its implementation.

So, for example, only within the framework of funding from the Ministry of Education and Science of the SR for 1994-1995; 64 and 169 research projects were selected, respectively. Also noteworthy is the fact that initially, the development of Slovak science was accompanied by the expansion of the international relations of Slovakia with various countries in this area. It is no coincidence that the government adopted two fundamental documents on August 2, 1994: the Concept of State Scientific and Technical Policy and the Project for Ensuring International Scientific and Technical Cooperation of the Slovak Republic [11].

In the early 2000s, under the government of M. Dzurinda, a more general approach to science and the development of universities prevailed. However, since then, the documents of the Cabinet of Ministers have become more abstract, comprehensive, but less revealing both the individual nuances of Slovak education and the prospects for the specific direction of introducing the achievements of Slovak scientists into the common European space [13].

European education is a good base for graduates and their parents. A European-style diploma opens up good prospects for future life: it can count on official work and residence in the EU countries. The opportunity to develop and reach new heights of career development begins with a small one – the right choice of a university. State universities in Slovakia with a worldwide reputation are ready to offer training to students at an affordable cost or free [19].

3 Materials and Methods

Within the framework of this work, a method is undertaken based on the theoretical structure of domestic and foreign researchers to describe the organizational design and the organizational configurations caused by it. The article's authors seek to assess the vectors of modernization of university management at the present stage [27, 28]. The empirical basis of the article is the materials of proactive comparative studies of organizational culture and management systems of universities.

The system of higher education in Ukraine is made up of higher educational institutions of all forms of ownership, legal entities that provide educational services in higher education, and bodies that exercise management in higher education [30-32, 34]. In Ukraine, there are 823 universities in which they study in all forms (day, evening, correspondence). The overwhelming majority of higher education institutions are state and municipal property.

In an organization, a system of individuals that ensures a particular product, there are no dependent and independent parameters; they are all interconnected both vertically and horizontally [36, 37]. According to their functional responsibilities and functional aspirations, the elements of the organization are grouped into five main divisions: the operational core, the middle line, the strategic peak, technostructure, and support personnel.

The organization's effectiveness is determined by the content of the coordination mechanism that provides production and information (management) interactions of joint activities of the elements of the organization [39-42]. Applying the presented theoretical structure to universities, let us single out two intra-university communities for further research: the teaching staff (teaching staff) – employees of the operational core (departments) and administrative staff – workers of the middle line (deans of faculties, directorates of institutes), technostructures (functional departments and departments of university management), support personnel (administrative services and divisions), a strategic peak (administration) [38].

Let's highlight five main coordination mechanisms. The dominance of one of them in the organization's activities generates a specific type of structural configuration – the gestalt of rigidly dependent relationships between the main divisions [44, 45, 48, 51]. In this regard, five main types of structural design are possible: simple structure, mechanistic bureaucracy, professional bureaucracy, divisional form, and adhocracy, the choice and implementation of which is determined by the objectives and results of the organization (Table 1) [38].

Table 1: A coordinating mechanism applied to universities in organizing the management of their activities

Structural configuration	Main coordination mechanism	A key part of the organization	Decentralization Type
Simple structure	Direct control	Strategic apex	Vertical and horizontal centralization
Mechanical bureaucracy	Standardization of work processes	Technostructure	Limited horizontal decentralization
Professional bureaucracy	Standardization of skills and knowledge (qualifications)	Operating core	Vertical and horizontal decentralization
Divisional form	Release standardization	Median line	Limited vertical decentralization
Adhocracy	Mutual agreement	Support staff	Electoral decentralization

The coordination mechanism is not a declaration; its implementation is based on its legal framework correlated with the legal field of the external environment [56, 58]. Changing the coordination mechanism, therefore, the type of organizational configuration is possible only by changing the organization's legal framework. This circumstance was noted earlier [38] in the study of the general patterns of organizational culture.

The systemic phenomenon (organizational culture) in this case is a reflection of the activities of the existing coordination mechanism, and the state of the organizational culture is a reflection of the effectiveness of its activities [63]. The closeness and correlation of the structural configuration with a specific type of organizational culture is a fairly obvious fact.

The typology of organizational culture, developed by Cameron and Quinn based on highlighting competing values, fixes the fundamental organizational cultures – clan, adhocratic, market, hierarchical, as possible ultimate ideas about the combinations of competing values used [59, 62, 65]. Other characteristics of the management system, the ways of making management decisions, movement of information flows, social distance, are also transformed in the context of one or another type of coordination mechanism [38, 61].

Concluding the review of key attitudes in the analysis of management systems conditioned by this approach, we note that the typology of structural configuration can also be considered as a typology of the maturity of organizational forms since it reflects the process of movement from simpler forms of organization and management mechanisms to more complex ones [68-70]. This allows it to be used as a diagnostic tool for assessing the current state of university management systems and determining organizational development goals.

Another important direction in the analysis of university management systems can be establishing a general trend in the transformation of management in universities. The movement towards more complex structural configurations of university management systems allows us to talk about the direction of their development and the opposite situation – about the trend of degradation or stagnation of management systems in the absence of changes.

4 Results and Discussion

Taking this brief overview, let us designate that the starting point of modern transformations was the management model of higher education, which was characterized by a high degree of centralization, which makes it possible to classify it as a simple structure dominated by direct control under conditions of vertical and horizontal centralization with the leading role of hierarchical management structures [55]. Obviously, such an assessment captures only the key most general characteristics and does not reflect the real picture of managerial relations in universities, of course, relations are much more complex and ambiguous.

In Ukraine, the main role in the implementation of public administration of higher education belongs to governing bodies of different levels, which have an internal organization, are endowed with appropriate powers, are associated with higher educational institutions and other government bodies. At the same time, we note that the activities of state governing bodies should be regulated by a clear regulatory and legal framework. Thus, the state administration of higher education in Ukraine is carried out in accordance with laws and regulations. The main ones are: the Constitution of Ukraine (1996); laws of Ukraine "On Education" (1991), "On Higher Education" (2002); National Program "Education" (Ukraine XXI century) "(1993) and the National Doctrine of Education Development (2002), as well as decrees of the President of Ukraine, resolutions of the Verkhovna Rada of Ukraine and the Cabinet of Ministers of Ukraine, which are aimed at regulating the sphere of higher education and regulations on the activities of specific government bodies of higher education in Ukraine [57].

The structure of state management of the higher education system in Ukraine was introduced by the Law of Ukraine "On Education" of May 23, 1991, which established the need for state control over the activities of educational institutions, regardless of ownership in order to ensure the implementation of a unified state policy in the field of education [43]. These functions were assigned to the central and local education authorities and the State Inspectorate of Educational Institutions under the Ministry of Education of Ukraine. Initially, her main responsibility was to inspect and certify educational institutions, regardless of their affiliation. During its existence, this body has been renamed and reorganized several times. Thus, the range of her duties was expanded to study the work of state bodies that have educational institutions under their authority, regarding their implementation of state policy in the field of education; implementation of control over universities for their observance of laws and other normative legal acts; participation in the development and improvement of the regulatory framework for state control over the work of educational institutions, etc.

The leading role in the development of measures for public administration of higher education and their implementation belongs to the President of Ukraine, the Verkhovna Rada of Ukraine and the Cabinet of Ministers of Ukraine. The President of Ukraine exerts his influence on the sphere of higher education by appointing and terminating the powers of the head of the relevant ministry for education, heads of central executive bodies, heads of state administrations. In addition, the President of Ukraine forms, reorganizes and liquidates ministries and other central executive bodies; signs or prohibits laws adopted by the Verkhovna Rada of Ukraine, approves and repeals acts of the Cabinet of Ministers of Ukraine. Under the President of Ukraine, the Public Humanitarian Council operates as an advisory and advisory body, one of the activities of which is to analyze the state of public administration of higher education in Ukraine [52].

The mission of the Verkhovna Rada of Ukraine in the public administration of higher education is to adopt relevant laws and regulations that regulate the field of higher education. At the same time, it approves programs of scientific and technical, social, national and cultural development, in which the sphere of higher education takes the main place [53].

The role of the Cabinet of Ministers of Ukraine in the process of public administration of higher education lies in the fact that it is this body that ensures the implementation of policy in the field of education; initiates and develops draft laws related to the field of higher education; develops national programs of scientific, technical, social and cultural development, which are then approved by the Verkhovna Rada of Ukraine; directs and coordinates the work of the line ministry for education [52].

Therefore, it can be argued that the President of Ukraine, the Verkhovna Rada of Ukraine, and the Cabinet of Ministers of Ukraine carry out nationwide management of higher education, defining its main directions and priorities development. They develop, adopt, or veto bills and programs related to higher education, in the same way establishing the conditions for its growth and management of this area [64].

In accordance with the current Law of Ukraine "On Higher Education", management in the field of higher education is carried out by the central executive authority, which ensures the formation of state policy in the field of education; the main administrative body that implements the state policy in the field of education; the central executive authorities, which are subordinate to higher educational institutions; local government bodies; owners of universities and public authorities [43].

The central executive body ensures the formation of state policy in education; the main administrative body that implements the state policy in education is the line ministry, which functions as part of the Cabinet of Ministers of Ukraine. Initially, in December 1991, the Ministry of Education of Ukraine was created, which united the state administration of all levels of education. It became the central body of state executive power, which provided leadership in education. The authorities of the Ministry of Education of Ukraine were as follows: participation in the definition of state policy in the education sector; implementation of state educational policy, control over its performance and compliance with acts of legislation on education; control over compliance with state academic standards; accreditation of higher educational institutions; formation and placement of state order for the training of specialists with higher education, etc. [54]. The Ministry of Education of Ukraine (as of January 1, 1997) was carried out by a minister, two first deputy ministers, and three deputy ministers. Its structure included more than 12 departments, including the General Directorate of Higher Education.

In 2000, thanks to the merger of the Ministry of Education of Ukraine and the State Committee of Ukraine on Science and Intellectual Property, the Ministry of Education and Science of Ukraine was created. It was established that the Ministry of Education and Science of Ukraine is the central body of executive power, which is directed and coordinated by the Cabinet of Ministers of Ukraine. Concerning the sphere of higher education, the Ministry was entrusted with the following tasks: submitting proposals to the Cabinet of Ministers of Ukraine regarding the streamlining of the network of State higher educational institutions; implementation of licensing, certification, and accreditation of higher educational institutions, maintaining the State Register of educational institutions; development and decision-making regarding experimental working curricula, new educational programs, pedagogical innovations, and technologies; implementation of measures regarding material and moral incentives for workers in education and science, etc. [13]. The structure of the Ministry was also transformed – a new position of the first deputy minister for relations with the Verkhovna Rada of Ukraine was introduced, and instead of three deputy ministers, only two were envisaged; management received the name of departments.

Another improvement in the structure of the Ministry of Education and Science of Ukraine was carried out in 2002, which led to the fact that organizational, expert-analytical, legal, informational, material-technical, and other support for the activities of the Ministry of Education and Science of Ukraine, its current work, as well as support for the activities of the Minister, had to be carried out by the State the secretary, and not the first deputy minister – the head of the apparatus of the Ministry of Education and Science of Ukraine. The Secretary of State had a first deputy and deputies [9]. In 2006, the post of Secretary of State was abolished. As of December 2010, the Ministry of Education and Science of Ukraine had one first deputy minister and five deputy ministers.

In December 2010, the Ministry of Education and Science and the Ministry of Family, Youth, and Sports were reorganized, and on their basis, the Ministry of Education and Science, Youth and Sports of Ukraine was created. In accordance with the Regulation "On the Ministry of Education and Science, Youth and Sports of Ukraine" (after this, the Ministry of Education and Science) [12], some more were added to its tasks that relate to the implementation of public administration in the field of higher education: organization of elections (competition), appointment and dismissal from the posts of heads of higher educational institutions subordinate to him; approval of the statutes of universities; consideration of the proposal for granting the status of national and research higher education institutions, as well as the status of a scientific center to scientific research (scientific and technical) institutions; determination of a strategy for monitoring the quality of education and ensuring its implementation, etc. Furthermore, since the Higher Attestation Commission was liquidated, the MESMS also took over the management of the work on awarding scientific degrees and academic titles [57].

This ministry was headed by a minister who had a first deputy and a deputy chief of staff. In the Ministry of Education and Science, Youth and Sports, the Department of Higher Education was created, which was engaged in the analysis of the state of the sphere of higher education, the development and implementation of the organizational and legal mechanisms of its functioning.

In February 2013, the institutional structure of public administration of higher education underwent another change, which the division marked after two years of the existence of the Ministry of Education and Science, Youth and Sports of Ukraine into two ministries – the Ministry of Education and Science and the Ministry of Youth and Sports. At the same time, we note that the functions of the new ministry have also changed. In particular, its main tasks have been expanded by giving it the duty to exercise state control over the activities of educational institutions, regardless of their subordination and form of ownership. In addition, per its tasks, the Ministry of Education and Science of Ukraine now approves the appointment of heads of state-owned universities, subordinate to other central executive authorities. Furthermore, it adopts the statutes of private institutions of higher education. However, the management structure of the Ministry of Education and Science has not changed [14].

Throughout the profile ministry for education, a collegium functioned under it for the coordinated solution of issues related to its competence. Orders of the Ministry implement the collegium's decisions, and its members are appointed and dismissed by the Cabinet of Ministers of Ukraine on the minister's recommendation. The head of the collegium is the Minister of Education and Science. It includes the First Deputy Minister, Deputy Minister, Deputy Minister – Chief of Staff, Head of the State Inspection of Educational Institutions, a representative of the National Security and Defense Council, people's deputies, heads of leading educational institutions, senior officials of the Ministry education and science [57].

Thus, the analysis of the transformation process of the central body of public administration of higher education in Ukraine (the profile ministry) made it possible to study precisely how its structure, powers, and features of influence on the sphere of higher education have changed since independence. It should be noted that the regulation of higher education has always been a priority area of activity for the ministry. This is evidenced even by the fact that the department for higher education has always existed despite the constantly changing number of offices, departments, and deputy ministers (which, as a rule, was justified).

At the regional level, the state administration of higher education is carried out by the Main Departments of Education and Science of the regional state administrations. They are subordinate to the Ministry of Education and Science and in the regions – to the regional state administration. As for the management of the sphere of higher education, its main task is to implement the state policy in the field of education, taking into account the peculiarities of the region's socio-cultural environment and monitoring compliance with legislation in the field of education. Furthermore, the Main Department of Education and Science creates conditions for the realization of the right of citizens to receive higher education; predicts the region's need for specialists and forms a regional order for their training; organizes and controls the work of state and communal higher educational institutions under the powers delegated by the Ministry of Education and Science; prepares proposals for the appointment and dismissal of the heads of research institutions and research departments of universities.

Regarding the authorities of the Autonomous Republic of Crimea and local self-government bodies, which are subordinate to universities, their powers are as follows: ensuring the implementation of state programs in the field of higher education; determination of the need for specialists in the area and the formation of proposals for the volume of state orders for training, retraining and advanced training of specialists; development of suggestions for optimizing the network of universities; attraction of enterprises and organizations to solve the problems of higher education, etc. [2].

Recently, the changes taking place in the structure of public administration bodies for higher education testify to the tightening of control over higher educational institutions by the central government bodies represented by the Ministry of Education and Science and the centralization of administration. At the same time, we note that these features of public administration of higher education are largely due to an outdated regulatory framework and blind copying of Western experience without taking into account national characteristics.

Thus, the existing legal and regulatory framework for the sphere of higher education is characterized by an insufficient level of elaboration, contradictoriness, and inconsistency with the realities of modern life. In particular, the Law "On Higher Education" was adopted back in 2002. In 2005, Ukraine joined the Bologna Process, thereby declaring its European integration aspirations in the educational sphere. This, in turn, required the Ukrainian state to make changes in higher education itself and its management. It should be noted that attempts to develop a new law have been carried out for at least the last three years, but all of them have ended in failure so far. Now the Verkhovna Rada of Ukraine is considering three draft laws, "On Higher Education", but which of them and when will be adopted is still unknown, since Acts and regulations almost never receive priority status, as a result, they are considered and worked out for a long time before approval.

In the Slovak Republic, through the availability of objective information and data, the Ministry seeks to increase public confidence in the higher education system. More accessible data on public HEI spending on specific activities provide a basis for a qualified discussion of higher education funding and a more targeted allocation of public funds to meet the needs of society and individuals. Furthermore, the Ministry intends to strengthen the international dimension of the university environment, eliminate the demotivating elements associated with academic careers, and support healthy and open competition among the best students/workers [26].

The Ministry is interested in removing barriers to higher education. At the student level, it is about making full use of the capabilities of the credit system, such as student mobility within the university itself, as well as between universities, both vertically and horizontally.

In the case of employees, the Ministry's goal is to remove barriers that prevent more flexible career paths between the academic and other sectors (public, private, and non-profit). Associated with this is the system of assessments of personal support for the implementation of educational programs and the creative activity of universities, in which it is necessary to take into account the fact that the work of specialists with a reduced work schedule in a particular situation can become a greater contribution to education than in the case of the established weekly teaching activity [33].

A feature of the open higher education system is the use of the possibilities of the international academic environment. At this stage in the development of the Slovak university environment, internationalization is an independent goal, which will gradually become an integral part of certain areas of university life to improve the quality of university performance or increase readiness for activities on a global scale level [60]. A systematic approach requires the development of a strategic document that specifies individual goals and measures in this area. It should define the goals of academic mobility, a support system for the presentation of the Slovak university space as an integral part of the pan-European space in the field of higher education and research, the development of existing programs, such as the National Scholarship Program, as well as programs to support the return or acquisition of experts and specialists from abroad. It will be equally important to analyze the existing barriers to the internationalization of the university environment and identify ways to eliminate them (visa policy, language barrier, the impact of the social security system on the employment of foreigners, etc.). It is also essential to focus on creating an integrated environment for students and staff so that there is no isolation of students studying in academic mobility. Still, there would be both interactions between students and contacts of separate cultures [49]. In cooperation with the academic community, the Ministry intends to prepare a primary document in this area and create a mechanism to support the activities of individual universities in it.

In order to facilitate international cooperation of higher education institutions in the field of education, a simplified way of creating joint curricula will be created. Furthermore, the Ministry intends to introduce into Slovak legislation a European approach to ensure the quality of joint programs. These changes will include adjusting the position of so-called free-mover students who decide to take part in their studies at a Slovak university and then complete their studies in another country [50].

5 Conclusion

In most European countries, as well as in Ukraine, responsibility for higher education is vested in a line ministry or central governing body (for example, the Department for Higher

Education, Innovation and the Arts in the UK; Ministry of Education and Science in Norway, Finland; Ministry of Higher Education and Research in France, etc.). At the same time, many functions of the management of higher education institutions are delegated to the regional level, to intermediary agencies, public authorities, and the universities themselves, which have significant autonomy.

An analysis of the Ukrainian experience in public administration of higher education cannot yet boast of such a state of affairs. In Ukraine, the postulate of the autonomy of higher education institutions, which is enshrined in legislation, does not find expression in real life. In order to take into account socially significant interests in resolving the problems of the sphere of higher education, public advisory bodies function under state authorities – the Public Humanitarian Council under the President of Ukraine, the Public Council under the Ministry of Education and Science. The top place in the structure of public bodies that influence the sphere of higher education is occupied by the Union of Rectors of Higher Education Institutions. The activity of these bodies is characterized by structure, but at the same time, it is essential to note that it is not yet very effective since their recommendations do not find practical implementation in the public administration of the higher education system.
Thus, the analysis of the institutional structure of public administration of higher education has revealed two levels – national and regional. Moreover, the study shows that significant changes have taken place in the public administration system in the sphere of higher education in recent years.

The long-term strategy of the Ministry of the Slovak Republic is formed by a comprehensive framework for the activities and tasks of the Ministry in a particular area in the coming years.

The current institutional structure of public administration of higher education in Ukraine corresponds to the experience of most European countries, which have also entrusted the public administration of higher education to a specialized ministry. However, there are still significant reserves for improving this system, particularly the weakening of directive management, the delegation of management powers to lower levels of management, and the introduction of absolute autonomy for higher education institutions. Subsequent developments will be devoted to the study of these problems.

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HUMANIZATION OF THE EDUCATIONAL PROCESS OF PROFESSIONAL TRAINING OF CIVIL SERVANTS AS A METHODOLOGICAL BASIS FOR IMPROVING THE HUMAN RESOURCES POTENTIAL OF THE CIVIL SERVICE OF UKRAINE AND THE EU EXPERIENCE

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Abstract: Fierce competition between countries has led to the fact that the competence of the civil service, capable of solving complex issues quickly and in a new way, has come to the fore and directly affects the competitiveness of a particular state in the international arena. That is, the professionalization of the civil service should help to minimize apathy, congestion and low executive discipline of civil servants and be able to attract the most competent personnel who understand their tasks, who are able to think strategically, form and lead teams, introduce innovations and ensure results. Modernization of professional training of civil servants in Ukraine based on the best practices of European countries within the framework of the humanistic paradigm will allow solving the issue of legal regulation of the civil service, creating a holistic approach to personnel policy, developing a mechanism for attracting, retaining, and developing human resources, creating motivation mechanisms, evaluating activities and will entail minimization of corruption-related risks through the introduction of ethical codes. At the same time, today Ukraine has a unique chance to create a model based on the experience and mistakes of other countries.

Keywords: Civil servants, Education, Ethics, Public administration, Skills.

1 Introduction

The exit of the Ukrainian society from the crisis, the development of the advanced achievements of the world community are impossible without a qualitative increase in the professional level of public administration personnel. There is a need to develop conceptually new approaches to the system of professional training of civil servants. The country needs approaches that overcome the fragmentation of individual, personal and subject-activity development, ensuring the organization and optimization of this process, in which a steady interest is achieved and the subject's abilities for self-knowledge, self-development, and self-realization are formed in the process of professional development.

Over the past century, the system of state administration of Ukrainian society has undergone multiple and rather radical transformations, which has led to a number of consequences, some of which can be considered negative. To date, a largely unsatisfactory professional, activity, and social environment has developed in the public service system; there is a decrease in the quality of the staff and staff potential, which forms in public opinion, on the one hand, a negative image of civil servants and public service, and on the other, a selfish motivation to enter the civil service [10]. The possibility of eliminating the noted negative features of the modern civil service is seen in the development of a model of professional and personal development of a civil servant and the subsequent introduction of areas of technologization of advanced training.

It should be noted that the Center for Adaptation of Civil Service to the Standards of the European Union, in pursuance of the provisions of the Concept of the National Program for the Adaptation of Ukrainian Legislation to EU Legislation, approved by the Law of Ukraine dated November 21, 2002, No. 228-IV, is working on the preparation of regulatory legal acts, including the draft Law of Ukraine “On Civil Service” in the new edition. Article 22 of the law determines that the general requirements regarding education, professional qualifications and experience of persons who apply for positions in the civil service of the corresponding category are as follows: for categories 1-2 – complete higher education (availability of qualifications at the educational qualification level of a master or a specialist), fluency in one of the official languages of the Council of Europe and work experience of at least 10 years, including at least 5 years in leadership and civil service positions; for 3-4 categories – complete higher education, etc.

However, to date, more than six years after the entry into force of the Law of Ukraine “On Civil Service”, the National Agency of Ukraine for Civil Service (NAPS) has failed to substantiate and implement in the field of civil service the professional standards provided for by national legislation. This uncertainty makes it unpredictable and useless for the NAPS to form and implement effective public service policies, since it makes it impossible to define the content of vocational training in accordance with professional standards.

The lack of professional standards introduces elements of subjectivity in the procedure for holding competitions for the civil service when it comes to the mandatory assessment of the level of professional competence of candidates for vacant positions [1, 2-4, 12]. Under such conditions, the risks of protectionism and abuse in recruiting for the civil service increase. The way is open to recruitment into the civil service in accordance with personal loyalty. As a result, people without relevant knowledge, without the necessary skills and abilities, who do not always have the necessary and relevant work experience, are appointed to responsible government positions.

Since May 2015, it has been established that it is mandatory to hold a competition for a civil service position to ensure equal access to it. But Ukraine turned out to be the only country in Europe that, during the period of quarantine under the conditions of the COVID-19 pandemic, by law temporarily canceled the competition for the vacant civil service position. Almost 20 thousand people (approximately 10% of the total number of civil servants) were admitted to civil service without competitive selection.

Meanwhile, modeling the process of developing the professional and personal potential of civil servants in the process of advanced training is based, first of all, on the features of the entire system of continuous professional education of civil servants identified:

- Completion of the period of organizational and institutional formation of state power and the acquisition of the features of a highly dynamic self-developing open system;
- The need to pursue a policy of modernization of labor resources in public authorities, systematic and methodical formation of a personnel reserve for public service, corresponding to the level of state problems to be solved;
- The transition from politicization to professionalization in state and municipal administration, the creation of a team of professionals who own the mechanisms, techniques, and technologies of managing society in new socio-economic conditions based on a variety of forms of ownership, the mechanism for taking into account the interests of the state, business structures, corporate groups, the population, and individuals [16, 17, 19, 21];
- The priority of law, legislation in the actions of state bodies, the formation of a new legal culture;
- The process of changing and improving political reality;
- The need to create a qualitatively new executive and legislative branch in order to form a civil society [7, 22];
- The formation of innovative management with the transition to new management technologies, effective management functions in an aggressive social environment, uncertainty of the situation, conflict and confrontation.

Taking into account these features of the entire system of continuous professional education of civil servants, the development of the professional and personal potential of civil servants in the process of advanced training, apparently, should be built in such a way that it forms in the public servant the need for a systematic rethinking of his professional and personal potential, and on the other hand, the need for its further development. In this regard, the student of the courses becomes an active subject, and not just an object of educational activity.

Thus, the orientation in training towards the tasks of the holistic development of the personality of a professional determines the need to abandon the traditional training model and adapt to the goals of adult learning, the models of developmental training available in modern practice. In our opinion, one of these models can be a personality-oriented one [24-26]. Unlike the traditional model, the personality-oriented model assumes a holistic view of the student as a person – harmony of mind, soul and heart. Here, the focus is on the needs, personal experience, and the level of actual development of the student's personality and the construction of the educational process in the zone of his immediate self-development, i.e., determination of the individual trajectory of continuous self-education of a civil servant [30-34]. The main result will be the development of universal professional and personal abilities of a civil servant, and, first of all, creative, reflective, communicative, thinking. In turn, this is possible within the framework of the model of humanization of the educational process in the professional training of civil servants. In this context, it seems appropriate to study the experience of the EU countries that have passed a long way of establishing the civil service [35-38]. The closest countries for Ukraine in terms of training civil servants are namely the EU countries, due to the proximity of their location and deep historical and cultural ties.

A high level of moral and legal culture of civil servants is an attribute of a civilized democratic state. One of the forms of legal education is a system of retraining and advanced training of civil servants with an emphasis on the anti-corruption component [43-48]. The main principle of training civil servants, which should be realized in Ukraine, is the inextricable link between career growth and training, the continuity of professional development.

The purpose and meaning of education today is a person capable of self-learning and self-realization. Modernization of the educational system for civil servants implies that modern society needs educated, moral, enterprising people who can independently make decisions, predicting their possible consequences, are mobile, capable of cooperation, have a sense of responsibility for the fate of the country, its socio-economic prosperity [51-55].

From these positions, the main goals of vocational education for public servants are the training of qualified specialists of the appropriate level and profile, competitive in the labor market, fluent in their profession and oriented in related fields of activity, capable of effective work in their specialty at the level of world standards, ready for constant professional growth, social and professional mobility[57-60]. At the same time, one of the main conditions for effective education is a humanistic approach. It is only in a humanistic educational system that conditions can be created for the formation of a personality capable of self-realization and self-development.

The humanization of the education of civil servants stands out from the general number of global processes. It is aimed at developing the skills and abilities that are necessary both for the professional growth of future specialists and for life mobility and flexibility, the formation of the ability for self-improvement and self-study, as well as national identity and tolerance, obtaining fundamental knowledge in disciplines not only of the professional cycle, but also humanitarian.

2 Materials and Methods

The research methodology is a comparative analysis of foreign experience in professional development of civil servants, primarily the goals and audience of listeners, forms and methods of advanced training, advanced training programs, organizations that provide advanced training. EU experience in organizing the professional development of civil servants, as a rule, is based on the interaction of state bodies with educational institutions (universities, colleges, schools).

The theoretical and methodological basis of the study is the dialectics of social development, the provisions on the educational activities of a civil servant as the basis of the social and professional development of a person, a systematic approach and comparative analysis [61-63]. The following research methods were also used: theoretical and methodological analysis, generalization and interpretation of scientific data.

3 Results and Discussion

The development of the professional and creative potential of civil servants is one of the priorities of the state personnel policy of the EU countries. Personnel policy should be understood as the general course of the state on the formation of requirements, selection, professional training of civil servants, as well as the prospects for the development of civil service in general [64, 65]. The successful implementation of economic and social reforms in the state directly depends on the personnel potential of civil service structures.

In many European countries, special training programs for civil service have been created that correspond to a single standard and is called Master of Public Administration. At the same time, despite a similar policy of training and retraining of civil servants in different EU countries, there are significant differences. Thus, the state policy of training and retraining of civil servants is influenced by a number of factors, in particular: the size of the state territory (in some countries, due to their small territory, the vocational training system is less diversified), the level of well-being of the population, etc. [13, 42].

In the EU countries, vocational training for civil servants is carried out either through existing educational institutions in special courses, or in specialized educational institutions created specifically to implement the EU policy in the field of public administration. In many European countries, the main educational institution for training civil servants (and in some cases for recruiting) is the national school, institute or college of public administration [49, 50]. Examples of such institutions are the College of Civil Service in the UK, ENA, CNFPT (Provides Regional Training for Government Officials) in France, Danish College of Governance (DSPA) in Denmark, Institute of Public Administration (IPA) in Ireland.

The progressive experience of the EU countries indicates that the effective organization of the civil service is the key to the successful implementation of public policy, since the civil service is a way to implement the functions of the welfare state by combining personal, group, and state interests [15]. Modern states that have achieved a high level of economic development and social security and at the same time respect democratic standards, guarantees and human rights, could not ensure the achievement of these goals without the consistent and effective development of a professional civil service.

The concept of professional development of civil servants, especially within the framework of the paradigm of humanization, is usually considered broader than the concept of professional development, since the latter is often an integral part of professional development [66]. In practice, the difference between these concepts is usually conditional: both advanced training and professional development are aimed at achieving the same goal – to promote better performance of duties by civil servants.

In world practice, there are two main models of public service – Anglo-Saxon (USA and Great Britain) and continental (France). In the countries of Eastern Europe, the training of civil servants can be conditionally divided into groups with training in different priority blocks of disciplines. So, in Latvia, Slovakia, Bulgaria, economic disciplines and management courses dominate. Training programs for civil servants in the Czech Republic, Poland, Romania, Slovenia have a legal focus. There are several public administration curricula in Poland, but in general, the program-based course “Administration” consists mainly of legal disciplines. The priority of social disciplines, sociology, social psychology is observed in the programs of Estonia and Lithuania.

The Nordic model countries, to which the Northern Europe countries belong, are traditionally characterized by similar approaches in matters of economics, politics, and governance. These approaches are expressed in the creation of a strong social support system, aimed at maintaining economic growth and strengthening social welfare. One of the characteristics of the Nordic model is the ability to maintain high rates of economic growth by combining openness to globalization processes and the application of socio-economic policies based on the principles of shared responsibility, mutual support, and effective interaction. Recognition of the effectiveness of this approach led to the active borrowing of the experience of public administration in Denmark, Finland, and Sweden in the development of the EU regulatory framework [41, 42, 56]. Therefore, studying the experience of Denmark, Sweden, and Finland in training civil servants and implementing educational programs in public administration is of particular interest.

Let us compare the humanistic values of European civil servants, instilled in them in the process of professional education, with the principles of the Ukrainian civil service. The first striking difference – for example, in Sweden they are talking about the values of employees, that is, specific persons, in Ukrainian law – about the principles of the service as a mechanism in which a person is only a ‘cog’. Secondly, among the “Swedish” values, freedom is mentioned twice, while in Ukraine it is obviously replaced by patriotism. Among the Ukrainian principles, there is virtue, which is interpreted as the protection of public interests, while among the values of Swedish civil servants there is “service” – first of all, to the interests of every citizen. In a word, even a rather progressive new law could not put a person at the center of the Ukrainian state ‘universe’.

The strategy of the Swedish Council for Basic Values is to implement values by working with new employees, basic education, explaining Swedish laws and regulations to all employees, introducing values into all regulations, training managers to moderate discussions at regular team meetings on the topic “How can we use basic values to improve our work?” and regular discussions of trust and honesty.

During such discussions, rather simple, but basic questions about bribery are raised - for example, are flowers a bribe if you love them very much? The answers to this question vary. Is it a bribe to have dinner with a healthcare company representative if you are purchasing vaccines at the state level? The answer is more obvious here than in the first question, since there is a conflict of interest. However, could flowers be the first step to gaining your favor and then inviting you to dinner? Such discussions, according to Christina Mettsson, director of the head office of the Agency for Health Protection, form a general attitude among people with different backgrounds and previous life experiences about the possibility of accepting a bribe and provide certain patterns of behavior in situations when government officials are offered a gift [20]. This preventive form of combating corruption presupposes communication, trust, and the ability to form one's own vision through discussion, and not in a coercive manner.

In addition to establishing rules of conduct, one of the main tasks of the Core Values Council is to analyze the risks of corruption and apply preventive measures. Thus, the Swedish National Council for Crime Prevention, in cooperation with Linnaeus University, identified 6 typical risk areas with the highest probability of corruption: procurement and purchases; outgoing payments; incoming payments; criminal investigation; sensitive or strategic information; licenses and certification) [1, 7-9].

Risks can be most effectively overcome only when they are recognized by a government agency. Risk analysis should be periodic, systematic and cover all areas of activity. It is important to analyze new risks and gain experience in situations where risks have materialized. Thus, the Swedish National Audit Office has compiled a list of general measures to reduce corruption risks [6].

The experience of France is also of interest. The professional development of civil servants in France can be characterized as continuous professional development. It includes preparation for the first position of a civil servant and further training at all stages of his career. In France, there are about 70 administrative schools (excluding teacher training institutions and military schools) that provide various types of training for civil servants. For the civil service, the main one is the School of Public (State) Administration (fr. École nationale d'Administration). It is followed by polytechnic and engineering schools, five regional institutes of management located in the cities of Lille, Lyon, Metz, Nantes, and Bastia, as well as specialized administrative schools created to train civil service managers in areas such as taxes, customs, security, health care, etc. Regional institutes of management are engaged in the training of the bulk of the staff of the state administration, with the exception of high-ranking officials. At the territorial level, the main organization is the National Center of Territorial Civil Service (CNFPT). Under its leadership, several organizations, such as the National Institute of Territorial Studies (INET), conduct training in conjunction with the School of Public Administration. For civil servants in public hospitals, the primary school is the High School of Public Health (EHESP), which aims to educate senior and executive hospital leaders as well as public civil servants (health workers) [28, 29, 39, 40].

Administrative schools are engaged in retraining and advanced training, international cooperation, research work. They collaborate within the Le Réseau des écoles de service network of schools, an informal association of about 40 schools to share experiences to improve performance. Admission to the School of Public (State) Administration is carried out through two competitions. The first of them is for graduates of educational institutions who do not have experience, but who want to build a career as a leader; the second is intended for executives with at least five years of work experience. For leaders in the public or private sector, the School offers short courses on specific topics. It also offers fully personalized EU training courses for civil servants, elected officials, private sector managers, liberal professions and civil society representatives. Continuing education includes:

1. Seminar in the field of public sector management. It consists of three modules and is addressed to heads of central government, local government, and other public sector institutions. It is also open to executives of public companies and private organizations that work with the central government or local government agencies. Its goal is to provide an opportunity for decision-makers to deepen and expand their knowledge in the following areas: reform of public institutions and procedures, changes in the management of the public sector and its European environment, problems and prospects of decentralization.
2. Interdepartmental trainings. These are 13 one- or two-day sessions on the same topic, focused mainly on the modernization of public sector governance and governance issues within the EU. The programs are open to all leaders, including senior civil servants, whether they are early in their careers or are experienced workers, as well as to elected officials and leaders of non-governmental organizations, both in France and abroad. Courses are taught by experienced teachers; teaching methods are practice-based and include simulated situations and comparative approaches.

3. Career mobility. Study cycles in support of career mobility are offered by the School of Public Administration. They are intended for civil servants of ministries, heads of other government agencies. The school is responsible for training these civil servants, selected through an accelerated career path. Forty civil servants are enrolled in this training cycle each year and, as a result of a seven-month course, which help them change their positions; it also includes officers of the armed forces wishing to take a high position in the civil service, for example, to become the head or deputy prefect. Parliamentary staff in the French National Assembly and Senate and in the European Parliament can be also covered by these cycles.
4. Postgraduate training in the science of European integration (Postgraduate Course in European Studies). The School of Public Administration takes part in the training for obtaining graduate degrees on the basis of partnerships with other universities, vocational schools, etc., located both in France and in other European countries. The school also participates in the organization of training for master's degrees on request and in cooperation with foreign universities and institutes. In addition, the School conducts one-to-one training courses for French and foreign public and private institutions. They can be national, bilateral, or multilateral. The content and format are developed in cooperation with the requesting authority. Individual sessions and cycles (ranging from one day to two months) may include study visits and internships. They can be held both at the School and on the territory chosen by the client in Paris, in the province, or abroad [5].

It is important to note that in most countries one of the basic principles of training civil servants is continuous, life-long professional development. Individual development plans are drawn up for many positions. This allows government agencies to plan and conduct advanced training not only on existing topics, but also on specific ones that meet the needs of a particular department or branch. After completing additional training, some organizations arrange anonymous questionnaires to find out how the training met the needs of the civil servant and to what extent he considers it to be effective.

The transition to student-centered learning requires acmeological technologies that are not focused on the model of the “average” student, whose activity at the reproductive level is aimed at achieving the standards of knowledge, skills, and abilities offered to him [15, 23]. Acmeological technologies should: take into account the cognitive capabilities, interests of the trainees; create conditions in the classroom for the student's activity, during which he acts as a “subject”; use the reserves of intrinsic motivation for the active involvement of trainees in cognitive activities in the classroom, ensure the orientation of trainees to achieve personal success in educational and cognitive activities, taking into account the individual increase in knowledge [11, 14, 18, 27].

4 Conclusion

The effectiveness of the implementation of a personal-professional approach in the process of retraining of civil servants can be increased through the development and implementation of specific technologies for working with teachers who implement a personality-oriented approach in teaching, including psychological and acmeological training of a target orientation, ensuring the formation and development of professionally important qualities of a specialist

Undoubtedly, political will is needed to professionalize the civil service. But it is equally important to introduce such professionalization mechanisms that can not only minimize political influence on it, but also create a system of ‘fuses’ that can ensure the exclusion of incompetent persons from public service positions. Moreover, it is necessary to create mechanisms under which incompetent persons will not be able to stay in office for a long time and will be forced to leave government bodies. Institutional arrangements can be strong and effective if implemented professionally, and this is the way that Ukraine must go to build a rule-of-law state and its foundation – a professional civil service.

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Primary Paper Section: A

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MANAGING THE DEVELOPMENT OF MICROECONOMIC SYSTEMS IN THE FACE OF GLOBAL CHALLENGES

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Abstract: The study is aimed at improving methodological approaches and methodological tools for studying the functioning and development of microeconomic systems in historical retrospect and in today's post-industrial economy. A system of factors is highlighted, providing conditions are substantiated, and mechanisms for managing microeconomic systems in the face of global changes in the external environment are proposed, based on compliance with paradigm changes, global challenges, global trends in technological development, promising and critical technologies at the national level, priorities and development goals.

Keywords: Actors, Economic system, Microeconomics, Paradigm, Technology.

1 Introduction

The question of the transformation of economic systems has deep foundations in the problems of general economic theory. The problems of formation, development, change of economic systems are directly related to it, and they have been studied in the works of many scientists for a long period of time. A particularly keen interest in the problem of transformation of economic systems has arisen recently. It is caused to a large extent by the strengthening of the interconnection of national economies, the acceleration of their integration into the world economy, an increase in the number of factors influencing the process of the functioning of the economic system and its changes.

It is known that microeconomics studies the observed patterns of interaction of economic agents, the exchange of goods and services. Management of microeconomic systems is possible only at the macro level, by changing certain conditions common to all elementary economic agents.

The spread of digital technologies for a long period determines the trajectories of economic and social development and has more than once led to dramatic changes in people's lives. The formation of the digital economy is one of the priority areas for most countries – economic leaders, including the USA, Great Britain, Germany, Japan, etc. As a rule, they are characterized by a long period of implementation of the "digital development agenda" and the succession of priorities – from building a basic information and communication infrastructure to the formation of a coordinated policy in this area and programs to support the widespread adoption of digital technologies [38].

In recent years, another wave of transformation of business and social models of activity has been unfolding, caused by the emergence of new generation of digital technologies, which, due to the scale and depth of their influence, have received the name "end-to-end" – artificial intelligence, robotics, the Internet of things, wireless communication technologies, and a number of others. Their implementation, according to estimates, can increase labor productivity in companies by 40% [22]. In the near future, namely the effective use of new digital technologies will determine the international competitiveness of both individual companies and entire countries that form the infrastructure and legal environment for digitalization [30].

Today, at a new stage in the development of digital technologies, one of the main challenges is the exponential growth of the quantity, quality, and variety of relationships between organizations, citizens and socio-economic systems, accompanied by a leaping dynamics in the number of transactions and the volume of data circulating and leading to more complex and synchronized integration "all with all", the consequences of which are not yet fully understood. Such transformations will require new skills and competencies from people, a willingness to use new technologies in everyday life. Of particular importance is the formation of educational programs that meet global trends, and personalized learning paths that can provide "digital literacy" [62].

The economic system can be viewed as a formal socio-economic structure organizing the production of goods (services) in demand in the external environment, in accordance with a long-term strategy and using internal and external resources - labor, capital, technology. This definition allows one to study all economic systems (macro-, meso- and micro-) in different historical periods, including today in the context of global challenges, on the basis of a unified systematic approach.

2 Materials and Methods

Microeconomics belongs to the category of empirical sciences, which, according to a number of researchers, puts it on a par with such natural science disciplines as physics. This characteristic is intended to highlight the fact that the task of microeconomic theory is to explain the phenomena and processes observed in the real economy [53]. The solution to this problem is associated with the development of a set of models that allow describing the functioning of both individual parts of the economic system and the system as a whole. Each of the models begins with the formulation of certain hypotheses (axioms), the reality of which cannot be established on the basis of simple comparison with facts [1,2]. Based on these hypotheses, the researcher gets the opportunity, using the deductive method, to logically (mathematically) obtain conclusions regarding the dependencies that exist between individual parameters that appear on the surface of economic life and, therefore, lend themselves to experimental verification. As long as the conclusions from the accepted hypotheses do not contradict the observed facts, these hypotheses themselves are recognized as reliable. At the same time, this approach does not exclude the possibility that sooner or later information about the real economy may be obtained that contradicts the initial assumptions. It is no coincidence that this research method is called the "method of refutable hypotheses" [9].

Let us consider the features of the application of this method using the example of a consumer choice model. The parameters of this model are consumer money income and market prices for consumer goods. The task is to identify functional relationships between the values of these parameters and the demand for individual consumer goods [5, 6, 8]. A rigorous solution to this problem became possible thanks to the Pareto' introduction of the following hypotheses regarding individual preferences: their asymmetry and negative transitivity, continuity, local unsaturation and convexity. In general, the conclusions obtained using the consumer choice model are confirmed by the observed changes in income and prices, on the one hand, and the demand for consumer goods, on the other. Accordingly, the aforementioned axioms regarding the characteristics of human preferences can be considered reliable.

At the same time, the concentration of attention on the analysis of functional dependencies that appear on the surface of economic life, and the related attitude to economic theory as an empirical, descriptive science, create serious methodological problems [10-12, 14]. It turns out that with this approach, the researcher inevitably falls into circles of tautological reasoning, when he has to explain some unknown phenomena through others, also unknown. Indeed, microeconomic theory usually begins with the consumer choice model mentioned above. However, the formulation of this model is based on concepts such as prices and monetary incomes, the origin and nature of which has not been previously said. The same situation repeats itself in the transition to a model that describes the behavior of the firm [19, 20]. The challenge here is to find the scale of output that will maximize economic profit. Once again, we have to determine costs through non-derived prices, that is, fall into an obvious tautology. The concept of opportunity cost of the capital used, used to solve the problem, in turn, in a “smuggling” way, introduces into the analysis the interest rate, about which nothing is known at this time [3].

Classical microeconomics strictly adheres to the principle that there is no possibility of interpersonal comparison of welfare levels. This is partly due to the fact that money income is not a universal measure of individual utility, because a person's well-being is associated not only with the degree of satisfaction of his own consumer needs. In addition, the tastes of people are highly individual, and, therefore, there is no reason to assert that the same level of income will provide the same “level of happiness” for two different people [4]. This is all the more so relevant for the current era of “karaoke-capitalism”.

The most important principle on which modern microeconomic theory is based is the principle of methodological individualism. It means that the behavior of various groups of people – from the household to the world community – is ultimately determined by the preferences of the members of the respective groups [23-29]. In other words, the so-called holistic approach is rejected, which presupposes that social groups have their own systems of preferences that are not derived from the preferences of their constituent individuals.

The principle of methodological individualism in itself does not exclude the fact that the individual utility functions of group members can include, as independent variables, not only the amount of goods and services they consume, but also the level of well-being of other members of the group. In other words, this principle does not prohibit the existence of an “altruistic component” in the functions of individual welfare [31-34]. At the same time, it should be emphasized that the traditionally favorite character of microeconomics is the “economic man” f Adam Smith. As it is known, the state of the surrounding world (for example, the differentiation of income of members of society, the level of poverty, etc.) does not in any way affect the level of well-being of such an individual; according to Smith, but only the amount of consumer goods and services available to him matters.

Pointing to the derivation of social phenomena from the individual aspirations of members of the respective groups, the mainstream does not imply an unambiguous answer to the question of how exactly the individual preferences of people are transformed into collective decisions [36, 37, 39]. The famous “possibility theorem” by K. Arrow leads to an amazing conclusion. Given a number of assumptions about the characteristics of group decisions – very logical from the general point of view of the mainstream - there cannot be a rule of social choice that is not based on dictate that ensures the transition from individual preferences of group members to preferences of the group as a whole [18]. The rejection of the previously almost obvious thesis that social groups have their own systems of preferences has far-reaching consequences for the whole of economic theory. In microeconomics, it is actually “laying the bomb” under the theory of demand, which is most important to it [35]. The latter is known to be based on the assumption that demand comes from individual consumers with their own preference systems. But in the consumer market, households, which are one of the most important social groups, are much more likely to act as buyers [35].

Attention should be paid also to the question of how the issues of dynamics (development) of the economic system are reflected in the microeconomic theory. Generally speaking, the advancement of the analysis of the functional dependences observed on the surface has led to the fact that the method of comparative statics has acquired a special role here [41-49]. Thanks to the latter, it is possible to find out the direction of the instantaneous change in the dependent variable (for example, the amount of the good for which the demand is presented) with an infinitely small increment of one of the arguments (the price of the good or the consumer's income) of the function under study. The results obtained on the basis of the application of this method, of course, have some relation to the characterization of changes in economic indicators, but they do not allow describing the state of the object under study at different points in time.

Microeconomic theory is based on the hypothesis that each economic agent has an objective function, which he seeks to maximize. For example, the function of individual demand is derived from the consumer's desire to ensure the highest level of his own well-being.

However, in the current conditions of exceptional dynamics and instability of the external environment, as well as the transformation of the behavior of actors in accordance with institutional changes, it becomes necessary to revise the methodological approaches to the study and management of microeconomic systems. Now the main thing has become obvious: since the spontaneous market economy has developed the corresponding type of person – “Homo Economicus”, thus the post-industrial society increasingly corresponds to its own form of sociality – free individuality [54].

Despite the urgency of this problem and a fairly wide range of works carried out in this area, to date, an integral theoretical concept has not yet been formed. The systematic analysis of the patterns of transformation processes has not yet been completed, there are discussions regarding the nature, vector, and models of transformation. However, a qualitative breakthrough in understanding the world around us is associated with the development of a new paradigm, a system of ideas and representations that can resolve contradictions that have arisen in science, provide explanations for the accumulated empirical material and open the way to deepening knowledge. At the same time, when developing a new paradigm of economic science, one cannot ignore the deep and qualitatively different contradictions of the new phase of human civilization.

3 Results and Discussion

The basic methodological paradigm underlying modern social development, including economic development, is the theory of post-industrial society. The concept of a post-industrial society was developed in the works of many famous researchers: Brzezinski, Galbraith, Daisard, Castells, Katz, McLuhan, Masuda, Martin, Porat, Stonier, Toffler, Touraine, Bell, and others. In Eastern science, this direction is represented by the works of Dyatlova, Ivanova, Inozemtseva, Moiseeva, Rakitova, Abdeeva, and others. Its origin is associated with the need for the periodization of the development of society, not only on the basis of class or civilizational changes, but also on the basis of the development of technological forces. Since the 18th century, radical social transformations have increasingly become the results not of socio-cultural evolution but of a scientific and technological revolution, and this trend has only intensified since the beginning of the 20th century [17, 55, 59]. The subsequent formation of the concept of a post-industrial society was the result of understanding the need to include technological factors that have a global impact on the political and social structures of society in the fundamental characteristic of social development. As a result, the periodization of social development on the basis of the technological component of production relations, which leads to profound shifts in social systems, becomes the first methodological principle of the theory.

The nature of the development of the system is reflected by the fundamental and market indicators. Fundamental indicators determine the basis, the main characteristics of economic systems and actually indicate at what stage of evolution the economy is [56-58]. For example, stable development is possible if the economic system does not lag behind in such fundamental indicators as the development of technologies, the speed of processing and transmitting information, the state of labor resources, including social aspects, property relations, legal, social and other institutions. Market indicators determine the degree of influence on the external environment and the ability of the system to realize its potential [60, 61]. These indicators are revealed by comparing the system under consideration with similar systems (benchmarking).

History proves the validity of the hypothesis of the evolution of economic systems and development factors: the agricultural, natural economy based on non-economic coercion is being replaced by an industrial, market economy based on the power of capital, gradually changing as the genesis of late- and post-industrial technologies, the development of mechanisms for conscious market regulation, socialization of capital, etc [63-65]. Moreover, there is a synchronous evolution of macro- and microeconomic systems. Their development is based on general parameters: productive forces, property relations, forced labor. Therefore, for all systems at each stage of development, one can find own key factors of economic development [15]. The determining factors of stable development, applicable for different types of economic systems, are conventionally classified according to the signs of interaction with the external environment into external and internal.

External factors are the economic efficiency of interaction with the external environment, reflecting the ability of the system to create goods and services that are in demand in the external environment with an acceptable ratio of the cost of the product produced, on the one hand, and the cost of attracting resources (increasing the competitiveness of products), on the other [66-67]. At the macro level, price competitiveness is largely determined by the ratio of the real and nominal exchange rates of the national currency. At the enterprise level, the analogy looks even simpler: an increase in the price of a product relative to the prices of competing manufacturers decreases effective demand (all other things being equal).

In turn, internal factors are the organization of production within the economic system, determined by the structure, flexibility of interaction between the elements of the system, management efficiency and the use of modern technologies (increasing labor productivity).

The listed development factors are inherent in all economic systems at all times, although their constituent elements have changed significantly over time. Over a long historical period of time, traditional extensive development factors associated with the involvement of additional resources prevailed - the territory of the state and available natural resources, population, later capital was added to them [13].

In the industrial economy, the factors of development of economic systems were based on the concentration of industrial capital, the efficient use of material factors and means of production, such as production assets and technologies (including mass production with minimal costs due to economies of scale, vertical integration, rigid organizational structure and division functional duties, labor exploitation), gaining market share due to price competition and power over the consumer (market segmentation and setting own standards in each segment, striving to maximize the profit and value of companies, advertising of manufacturing companies) [68]. The incentive for development was profit in the narrow sense, i.e., financial result prevailed, and external effects were not taken into account. Namely this period was associated with the accumulation of capital, redistribution of property, and a predatory attitude towards natural resources.

In the modern economy, intensive development factors prevail, associated with the achievements of scientific and technological progress, flexible production, new forms of management, the focus of business on the interests of customers, and respect for employees as carriers of business knowledge and competencies. Welfare becomes the goal of economic systems' activity: at the macro level it is wealth, improving the quality of life, improving the health of the population, and preserving the environment [38]. At the micro level, this is not only financial profit, but also social goals - from public opinion about the company's products to caring for the environment, i.e., in modern economic systems, economic activity is associated with both maximizing the value of the system itself, and with positive externalities that contribute to the development of other larger systems.

An assessment of the development potential of the economic system can be made on the basis of a model built according to two indicators – human capital and innovation and investment activity. Parameter estimation is based on two components - potential and efficiency of its use. The human capital index can be calculated as follows: the share of people with higher education is multiplied by the share of workers working in their specialty, i.e., it is assumed that the potential is education, and the actual employment in the specialty determines the efficiency of the use of intellectual resources. It is important that intellectual resources and human capital are formed within the economic system, and not be attracted from outside. The human capital index is a very conditional indicator (used in the UN), but it is convenient in its relatively simple calculation for economic systems of various levels. The innovation and investment activity index is calculated as follows: the share of R&D and innovation expenditures in total expenditures is multiplied by the share of innovative products in gross output. This indicator is also easy to determine both for companies and for the state.

If the system has a low human capital and low indicators of innovation and investment activity, then it is "doomed" in the sense that for development it is necessary to carry out fundamental reforms. If the system is characterized by high indicators of human potential, but low innovations, then we can talk about a good educational base and the need to change the business climate to increase investment attractiveness.

The opposite situation is also possible. With high innovations and a good investment climate, the educational system turns out to be insufficiently effective, and in this case it is necessary to import human capital, which is what happens in the United States. As to Eastern Europe and Russia, there is also an imbalance in the labor market: many people prefer to receive education in the field of economics, management, law, i.e., in the most paid spheres of activity until recently. The lack of specialists in technical and engineering fields can become a brake on innovative development. We would like to note that the assessment of the potential of modern economic systems is oriented towards the future. That is why two factors of future development are initially distinguished – innovation and human capital.

New factors of development are created by objective changes taking place in all spheres of social life. In the modern world, one can distinguish processes that, due to their universality, have a decisive impact on all economic systems. They form the fundamental factors in the development of economic systems. The main trends that have the greatest impact on economic systems are the following [16, 21, 30]:

- The processes of globalization and toughening of competition, including the wide spread of democracy and market relations;
- Acceleration of changes (acceleration of innovation and reduction of the life cycle of goods and services, the emergence of new technologies);
- Information breakthrough (development of information and communication technologies, simplification of access to information networks);
- The growing importance of intangible production resources (development of human capital, socialization of economic and managerial relations).

Consequently, economic systems capable of finding adequate answers to the challenges of modern economic reality can develop steadily. We can say that the factors of sustainable development are management mechanisms that use fundamental challenges to strengthen their own system and achieve high internal efficiency.

Among the factors of the stable development of microeconomic systems that contribute to maximizing opportunities in the context of globalization, toughening competition and accelerating changes, we can single out the following: a flexible strategy; the optimal combination of specialization and diversification, supported by a set of business competencies; combining companies for a synergistic effect; creation of new products and markets by anticipating needs; search for best management practices (benchmarking); partnerships with suppliers and customers; a departure from vertical integration to horizontal links [40, 50].

One should note the increasing role of intangible resources and information technologies that can stimulate development if the system has a flexible organizational structure, optimized for strategic objectives; innovation is focused on priority areas and continuous product improvement; management is built on the knowledge and development of the human capital system, employees are motivated for the company's success, and economic activity is socialized. In such circumstances, a self-learning organization is formed; information, communication and other modern technologies are widely used; the culture and values of the organization are formed that are receptive to change. If economic systems ignore modern challenges, then they will not be able to develop steadily and, most likely, they will be ruined or absorbed by competitors. These ideas are confirmed by the well-known representatives of the modern concept of management, R. Kaplan and D. Norton, who noted that while in the early 1980s tangible assets accounted for more than 60% of the market value of enterprises, by the end of the 20th century they amounted to less than 30% [7]. Accordingly, in a modern economy, when intangible assets have become the main source of competitive advantage, new management tools are needed. Another founder of management, P. Drucker, notes that within the microeconomic system, there are only two types of key resources – knowledge and skilled people in the areas of management, buying, selling, technology, and money. These resources provide the best business value and are quickly manageable [38].

The spread of systemic research methods and the creation of cybernetics were accompanied by the development of economic and mathematical modeling. In economics, micro and macromodeling is beginning to play the most important role. The preconditions for the emergence of microeconomic research were formed in the second half of the 19th century, when in economic science much attention was paid to the psychological factor. The Austrian school of marginal utility began to consider the autonomous individual, almost completely independent of the surrounding world, as the starting point of economic science. The main task of its activities is to meet the needs in conditions of organic resources. The behavior of an individual was considered in various hypothetical situations in order to choose the optimal option (A. Marshall's theory of choice). This assumes almost complete interchangeability of factors of labor, capital, energy resources, etc. As a result, political economy was replaced by pure economic theory. With this approach, economic science acts as a collection of algorithms for the behavior of an individual or a firm in standard situations.

However, today's new paradigm is a consequence of ontological and epistemological premises and will be built from the elements formed in the course of the development of economic theory. The key role in understanding modern problems is played by the creation of a fundamentally new theory of economic and technological development, its value criteria and indicators. Traditional views based on the resource terms of growth and measuring it by incremental values of production, income, output, etc., have largely exhausted themselves. In the near future, economic growth in this form will become impossible and even unnecessary. A qualitative transformation of the structure and mechanism of social reproduction requires rethinking the system of factors and sources of economic and technological development. The traditional scheme: labor, land and capital – even with the mechanical addition of science and information to it – is no longer able to explain the changes that have taken place, let alone the coming changes.

4 Conclusion

The very globalization of the world economy creates new competitive conditions for the activities of economic entities, objectively affecting all levels and spheres of their interaction with the environment. In this regard, the search for optimal approaches to the management of microeconomic systems, which are becoming increasingly more complicated in the post-industrial digital economy, becomes relevant.

Every entrepreneur and business representative understands that the interests of the city as a whole coincide with his personal interests, that regional interests as a whole create an area for each individual manufacturer and resident of the region to benefit. The motivation for complex development appears, which depends on the favorable conditions created for the efficient functioning of production and the improvement of people's lives. Moreover, the stability of the process of development and functioning of the system is achieved by balancing not all of its elements, but the main, pivotal ones that determine the efficiency of the functioning of the regional economy and improve the quality of life. Therefore, the ideas of coopetition and sustainable development are increasingly being introduced into the field of microeconomic systems, which should be taken into account for the competent management of these systems.

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LOCAL DEVELOPMENT OF ALTERNATIVE ENERGY IN THE CONDITIONS OF GLOBALIZATION AS A FACTOR OF REDUCING RISKS AND MODERNIZING THE ECONOMY OF THE COUNTRY

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Abstract. The main direction of modernization of the world energy is the development of the so-called alternative (unconventional) energy, which implies the use of sources, technologies and forms of organizing energy production other than those currently dominant in a given country (region). The diversification of the economy, achieved through the development of alternative energy and other components of "green" growth, makes it possible to mitigate the crisis situation, the problem of employment in particular, and at the same time enhances the competitiveness of energy producers by obtaining new promising niches in the world market. When assessing the significance and prospects of alternative energy, we should not talk about replacing conventional sources, but about supplementing, diversifying the existing base of energy production at the local (regional) level with less capital-intensive installations on local renewable energy sources.

Key words: Alternative energy, Globalisation, Local democracy, Strategic planning, Public administration.

1 Introduction

The engine of the globalisation process is the modernisation and transition of the world economy, primarily industrialised countries, to a new technological order, which, along with a qualitative update of the technological base, an increase in production efficiency and the competitiveness of the economy, is designed to improve the quality of life and living environment. The foreign economic policy of "green" growth, implementing this transition, was officially adopted by the OECD in 2009 as a strategic direction for the development of all member-countries of this organisation for the long-term period (until 2030) and more distant period (until 2050) [1].

The modernisation of the energy base of the economy is the foundation of “green” growth, which is conditioned by at least three reasons. The first reason is the enduring importance of the energy sector, which plays a strategic role in economic development and security at all levels (national, regional and international) throughout modern history. According to the forecasts of the International Energy Agency (IAE), global energy demand will grow by 1/3 by 2035 [32].

The second reason is the increasing depletion of the most accessible and profitable reserves of conventional energy resources and the rise in prices for them, as well as the shift of their production to areas with extreme natural conditions, with hard-to-recover reserves of hydrocarbons, etc., which significantly increases the cost of these resources. For importing countries, this means heightening energy security concerns [77].

The third reason is global climate changes caused by an increase in the concentration of greenhouse gases in the atmosphere, which are directly linked by the international climatological community to man-made emissions, primarily from energy facilities [33]. According to the IAE forecast, as a result, the average global temperature by 2100 may increase by 3.6°C. The economic policy of Ukraine is still weakly taking into account the climatic factor and the need to reduce greenhouse gas emissions, giving an unconditional priority to reducing the energy intensity of production and energy saving in order to increase the efficiency and competitiveness of the national economy.

In the foreseeable future, the potential of macro structural transformations for the growth of energy efficiency of the economy will be limited. Priority should definitely be given to technological modernisation, primarily in the real sector of the economy [43, 44].

In the near future, the center of gravity of the state innovation policy in Ukraine should be shifted to the real sector, primarily to industrial and energy enterprises, giving the excessive emphasis of the current policy on high technologies directly in the information and communication sector.

The factor of climate changes – as a real reason (if we take into account the mentioned IAE scenario) or, which is much more likely, as a convincing pretext and catalyst for qualitative changes in the economy, as well as a tool for limiting counterparties and an incentive for encouraging domestic producers in the competition for an accelerated transition to a new technological way of life – will play an increasingly prominent role.

2 Literature Review

Due to the limited resources, society always faces the problem: how to distribute them so that to achieve the best results. The issue of resource depletion also applies to energy [1]. Despite the fact that the lion's share in total energy production is occupied by traditional sources, the share of alternative energy is growing every year. In the second half of the XIX century Jevons noted that increasing energy efficiency leads to increased demand for energy sources [57]. Thus, today the question arises not only about improving the efficiency of traditional energy sources and their waste-free use, but also about finding new types of energy [78].

In the world market, the demand for alternative energy has a steady upward trend, it is connected with limited resources for energy from traditional sources, the ever-increasing cost of fuel and energy resources, the need to protect the environment, access to cheap energy sources.

Various scientists have studied the problems of renewable energy development, but today there are many unresolved issues regarding the introduction of energy-saving technologies in Ukraine [6], namely: ways of financing, uncertainty about the alternative energy to be developed, failure to implement governmental programs to increase the share of renewable energy, energy complex, lack of specific levers of state influence on producers and consumers of unconventional energy.

3 Materials and Methods

The main direction of modernisation of the world energy sector is the development of the so-called alternative (unconventional) energy. Its broad interpretation, which we also adhere to, implies the use of sources, technologies and forms of organising energy production other than those currently dominant in this country (region) – energy efficient technologies (including cogeneration), as well as environmentally friendly, low-carbon, energy sources, including renewable sources (RES) and nuclear power plants, which are gradually replacing hydrocarbon fuels.

According to IEA and USEIA forecasts, the share of alternative energy sources will grow. As noted by the IAE, the continued growth of hydropower and the rapid development of wind and solar energy have strengthened the position of renewable energy as an integral part of the global energy mix [8, 9, 11, 12]. According to the optimistic forecasts of this report, by 2035, renewable energy sources alone (excluding nuclear power plants) will provide almost one third of the total electricity generation [62].

Thousands of companies around the world have set carbon-neutral goals: implementing energy efficiency measures, purchasing or producing electricity from renewable sources, abandoning fossil fuels, electrifying production processes and transport.

Energy efficiency and electrification measures are extremely important to reduce the harmful effects on the environment [17-19, 21]. However, the question arises: *what resources will electricity be generated from?*

It is assumed that in Ukraine by 2050 the share of electricity in the structure of energy consumption by industry will be 50% compared to almost 25% in 2019.

New technologies will not only reduce the use of carbon-intensive energy, but also help optimise their use in production processes [25-27, 30, 31]. The introduction of new technologies will play an important role, especially in the two most energy- and carbon-intensive industries: metallurgy and cement.

Today in Ukraine, as well as in the world, there is an exacerbation of the problem of shortage of fuel and energy resources, which affects not only the conditions of the national economy, but also the general vector of development of the country[2-5]. Such conditions worsen the level of energy supply and the predictability of the economic situation in Ukraine. Today, Ukraine can meet its own fuel needs with less than half of its total energy consumption. There are two ways to solve this problem:

1) Find new energy importers who will supply at lower prices than they are today [7];

2) To develop unconventional types of energy for which there are favorable conditions. In the context of limited resources for traditional energy production, in our opinion, the development of alternative energy is more promising and reliable, which will ensure energy, economic, and for Ukraine in certain issues political independence from external factors.

4 Results and Discussion

Alternative energy is an energetic industry that specialises in obtaining and using energy from renewable sources. Renewable energy sources include energy from solar radiation, wind, seas, rivers, biomass, heat of the Earth, secondary energy resources that exist constantly or occur periodically in the environment [37-39, 41]. The world practice of energy development shows that the developed countries of the world are not only actively looking for alternatives to fossil fuels, but also increasing the consumption of alternative energy sources. Renewable energy sources already play an important role in energy supply. When renewable sources are used, the demand for traditional ones' decreases [64]. This addresses the issue of environmental conservation, as well as the limitations of traditional energy resources.

In world practice, there is a change in the structure of energy consumption and production with a tendency to increase the share of renewable energy resources, which has a long-term nature and is designed for relatively stable and predictable economic conditions. In addition, the amount of investments in alternative energy is growing every year, which indicates the prospects of this type of energy and the trend of growth in the near future.

To further increase the production and consumption of alternative energy many countries around the world are developing programs for the development of alternative energy, aimed at providing this type of energy not only to industrial enterprises but also to households [45-51]. Thus, the use of renewable energy sources is a powerful market with a powerful multiplying effect in education, science and industry, which requires and absorbs significant amounts of investment. It is noteworthy that one of the leading countries investing in RES is China, not just developed countries [13].

Ukraine has prepared a draft of the "Second National Defined Contribution of Ukraine to the Paris Agreement" (NVB2). The document, in particular, states that renewable energy can replace the old coal generation.

It is expected that in 2030 the share of electricity production from renewable sources will be about 30% (including large hydropower plants).

According to the results of the first quarter of 2021, the share of electricity production from renewable sources was 5.5%, and together with large hydropower plants - 11.4%. That is, the share of "green" electricity in consumption is 11.4%.

With the current political trends in the country, achieving the goals of NVB2 in 2030 seems illusory.

What should a responsible business do that has set goals to consume 30%, 50% or 100% of "green" energy now or in the coming years? Let us consider the options.

4.1 Installation of RES for Own Consumption

According to IFC experts, by 2030 the potential of Ukrainian enterprises to install SES for their own consumption will be 2-3 GW, and the amount of investment for the implementation of these projects – 1.5-2 billion dollars.

Investing in the installation of RES, businesses of all sizes – from small to large industrial – get only benefits. Against the background of constantly rising energy prices, using, for example, the roof of your company to install solar panels is a very smart decision. This allows to replace partially the consumption of "dirty" electricity with "green" and save on energy costs.

The fact is that the cost of RES technologies is declining every year. Capital investments per 1 kW of solar power plant in Ukraine in 2021 are in the range of 550-750 dollars.

At the same time, the average cost of 1 kW of electricity, taking into account the cost of transmission, distribution and delivery, costs the industrial consumer UAH 2.4-3.4 including VAT. Therefore, the establishment of RES for own consumption will reduce the enterprise's electricity costs in the long run.

Another advantage of projects for own consumption is the lack of costs for connection to the network and obtaining permits [10]. Solar panels can be installed on the roofs or walls of commercial premises, warehouses, factories, schools, hospitals. Solar panels can be used to cover car parks. Regional enterprises with a high level of consumption should consider the installation of wind turbines and bio power plants [52-56]. Businesses can also install energy storage systems. They allow toaccumulate it when it is generated in excess, and use it later. In this way, it is possible to form a more stable schedule for providing enterprises with "green" energy during the day.

You can use solar energy not only to produce electricity, but also to heat water. This is another measure to improve the energy efficiency of the enterprise [58-61]. Although the installation of solar panels in Ukraine is less popular than the installation of local SES.

An interesting area is agro-photovoltaics - a symbiosis of solar energy and agriculture. Solar panels are installed not only on the roofs of greenhouses, but also over fields of berries, potatoes and grain crops.

SolarPower Europe sees a threefold benefit in this technology: increased crop yields, reduced water consumption and renewable energy production [63, 67-71]. Agro-photovoltaics is seen in the EU as an important tool on the path to carbon neutrality.

Agriculture is the sector that has the most negative impact on the environment and climate change, through methane emissions from livestock in particular. The greenhouse effect of methane is 25 times higher than that of carbon dioxide [65].

Enterprises reduce the negative impact of livestock waste by producing biogas or electricity from it. In addition to livestock waste, crop waste is also used to produce "green" heat and electricity.

Ukraine as an agrarian country has significant potential for the construction of such projects, but their cost is much higher compared to solar and wind energy technologies.

4.2 Purchase of "Green" Electricity under Direct Contracts from the Producer

The amount of electricity that an enterprise can obtain from RES facilities installed to meet its own needs is usually insignificant.

The most effective and widespread way in the world to achieve a greater share of consumption of "green" electricity by the company is entering into long-term corporate contracts for the sale of electricity (PPA – power purchase agreement).

The buyer and the producer of RES record the cost of electricity produced for the period of the contract (usually 10-15 years) [14]. The owner of the power plant produces and supplies energy to the buyer's place of consumption through its own networks. For example, railways are big consumers of electricity.

In 2017, the Dutch railway company NS became the first company in the world whose trains run on energy from wind farms, giving its passengers the opportunity to make CO2-neutral trips.

NS consumes about 1.2 TW of electricity per year. NS has entered into a direct electricity supply contract with Eneco for the amount of consumption.

French railway SNCF Voyageurs plans to consume 40-50% of electricity from renewable sources by 2025. They have recently signed a 20-year contract to supply electricity from a solar power plant under construction.

4.3 Do Corporate PPAs Work in Ukraine?

Over the last ten years, the development of solar energy has been gained due to the "green" tariff. However, the situation is changing. In 2020-2021, the state complicated significantly the development of large-scale commercial projects.

Reducing the level of the "green" tariff, the introduction of strict rules of liability for imbalances and violations of payment guarantees for purchased electricity have made solar energy unattractive to investors [34].

Nevertheless, solar energy technologies are becoming more attractive to consumers amid rising electricity costs and declining equipment costs. In particular, so-called corporate PPAs or direct electricity supply contracts are becoming increasingly popular.

Under the terms of such a supply, the producer of "green" electricity can sell it directly to the consumer under a bilateral contract of sale [66].

For such a supply electrical networks of transmission system operators or the so-called direct line from the power plant to the consumer's facility can be used. However, such activities have a number of shortcomings and obstacles for consumers and producers of electricity.

First, in order to conclude a bilateral contract for the sale of electricity, the consumer must obtain the status of a participant in the electricity market, take responsibility for imbalances and other related responsibilities [16]. Violation of these rules can lead to significant penalties and disruptions to electricity supply. This significantly increases the administrative burden and may only be relevant for large organisations.

Secondly, the cost of electricity will take into account the tariffs of electricity transmission organisations (NEC "Ukrenergo" and oblenergo) for distribution and transmission services.

Third, the implementation of such projects will require the connection of the station to the grid, which involves additional financial (payment for connection services) and organisational (approval of the feasibility study, technical conditions, project) costs.

Nevertheless, investments in generating capacity at consumer facilities can be realised.

To do this, partners can use the energy service agreement. Under this mechanism, the investor can install generating equipment and connect it directly to the consumer's facility.

The consumer will pay for the amount of savings, i.e. for the amount of reduction in electricity consumption under the main contract concluded with the electricity supplier.

The cost of such "negligence", i.e. energy savings, can be set by agreement of the parties at a discount from the market value of electricity.

What will the parties gain from the implementation of this mechanism?

Consumer:
- Receives cheaper electricity;
- Retains the ability to purchase electricity from its own electricity supplier;
- is not responsible for imbalances.

Investor:
- Receives stable terms and a fixed value of the contract for the long term;
- Reduces the cost of connecting the power plant to the grid.

In view of this, in the coming years we expect an increase in the number of such agreements in Ukraine for commercial real estate, shopping centres and industrial facilities that have significant electricity consumption and an area sufficient to accommodate generating equipment [15].

To achieve the goals of decarbonisation of the corporate PPA model will not be enough. The main part of the energy transition should be based on the development of industrial RES facilities. However, the unification of the mechanism of corporate [74-76] contracts for the purchase and sale of electricity will provide a significant contribution to the decarbonisation of Ukraine's economy.

4.4 For the "Green" Energy Transition, over 2 Billion Tons of Steel will be Required and the Interaction of Business with the State

The "green" energy transition is a global trend in climate and economic policy, which entails the need for a radical restructuring of entire industries. The role of metallurgy in this process is very important, since key decisions for achieving carbon neutrality in energy, construction, transport and mechanical engineering are based on the use of steel. According to the GMK Center, the implementation of plans for a global "green" energy transition in various industries by 2050 will require at least 2 billion tons of steel. Experts spoke about this at the round table "Features of the" green "energy transition and the role of metallurgy", organised by the GMK Center.

Due to the green energy transition, existing sectors of the economy will change their appearance. The construction, transport, energy and industrial sectors must be completely rebuilt, which will change the structure of the economy. This is impossible without metallurgy as a steel producer. The green transition requires green steel. In other words, metallurgy needs decarbonisation, but the decarbonisation of other industries depends on metallurgy. For a "green" energy transition, the consistency of state policy is very important, since the implementation of environmental goals is always the result of interaction between the state and business.

At the Ministry of Energy level, there are at least three "green" transition projects [35]. First, the KPMG consulting company is developing a National Energy Strategy. It is assumed that by the end of the year decisions on market models, incentives, balances will be known, and a forecast for the production and consumption of electricity will be formed. Second, consultancy Roland Berger is developing a draft National Hydrogen Strategy. The third project is related to updating the plan for the development of renewable energy, which is being written by one of the industry associations [36].

Several projects are moving towards converging on one point, in fact, laying the foundation for a nationwide strategy for a "green" energy transition. The approach to energy strategy in Ukraine is strongly biased towards energy independence.

4.5 "Green" Energy

All industries need green electricity to reduce CO_2 emissions. The IEA predicts a 2.7- fold increase in electricity production by 2050. By this time, almost 90% of electricity will be produced on the basis of renewable resources, which will create additional demand for steel for the construction of renewable energy facilities [20].

According to the GMK Center, the global energy sector will need 1.7 billion tons of steel for the "green" transition. This compares to current annual global steel production. The development of almost all areas of renewable energy and distribution networks is based on the use of steel.

Steel is used for the production of photovoltaic panels, pumps, tanks, heat exchangers in solar power plants, for the manufacture of power transmission towers in distribution and supply systems. Steel is also a basic material in renewable energy, where it is used, for example, for the manufacture of wind turbine masts. According to GMK Center's estimation, in 2021-2050 solar energy will need 566 million tons of steel, and wind energy – 1,129 million tons.

Now the share of "green" generation in the total energy mix reaches 8%, if we talk exclusively about the sun and wind. If we also add a hydropower component, then the share of renewable energy sources will be 12%. The energy strategy of Ukraine has a more ambitious long-term goal: by 2035, "green" energy should account for 25% of primary energy consumption.

The construction of new renewable energy facilities is impossible without investment in this industry. Attraction of investments, in turn, depends on the creation of transparent regulatory conditions, clear and equal rules of the game for all, and the fulfilment of government obligations to investors [72].

The government's position, recorded in the second nationally determined contribution to the Paris Climate Agreement, is that CO_2 emissions are supposed to be reduced only by reducing the use of coal. The development of alternative, "green" energy is considered to be quite a complex topic. When we have a dialogue between market players and the government, "green" energy will develop much faster.

4.6 "Green" Hydrogen

Although Ukraine has declared its desire to occupy the niche of a producer of "green" hydrogen for the European market, the implementation of these plans is still a question. To produce "green" hydrogen, "green" electricity is needed, however so far too little of it is being produced [24].

Hydrogen produced with the use of atomic energy, which could be produced by Ukraine – conditionally "yellow" – is not required by Europe. France, which also has a lot of nuclear power, is quite capable of producing it there. Therefore, they are ready to receive from us only "green" hydrogen, which will be produced using renewable energy sources.

The second problem that can impede the implementation of plans for the supply of new fuel to Europe is the lack of suitable distribution channels [42]. The transportation of gas-hydrogen mixtures and hydrogen through the Ukrainian gas transmission system is practically impossible from the point of view of hydraulics. There will be a loss of resource on the way of pumping and other phenomena associated, for example, with gas withdrawal. The mode of movement of the gas-hydrogen mixture will be influenced by the groups of gas distribution networks and gas outlets connected to the main gas pipeline system. Then we will have to compensate for the pressure loss in the gas pipeline branch by the corresponding injection pressure of the hydrogen itself. These are very complex calculations that need to be constantly optimized.

According to Naftogaz's calculations, the use of pipelines for transporting gas-hydrogen mixtures and hydrogen is possible only if consumers' access to the gas transmission system is limited, and the length of the pipeline itself does not exceed 50-70 km.

But, probably, in the near future, hydrogen as a fuel may not be needed. Hydrogen technologies and carbon dioxide capture, which are now being actively discussed in our space and with which energy transformation is mostly associated with us, are just components of the strategy of global corporations, along with other measures. According to our observations, hydrogen is considered when electrification is impossible. Or when it is not possible to reduce emissions in other ways. That is, when other measures have not worked.

4.7 "Green" Building

A study by the GMK Center says construction and real estate are the world's top sources of greenhouse gas emissions. They account for 38% of global emissions, with construction and production of building materials accounting for 10% (3.5 billion tons of CO_2). Another 28% of emissions (10 billion tons of CO_2) are generated during the operation of buildings (operating emissions) as a result of energy consumption for heating, air conditioning, lighting, etc. [22]. In the coming years, significant efforts and investments will be directed to reduce emissions in this direction. The IEA expects construction sector emissions to fall by 50% by 2030 to meet its carbon neutrality targets. And by 2050, operating emissions should be reduced to zero.

It is possible to reduce emissions in construction and real estate by renovating and extending the use of existing buildings, using materials produced with lower emissions, using materials that can be recycled, and increasing the energy efficiency of buildings [40].

Recently, the concept of ZEB (zero energy building) is gaining popularity. These are buildings that generate as much energy as they consume, or even more. The concept envisages the application of a number of energy efficiency solutions together with renewable energy facilities. Moreover, these solutions are based on the use of steel for fastening solar panels, steel window systems, energy piles, sandwich panels, and so on.

The main part of operating emissions from buildings is indirect emissions [73]. Therefore, there is an alternative in the development of energy efficiency in buildings – the development of renewable energy. In other words, if the energy used by buildings during operation is "green", then the indirect emissions of buildings will be zero.

Investments in energy efficiency in buildings and the construction of "carbon neutral buildings" provide high returns at the macro level, much higher than the return on renewable energy: $ 1 million investments in energy efficient buildings creates 15 workplaces, and $ 1 million invested in renewable energy – only 2- 3 workplaces.

4.8 "Green" Projects

In the post-Soviet space, the main problem of environmental projects is the insufficient level of their elaboration. According to experts, this is why it is difficult to find funding for such projects.

In Ukraine and in the post-Soviet space, there are much fewer opportunities than, for example, in North-Western Europe [28]. But here, too, there is a number of organisations that are already confirming their interest in financing these projects. At the same time, they emphasise that the issue of financing is not a matter of finance. It is a matter of maturity and project readiness. Unfortunately, the projects that we see in the post-Soviet space look just like presentations on paper without relevant data, without models.

The topic of financing is considered at the highest level. We recently had a focused dialogue with the EU, and the key issue was the formation of a platform for financial instruments [77]. It was decided how Ukraine and the EU could participate in projects to decarbonise the economy. Unfortunately, this mechanism will not work without quality projects. The design and development of projects is the only way to get funding.

There are other difficulties in obtaining financing for energy transformation projects [78]. Among them: technological and economic uncertainty associated with innovative technologies, a long planning horizon, the need to involve various partners and a whole pool of funding parties in the project, which creates difficulties in coordination between them. Equipment delivery times are also of great importance – they can reach 18 months.

A powerful inflow of investments and the rapid pace of development of alternative energy have given rise to serious expectations among some analysts and politicians in a confident victory step for it and the "green" economy as a whole in the coming decades [29]. This is evidenced by numerous reports and forecasts, including specialised UN organisations, prepared with the participation of international experts, governing bodies and scientific structures of both developed and developing countries.

5 Conclusion

The development of alternative energy is gaining momentum in the world. Scientists are developing new technologies to help improve the efficiency of renewable energy, and the industry has a long-term perspective. An important argument in favor of the development of alternative energy is that it is actively developing in many countries of the world, including developed and developing countries. The dynamics of the development of alternative energy is predetermined by a number of factors, first of all, the preservation of the priority of ensuring the energy security of the countries-importers of fossil fuels, which are the leaders of the world economy.

An important role is played by the powerful multiplicative and anti-crisis effect of alternative energy. With regard to the multiplying effect, it is necessary to highlight the connecting and stimulating role of innovative environmentally friendly technologies that make up the production and technological basis of this energy sector.

Ukraine needs a transition to alternative energy. The main forms of renewable energy development are projects implemented by public and private enterprises, or in the form of public-private partnerships. This will make it possible to implement the following conceptual principles: solving the problem of energy, economic, social and political tension in the state; balancing the country's fuel and energy balance; ensuring environmental protection; reducing the likelihood of environmental disasters; creation of new workplaces; stimulation of secondary effective funds through the development of other industries, the creation of intellectual property.

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Primary Paper Section: A

Secondary Paper Section: AE, AH

HUMANIZATION OF PUBLIC ADMINISTRATION IN THE CONDITIONS OF TRANSFORMATION PROCESSES: EUROPEAN EXPERIENCE FOR UKRAINE

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Abstract: Most European countries, like Ukraine, have gone through the last two decades through a wave of reforms in the public administration system in line with the New Public Management (NPM). First of all, during the reform process, it was about changing the style, method, and nature of the work of state institutions, increasing the efficiency and effectiveness of their work. The conditions for the implementation and the corresponding results of the reforms differ, which allowed one of the leading experts in the analysis of reforming states to speak of "leaders" and "laggards" in this area. Differences in approaches to public administration led to a modified Model of the state. According to its target functions, the humanization of public administration is a condition for the harmonious activity of a specialist and the enrichment of his potential, the growth of essential forces and abilities. Humanization is a process aimed at developing a manager's personality as a subject, in part, of creative activity. Consider in this article the experience of modernizing public administration on the example of European countries.

Keywords: Concept of neo-Weberianism, European countries, Humanization, Modernization, New Public Management, Public administration, Reformation of the public administration system, Weberian model of bureaucracy.

1 Introduction

Currently, along with the development of the national system, the integration of domestic administrative management into the European and world space is taking place [72]. The desire to overcome professional isolation and cultural limitations, an orientation towards the upbringing of a well-educated and harmoniously developed personality are characteristic of the entire world community at the end of the 20th – beginning of the 21st century. The possibilities of the harmonious development of the individual largely depend on the level of social development in the country, the content of the values transmitted to its citizens, knowledge, skills, and abilities, and the quality of professional training of members of society. In the course of historical development, peoples improve their systems of life. In many countries of the world, the search for new models of management systems that more fully satisfy the needs of the individual and society has intensified [10].

The paradigm of humanistic public administration, reflecting many features and peculiarities of trends in the global state process and the historical development of society as a whole, is predominantly a product of Western civilization [70]. In the West, traditions related to the realization and practical implementation in various spheres of the social life of the freedom of each individual person, the autonomy and independence of his personality, the recognition of his right to individuality, liberty, and initiative were born and developed. In this regard, professional training in the context of its humanistic orientation is of particular importance.

The humanistic orientation is ensured by implementing a set of such psychological and pedagogical conditions as the orientation of vocational training, on the one hand, to the socially given humanistic goal of public administration [54]. But, on the other hand, on the development of his creative individuality; an organic combination within the framework of the value approach methodology of the principles of culturological, personality-activity, poly subject and individual-creative approaches; the unity of general cultural, social, moral, and professional development of the individual in the context of a broad humanitarianization of the content of public administration.

Public administration cannot be based only on those principles that focus only on the mental development of a person [20]. Studying the works of different researchers allows you to understand and feel the general humanistic approach underlying the technologies used. Its essence is the preoccupation with people's lives, problems, difficulties, experiences, aspirations, and an appeal to the faithful, genuine "I."

The concept of the neo-Weberian state is the result of a synthesis of the Weberian model of bureaucracy and the introduction of style, methods, and tools from the private sector into the work of public sector organizations to increase primarily economic efficiency. Here are the main features of the old, based on the Weberian model of bureaucracy, the paradigm of public administration:

- The bureaucracy is distinguished by a differentiated hierarchy of positions and a clear career path;
- The decision-making process is formalized;
- Methods and methods of action are standardized and established by rules and regulations;
- The structure of communications in the bureaucracy, written instructions dominate, which are based on paperwork, paperwork [21].

Bureaucrats are encouraged to loyalty in the following way:

- Remuneration corresponding to social status;
- Life-long employment system;
- Clear "conveyor" prospects (one leaves the position - the next one takes his place) of career growth.

The Weberian model, which existed for a long time (and in many respects still exists today), has found its application in European countries due to cultural and historical characteristics and the prevailing legal system [1-8]. If the legal system proceeds from codified law in continental Europe, then in Anglo-Saxon countries, general case law has become dominant.
The formation of the continental model of bureaucracy, willingly or unwillingly, followed the Weberian path, which determined the trajectory of the development of the public administration model until the 80s of the twentieth century. Within its framework, the influence of the experience of the private sector on the principles and system of management of organizations in the public sector was insignificant [51]. The managerial dichotomy between the private and public sectors was eliminated in a kind of "managerial revolution" when the methods, style, and experience of managing private organizations were introduced into the practice of managing public institutions [13, 16, 17].

Of course, such a "paradigm change" would have been impossible without the internal evolution of the states of "old Europe," largely under the influence of both internal (budget crisis, growing expectations of the population regarding the improvement of the quality of services by the state, political competition, etc.) and external (globalization of labor and capital markets) factors [58].

2 Materials and Methods

The theoretical basis is the development of ideas about the state and bureaucracy within the framework of a new institutional economic theory, affecting transaction costs, property rights, and the theory of agency relations [21, 33, 72]. This made it possible to explain the individualistic behavior of bureaucrats different from Weberian principles. Thus, the existing model with its specific (positive) features, such as professionalism, meritocracy, high efficiency of processes, political neutrality, was supplemented with the following elements of reform in the spirit of NPM and humanization:

- Decentralization and delegation of responsibility for making operational decisions to the level of direct executors, giving managers more freedom to achieve the goals set by the organization;
- Increasing efficiency through the use of contractual relations both within the public sector and with private organizations [24-26];
- Orientation in assessing the performance of state institutions on the immediate results (Output), final results, and social effect (Outcome, Impact) from their activities, and not on the costs of resources (Input) necessary to achieve them (management by results or its modified version – performance management) [69];
- Development in the public sector of competition and focus on the interests and needs of consumers; understanding competition as a critical factor in reducing the cost of providing services and improving their quality;
- Use of the technique of holding tenders and concluding contracts with civil servants;
- Extensive "privatization of tasks," which consists in revising the feasibility of fulfilling specific tasks on the part of directly state bodies and thereby developing the processes of both the privatization of property and the outsourcing system;
- The use in public institutions of management inherent in private firms, that is, the transition from a bureaucratic style of leadership to greater flexibility and the use of new, in particular, electronic technologies;
- Development of "customer focus," the attitude to citizens not as applicants, but as clients who should be provided with high-quality services in a convenient way and with maximum comfort [9, 57].

3 Results

Implementing the cultural and humanistic functions of public administration poses the problem of developing and introducing new technologies that would help overcome the impersonality of government, its alienation from real life by dogmatism and conservatism [22]. Partly updating methods and techniques is not enough for creating such technologies. The essential specificity of humanistic technology is not so much in the transfer of some content of knowledge and the formation of the complementary skills and abilities, but in the development of creative individuality and intellectual and moral freedom of the individual, in joint personal growth.

As a result of this addition, the traditional European rule of law becomes more market-oriented, more "responsive" to the needs of society, more flexible and efficient in terms of adapting to changing environmental conditions [28-31]. To a large extent, under the influence of the state's "privatization of tasks," the concept of "enabling state" emerged, which is based on the principle of subsidiarity. The rejection of the idea of a "welfare state" from "the luxury of charity" shifted the emphasis from state paternalism to creating conditions for realizing the interests of a wide range of stakeholders [41].

A new understanding of the relationship between the state, the market, and civil society is emerging. In general, one can state the interaction of one approach – administrative, with another – managerial, which reformers were guided by within the new ideal type of public management framework [18]. Under the influence of the transfer of tools from the private sector to the practice of government institutions, a kind of synthesis arose – a neo-Weberian bureaucracy. Thanks to the process of social learning, the system of public administration in the countries of the continental model was able to significantly change the Weberian culture in the field of government in the direction of more "client-centeredness" even in those cases when the "pure" options for reforms were only partially implemented [63].

The characteristic features of such synthesis are manifested in the following properties of the model of humanization of public administration of the state:

1. Representatives of public administration are no longer bureaucrats, but professional managers in the service sector, focused on results and consumers;
2. Citizens have rights and obligations in such a state governed by the rule of law [34-36]. But thanks to their role as consumers and participants in the process of determining the volume and structure of production of public and socially significant goods (including using the institutions of direct democracy), an equilibrium is established between supply and demand, which makes it possible, if not to remove, then to smooth out the problem of suboptimal bureau output;
3. The system of representative democracy protects citizens and legitimizes the rule of law and its apparatus, considering the participation of citizens in the affairs of power as consumers and representatives;
4. State law, including administrative law, is, as before, the main instrument for the functioning of the rule of law and relations between the citizen and the state. But private law is increasingly becoming a complementary instrument for resolving public issues;
5. There is a clearly defined public service with its characteristics (status, culture, conditions). Its neutrality and concern for legality are complemented by an orientation towards ultimate socially significant results and the reproduction of a professional culture of high-quality service;
6. The main emphasis on the processes and regulations that guarantee the legality of decisions is supported by an interest in the result, inefficiency, in achieving the goals set by society [27].

4 Discussion

4.1 Options for the Modernization of Public Administration in the Key to its Humanization

Humanistic management technology allows you to overcome alienation. Such technology presupposes a turn towards the individuals, respecting and trusting their dignity, acceptance of personal goals, requests, and interests. It is also associated with creating conditions for the disclosure and development of abilities with a focus on ensuring the full value of their daily lives [19].

In the humanistic management technology, its agelessness is overcome, psychophysiological parameters, features of the social and cultural context, the complexity and ambiguity of the world are taken into account [38, 39, 42]. Finally, humanistic technology allows you to combine social and personal principles organically. The implementation of cultural and humanistic management functions in this way determines a democratically organized, intensive educational process that is unlimited in the socio-cultural space, in the center of which is the personality (the principle of anthropocentricity) [59]. The primary meaning of this process is the harmonious development of the individual and society. The quality and measure of this development are indicators of the humanization of society and the individual. However, the transition process from the traditional type of management to the humanistic one is not straightforward.

There is a contradiction between fundamental humanistic ideas and the degree of their implementation due to the lack of a sufficiently trained pedagogical corps. The revealed antinomy of the humanistic nature of education and the dominance of the technocratic approach in pedagogical theory and practice shows the need to build modern public administration on the ideas of humanism.

In developing the state (public) sector, three groups of countries can be identified that have carried out large-scale reforms of the management system. The first group includes the Anglo-Saxon countries: Australia, New Zealand, Great Britain, and the USA [68]. The emphasis in the reform there was made on the transformation of state institutions to orient their activities towards the final result. The first three countries, in particular, are distinguished by the radical process of reform, which was expressed in the desire to achieve greater efficiency and effectiveness in public administration by introducing market processes and mechanisms. In the UK, these policies have been reflected in the creation of agencies, extensive privatization of state-owned enterprises, and the introduction of competitive bidding for public procurement at various levels. In addition, this group is characterized by the direction of reforms from the top, from central bodies to local levels of executive power (the United States, rather, is characterized by the opposite trend) [61]. The second group includes the Scandinavian countries and the Netherlands. The reform processes in these countries are characterized by a high degree of concentration of central governments and communes and a consensus approach. For example, in the Netherlands, numerous reform projects were carried out at the communes' initiative and with the government's support [45-48, 50]. First of all, it is worth mentioning the city of Tilburg, which gained international fame due to the introduction (through contract management) of the communal organization of the concern with a city manager model. The focus of the reforms is the internal modernization of the public sector, which should be achieved through the development of personnel and organizational aspects and the use of new management tools [40].

In contrast to the first group, the reforming processes proceeded here more calmly and less radically. The third group includes Germany, Austria, and Switzerland, as well as France and the southern countries of "old" Europe, which are distinguished by a more cautious approach to reforms [52, 53, 55, 56]. The modernization of governance in these countries began later than in the first two groups and was more difficult due to the strongly pronounced influence of the legal and behavioral approach of the Weberian model. Germany was significantly different, where at first only isolated, unsystematic cases of GPS use were noted; the fundamental concept was introduced later, in the mid-1990s, when specific initiatives arose at the communal level. Internal modernization was also an essential element of reforms in these countries.

From the point of view of the above-mentioned concept of “coordinating state” in the context of the relationship between the tasks of the state and society, two approaches can be distinguished. The northern option (Anglo-Saxon and Scandinavian countries) emphasizes the attitude to citizens as to accomplices of public dialogue within the framework of a civil state based on rights and obligations [60, 62]. The Continental version focuses on the professional state, which is oriented towards the “citizens as clients” paradigm. Based on the above factors (the influence of legal and cultural traditions, the predominance of state paternalism or autonomy, the role of the state as the basis of public relations or as a coordinator of civil society, etc.), two types of modernization of public administration in OECD countries can be distinguished [14]. The first includes countries in which the features mentioned above of neo-Weberianism prevail; the second contains countries that are more inclined to focus on the market nature of the state, in which it plays a predominantly coordinating function. From our point of view, the most interesting is acquaintance with the experience of reforming neo-Weberian (Germany, Austria, Switzerland) states with a continental model of governance, the main features of which are closer to the Russian model of bureaucracy.

As many researchers note, Germany missed up the beginning of reforms, especially at the federal level. Unlike the Anglo-Saxon countries, where reform began at the level of the central government, in Germany, it went from the bottom up and initially affected the level of local government [64-67, 71]. The first ideas about the need to restructure the traditional German bureaucracy, following the example of the experience of the Dutch city-concern Tilburg, began to be expressed in the late 1980s. The lack of earlier attempts at reform is explained by the lack of pressure from circumstances and the high level of efficiency of the German bureaucracy in international comparison [22].

After the unification of Germany, the course of reform, initiated and inspired to a large extent by the Communal Council for Simplification of Management, led to the emergence of the German version of the Neue Steuerungmodell. To a large extent, this was facilitated by the need for more economical and efficient local government in the conditions of signs of a budget crisis that began to appear already in the early 1990s. The growth of social spending and the need to mobilize financial resources to support the new eastern lands have made it almost impossible to solve the growing problems in the traditional bureaucratic way – by increasing the budget [73-75]. Beginning in 1992 with Community Management Development Initiatives, the implementation of the elements has covered the vast majority of German communes and communities [15]. This approach promised an increase in efficiency and consumer orientation, a rethinking of social objectives, which clearly should have fostered political consensus.

In practice, the modernization of the management system in the communes has led to conflicting results. Some aspects (in particular, contract management between the political and administrative levels of government) were introduced in isolated cases, others - especially those that could be implemented within the framework of the traditional Weberian model – almost everywhere [76, 77]. The most significant advances in this context are in customer focus, the creation of outreach centers, and the improvement of processes and regulations. The situation is much worse with internal organizational modernization, in particular with the creation of autonomous administrative units responsible for specific public services [78]. Often, decentralization led to a loss of coordination and control, departmental egoism, and increased organizational costs. In this regard, in many communes, there is a return to traditional hierarchies.

At the level of the federal states, modernization processes began to actively manifest themselves only by the beginning of the 21st century. Their key areas are eliminating duplicate structures and intermediate levels and reducing personnel and hierarchy levels [43]. Attempts to introduce financial management and budgeting measures at the Länder level have also led to conflicting results. For example, in Baden-Württemberg, the costs of raising a system for calculating expenses, impacts, controlling, and other elements of the “reform of the century” exceeded 250 million euros but did not lead to any significant changes in the efficiency of the state authorities. As for the federal bodies, here, the reforms were implemented only to an insignificant extent. The orientation toward a “compact state” during the reign of the CDU/CSU coalition was replaced by an orientation toward the concept of a “coordinating” state during the administration of Chancellor G. Schroeder.

Attempts to use e-government (a special program was adopted in 1999) and an “eternal struggle” to reduce bureaucracy, leading, however, to the fact that only new departments and commissions to combat bureaucracy in the structures of the relevant ministries.

In Switzerland, the latest wave of public administration reform began in 1989 under National Research Program No 27. A vital element of this phase of reform is performance-based budgeting [37]. Instead of the institution of estimated funding, performance-based budgeting is introduced, in this case, a detailed, easily controllable from the point of view of implementation, but weakly affecting the achievement of socially significant goals, the mechanism is replaced by an orientation towards “global budgeting” of the activities of institutions and the formulation of the goals of their work on the part of higher, mainly political bodies. Public administration reforms in Switzerland (as well as in Austria) are characterized by the concept of “Performance-oriented public administration” (Wirkungsorientierte Verwaltung) – a kind of reform in the spirit of humanization [70]. Its central aspect is the shift in focus on the end result: from process management to results management. In contrast to the market, government agencies produce non-market, public goods: safety on the streets and safety of the construction of facilities, social assistance, and secondary education.

The result and activity of the state consist of the synergistic effect of the activities of civil servants of the “front line” (teachers, police officers, social workers) and support services (personnel services, finance, monitoring, and control institutions). But for society, it is not the costs of producing public goods that are more important, but to a much greater extent the final result: the level of education in society, life expectancy, crime rate, etc.

In Switzerland, at the federal and cantonal and commune levels in the 1990s, ministries were replaced by agencies modeled on the UK. They incorporate cost, outcome and impact indicators, agency auditing and appraisal, and global budgeting. There have also been changes in the area of separation of political (strategic) and administrative (operational) management, significant changes in the area of personnel management, in the organizational and legal area of government institutions. Thus, the state meteorological service was transformed into “Meteo-Schweitz”, a market-oriented body of the service sector, that is, a financially and organizationally autonomous structure [23].

Similar changes have occurred in the departments for construction, culture, archival services, etc. The current development of the reform is associated with a permanent analysis of state tasks. Focusing on a holding structure in authorities' work often leads to significant savings. As was the case ten years ago, it is about the need to improve regulations and processes and thereby achieve better customer service. To implement the package of reforming public administration, the Swiss Bundesrat adopted nine resolutions affecting the activities of the government of the confederation as a whole and several specific issues:

- Rechecking the organizational structure of all government departments;
- Analysis of processes and strategies in the area of personnel, including simplification of regulation;
- Elimination of duplicate functions;
- Simplification of internal regulations and reduction of document circulation;
- Centralization of librarianship;
- Rechecking of the urgent need for extra-parliamentary commissions.

According to the estimates of the developers of the reform package, the estimated amount of budgetary savings as a result of these measures should be 30 million Swiss francs in 2007 and 40 million francs starting from 2008. The Austrian reform concerned the federal level of government primarily. The goals were called traditional but simultaneously contradictory: an increase in the quality of the work of state bodies, efficiency and effectiveness in the production of public goods, an increase in responsibility and transparency, financial savings, orientation towards citizens, or strengthening of democratic participation.

In Austria, in this regard, the reform of the state is compared with an "endless history" since the first elements of reforming government in the Austrian empire date back to the 18th century – the time of Empress Maria Teresa. Such a long relationship should not be surprising since many state institutions of the Austrian Empire were preserved in the Constitution of the Austrian Republic, which is still in force, adopted back in 1920. At the same time, since the mid-1980s, each Austrian government has undertaken a legislative effort to reform public administration [49]. This primarily concerned the reform of the legal regulation of the civil service, restructuring of the government, the introduction of measures to save budget expenditures, in particular by reducing staff, improving the interaction between citizens and public authorities.

In 1988, the State Management project was adopted at the federal level, the purpose of which was to rationalize the work of state bodies according to the criteria of economic efficiency. In the mid-90s, the new state management ideas also exert an increasing influence [23]. The program "Innovations in the sphere of government administration," adopted in 1997, set the critical task of transforming the state into an organization that provides services to citizens. The implementation of this mission was to be achieved through a modern personnel management system, the introduction of management tools from the private sector, and an increase in the efficiency of serving citizens using e-government. At the same time, this stage of reforms stalled, which was confirmed by the assessments of foreign observers who named Austria among the laggards.

With the change of government in 2000, there was a marked revival of reform efforts. Already in the summer of 2000, as a result of the work of government commissions, a whole range of proposals arose, which eventually led to the adoption of a joint federal and land reform package [12]. The most important elements of the package were the law on public administration reform, deregulation measures, and structural reform of the management of secondary education in the financial sector, justice, and police. Potential savings from the activities carried out amounted to 1.54 billion euros, 70% of this amount – due to staff reductions.

An important component of the events was also the transfer of competencies from federal to local authorities, which made it possible to organize their implementation by providing a wide range of public services in one place on the principle of a "single window". The organization of the work of e-government has also significantly improved. A single portal of the citizen assistance service has emerged, providing almost comprehensive information on all aspects of the interaction between a citizen and the state, from obtaining a passport and ending with finding a job. In 2004, the law on e-government came into force. This allowed Austria in 2006 and 2007 to take first place in the European Public Service Award for the best model of e-government in Europe.

As before, at the present stage of reforms in Austria, great importance is attached to the internal restructuring of state institutions, the abolition of unnecessary bureaucracy, and the reduction of staff. Thus, a one-time audit showed that in 12 ministries of the Austrian federal government, 4,700 people, or one-third of all personnel, were engaged in "administration of administrations." To reduce unnecessary levels of the hierarchy, interdepartmental clusters were formed (joint transport service, etc.), accounting operations were outsourced. As a result, about 40% of the staff in the accounting department alone was cut in four years [32]. As other measures in the field of the internal organization of the work of state institutions, it is worth noting the introduction of performance management tools – management by results, calculation of costs and performance indicators, not without "fashionable" tools in the field of accounting, control and management, such as benchmarking (comparing the performance of similar institutions and identifying "best practices"), Balanced Scorecard and Total Quality Management. In addition, it is worth noting the improvement of the information and technological component of the work of state institutions, in particular the introduction of personnel management based on SAP software products, electronic document management, etc. The introduction of information and communication technologies also contributed to reducing personnel.

The modernization also affected the execution of several socially significant tasks. For example, the Austrian police and gendarmerie were united. In the area of higher education, this is reflected in the granting of greater freedom to universities in both decision-making and financial. In particular, the elements of performance-based budgeting and global budgeting were introduced instead of the traditional cameralistics, which involves only cost accounting and estimated funding for the activities of institutions [44]. In general, we can say that in

Austria, despite the presence of legislative archaisms in the field of federalism and in other areas, in recent years, there has been an accelerated movement towards a neo-Weberian state. It already, unlike Germany, cannot be called "lagging behind," and according to Bookert's classification, it is on the way from a structurally conservative state to a situation of "cautious modernization."

At the same time, Austria did not move away from the positive aspects of the Weberian bureaucracy, in particular the efficiency of processes, fairness, and the absence of corruption, loyalty, and competence. These positive aspects of the Weberian model increase acceptance in the Anglo-Saxon world. Thus, according to polls by the Eurobarometer, Austria is at the forefront in terms of the degree of trust in such state institutions like the police, government, and the judiciary. Its ultimate goal is a combination of positive elements of the rule of law and the traditional management culture with progressive elements of public administration in an innovative form [11].

5 Conclusion

The democratization and humanization of public life set before the state the task of maximizing the use of the capabilities of the state administration and through it the entire management system for the formation of a diversified personality (society) as the main component of the labor resources of society.

Modernization in the spirit of humanization undoubtedly led to significant cultural changes in countries with solid bureaucratic traditions, which include the mentioned German-speaking states of Europe. Overcoming the closed caste of bureaucrats, the isolation of state institutions from the interests of society and serving it, and not their interests or the interests of the authorities is the most successful result of long-term evolutionary changes in their public administration system. However, the simple summation of traditional values and modern management approaches from the private sector did not always lead to the intended results. In this regard, in Germany in particular, we are not talking about the emergence of a synthetic neo-Weberian state model but about the parallel existence of traditional bureaucratic and new, “managerial” elements of government.

To some extent, the import of effective public administration institutions from the leading countries to Germany turned out to be impossible in the end. In the Anglo-Saxon countries, in which the respective environment, particularly the Civic Culture Administration tradition, was more favorable, the provision of more freedom to managers and decentralization, accompanied by improved accountability, allowed, for example, New Zealand to enter the world by the mid-1990s, leaders in public administration efficiency and create conditions for economic growth. As the experience of reforming communes in Germany shows, even in the conditions of the well-established Weberian bureaucratic traditions, the granting of decision-making freedom to managers within institutions and established hierarchies often did not change the mental models of officials, as it was supposed, in the direction of increasing the efficiency of their work, but in some cases led to corruption and “Departmental egoism”. Therefore, the movement of other countries, including Ukraine, towards a more effective state should be carried out taking into account the institutional conditions, but should not blindly copy even institutions that are effective in a different cultural and social environment.

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

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Abstract: The article reveals the advantages and prospects of project management in EU countries. The main problems and advantages of applying a project-oriented approach in the system of public administration are considered. The concept of the project is considered in the article. An overview of the practices of project management in European countries in the framework of spatial development is presented. It is concluded that the development of project management in Europe is heterogeneous, offset by cooperation at the interstate level.

Keywords: Best practice, European Union, Institutialization, Project management, Socio-economic relations.

1 Introduction

The ineffectiveness of the mechanisms for transmitting information, preparing and making decisions is one of the main challenges for modern public administration in developed countries. Therefore, more and more actively in the public sector, project management technologies have begun to be used, which make it possible to comprehensively develop and manage the implementation of a project in order to achieve a socially significant result, regardless of the scope of its implementation. At the same time, the approaches and technologies used in project management in the public sector affect economic development and the rate of economic growth, determining the need to transform the forms and methods of state regulation of the economy.

Program-targeted approach, strategic planning and management, results-based budgeting, and other elements of management, entered the array of tools of the means of implementing public policy in the end of the 20th century. Projects began to be used, the scale of which at the beginning of the administrative reform showed a steady trend of popularization of the tool in the activities of public authorities [31]. The availability of a project management methodology recognized by the professional community of managers, regulating the procedure at each stage of the activity, and the possibility of obtaining results in conditions of limited resources, were considered by public policy actors as the main advantages of the project.

The key differences between the project and the current (operating) activities in the public sector are that the operating is aimed at maintaining the vital activity and stability of current issues, is carried out by constant groups of employees of the government body in conditions of a low level of uncertainty and the date of completion of this function. At the same time, project activities in the public sector are aimed at cardinal changes in a specific field of activity in conditions of severe restrictions on time, financial and labor resources (performed by temporary teams) [5].

Moreover, the prospective development of the regional economy is presented in the form of a set of large interregional investment projects aimed at achieving the strategic goals of socio-economic development [1-4]. This makes it possible to combine the use of target-oriented and project-based methods of organizing the management of inter-branch projects and allows you to customize the mechanisms of state regulation of solving local problems to achieve project goals.

The development and implementation of the program of socio-economic development of the region is a complex process of managing research, production, socio-economic, and other subprograms that are part of it. However, it is not always possible to maintain the approach to the program as a holistic, interconnected system of subroutines [6-8]. The use of the project life cycle model will help to improve the organization of program management by ensuring the integrity, coherence, and continuity of subprogram management.

The transformations of the economy over the past years have led to serious transformations in the management system. Project management is a growing field of knowledge and is becoming increasingly important in the functioning of the national economy. Project work, which is characterized by clear goals and limited by strict time frames, fully meets the rapidly changing requirements of the modern business world.

One should note the specificity of project management in the national context, which does not always allow the use of foreign methods and experience in project management. Ineffective organization of project management processes leads to a significant increase in the costs and timing of the project, complicates the implementation process, leads to insoluble conflicts with the customer [10-12]. Western practice and domestic experience in project management show that a methodological approach to planning and monitoring the progress of work not only ensures the fastest successful project implementation, but also significantly reduces the cost of its implementation [37].

An important stage in project planning is solving the problem of optimal distribution of limited resources and, accordingly, drawing up a timetable for the implementation of the project work. In particular, within the framework of project management, the limited manpower is required to carry out the work of the project. As a rule, resource allocation problems refer to complex multicriteria problems, effective methods for solving which are known only for a number of special cases [63]. Thus, it seems expedient to address to successful experience of EU in the field of project management in dynamic environment, research practices of optimal resources allocation, and even institutialization of project management.

In terms of internal content, modern management is not fundamentally different from project management in previous eras. The specifics of project management at the present stage is that for the first time in human history it is becoming an independent profession and acquires an institutional base [15, 17]. The basis for the institutionalization of project management is the professionalization of related activities. At the same time, professionalization means the creation of an autonomous independent community of professionals with its own system of professional standards and professional certification, relatively independent of the state and business.

2 Materials and Methods

The theoretical and methodological basis of the study was the works of leading scientists in the field of public administration, general management, project management theory, scientific work in the field of information and communication technologies. Moreover, the following methods were used:

- The method of structural and functional analysis, which allowed 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 method that allows you to recreate the integrity of the project management system by disclosing its elements and their interrelationship;
- System method, providing consideration of the object of study in the form of a system, identification of its integrity, analysis of the interaction of system elements, construction of system models;
- Method of contextual analysis, consisting in the study of materials presented in the research literature, their analysis and comparison.

3 Results and Discussion

The development of the project approach as a promising form of management is based on the methodology and use of management tools, in which the concept of a project, which includes a meaningful characteristic of the subject and object of management, acts as the basis [19, 20]. In turn, practical project activities are carried out on the basis of national and/or international approaches, recommendations and standards developed as a result of generalization of practical experience of activities, both in the commercial sphere and in the sphere of public administration [54]. It should be noted that, despite a sufficiently long period of application of the project approach, the interpretation of the concept and the concept of defining the project continues to change due to the development of theory and practice of project activities.

In particular, in the practice and methodological materials of the German project management association, the concept of “project” is determined through a set of significant features, the most important of which are the uniqueness of goals, novelty, urgency and limited resources, the presence of which is sufficient to consider the object of management as a project [43]. As a rule, these signs make it possible to distinguish between those activities that can be described by the concept of “project”, from those for which it is impossible to do so [56].

Another conceptual approach, interpreting a project as a change in the system, defines it as a certain task with certain initial data and required results that determine the choice of a method for solving it [13]. Some economists consider the project as a set of planning documents containing an original solution, including the characteristics of the object, as well as data and proposals for the subsequent development of the document [56].

The development of the project approach as a promising form of management is based on the methodology and use of management tools, in which the concept of a project is the basis, which includes a meaningful characteristic of the subject and object of management. In turn, practical project activities are carried out on the basis of national and / or international approaches, recommendations and standards developed as a result of generalizing the practical experience of activities, both in the commercial sphere and in the sphere of public administration [22-26]. It should be noted that, despite a sufficiently long period of application of the project approach, the interpretation of the concept and the concept of defining the project continues to change due to the development of the theory and practice of project activities.

The widespread approach to the project and as a set of activities, within which the project is defined as a system of interrelated goals and ways to achieve them, which is a connected set of research, development, production, organizational, financial, commercial, and other activities [9, 16]. The presence of different approaches to the meaningful characterization of the concept of “project” reflects the variety of areas of activity in which project management is used, which, in turn, predetermines a different interpretation of the concept of “project management.”

In the theory and practice of modern management, the concept of “project approach” is also widely used, the definition of which is also ambiguous. This is seen as an approach to management that involves the formation of projects as a way to solve the most pressing problems [41]. This is an activity methodology, which is based on the creation or modernization of an object with new, unique properties. In some works, the project approach is a formal management tool used in the preparation and implementation of various projects as repeatable sequential and controlled processes [14]. Other researchers consider the project approach as a management methodology, highlighting its advantages in ensuring the achievement of the final goal of the project [9, 51]. Common feature of works of the listed researchers is the consideration of the project approach as a form of management activity aimed at achieving the assigned tasks.

A distinctive feature of the American model of project management is the large amount of budget funding for projects, their strategic focus on protecting the country's sovereignty, as well as the complex organizational structure of the executors [28-30]. In particular, in the present case, the latter is a major shortcoming of the American model, as the length of conciliation procedures and the large number of links in the management chain did not allow to fully implement all cybersecurity systems [16].

Since the late 1970s, project management has been introduced in Europe. The International Project Management Association (INTERNET; IPMA) becomes the project office. The association also studies emerging risks, problems and obstacles to the implementation of government and business projects [50].

Project activities in Europe have the broad support of development institutions. Thus, programs aimed at co-financing in the field of project management have the European Parliament and the European Commission (EU); European Bank for Reconstruction and Development (BERD / EBERD); European Investment Bank (EIB / BEI); World Bank for Economic Development (WB).

The European Union has its own project management structure. For example, in France, the Department of State Modernization was established under the Government of the Republic, which includes legal support of the country's project activities, as well as the introduction of world best practices in the field of public administration of socio-economic life of the French state [21].

Project management in Sweden has a large share of the planning segment. This stage has a key role to play, as the success of the whole project depends on the effective elaboration of the issue before the start of implementation. The Swedish government supports a “culture of debate”, where informal situations are often followed by discussions of all possible risks and obstacles, and the search for a resource and management component [32-36]. The decision is made jointly after a long discussion. Also, any stage of the project implementation is submitted for public discussion with full access to the information necessary for evaluation. The authorities have established feedback channels, where each proposal or criticism is subject to collective discussion by the project team.

Programs implemented through the EU Structural Funds are usually implemented in the form of local, regional or international cooperation. The Commission of the European Union pays great attention to involving competent partners in the preparation and implementation of programs and projects of the Structural Funds. In the Commission's view, the involvement of local authorities helps to better formulate a regional development strategy and ensure better implementation, as they are better acquainted with the problems and needs of the regions concerned [38-40]. The social partners (employers and trade unions) also aim to develop human resources. Depending on the content of the program or project, it is planned to invite all interested groups, NGOs, etc. to develop the project or program.

The current stage of development of project management is characterized by the expansion of the subject field due to best practices in other areas of management and “paradigmatic, thematic and methodological diversity” [18] methodologies that combine cascading and flexible models, best practices and methodological developments of basic standards [42]. This trend can be traced in the development of European project management methodology, which generalizes and greatly simplifies the classical project management methodologies, thus representing a simple effective guide.

These practices include elements from a wide range of generally accepted Agile project management principles and best practices, project management standards and methodologies such as PMBOK, PRINCE2, IPMA-ICB. The developers of the standard claim that this methodology is suitable for any type of project, providing a standard model of project life cycle management, a set of management actions, principles and working templates, as well as a set of effective solutions for project teams [59].

In most European countries, the project approach is primarily associated with joint activities within the European Union, in particular, with the participation of the Structural Fund and the Cohesion Fund of the European Union. Programs implemented through the EU Structural Funds are usually carried out in the form of local, regional, or international cooperation [13]. These funds are presented in Table 1.

Table 1: EU Structural Development Funds and Financing Objectives

Funds	Aims of financing
1. European Regional Development Fund (ERDF)	Promotion of economic and social development of lagging regions and territories, their structural regulation. Economic revitalization of those regions or parts of it where industry is in decline
2. European Social Fund (ESF)	Development of a strategy to help and improve living standards in the framework of project activities
3. European Agricultural Advisory and Guarantee Fund (EAGGF)	Promotion of structural and incentive measures for rural development
4. Financial Instrument for Fisheries Guidance (FIFG)	Development of local capacity in rural areas
5. Cohesion Fund (CF)	Encouraging assistance to countries to protect and improve the environment and develop the European transport system.

For example, the EU's Baltic Sea Region Regional Development Fund and the European Union's Structural Unity and Cohesion Fund allocated € 222.8 billion from 2007 to 2013 to 90 projects promoting regional development. These projects focus on such areas as energy, innovation, transport, water supply. The main advantage of project management in the context of public reporting can be considered an adjustment of the project management system, which is based on the principles of leadership and team management, a clear functional division of responsibilities and competencies [44-49]. The exchange of information between members of the project team through a comprehensive information system contributes to the benefits of implementing the principles of project management.

Some of the successful initiatives of the countries of Central and Eastern Europe include the following: complete digitalization of public administration, monitoring of the spending of grants in the Czech Republic; stimulating innovation and improving education (Estonia, Slovakia, Slovenia); improvement of financial instruments (Hungary, Bulgaria, Lithuania); stimulation of youth employment initiatives in Poland; stimulation of the processes of social integration and the fight against poverty (Latvia, Lithuania) [13]. This experience shows that cross-country activities are recognized in Europe and bring practical benefits. But there are also countries that stand out for a higher level of project management development and are able to implement large projects themselves.

The practice of implementing the project and program approach in the EU countries demonstrates a consolidated approach in choosing the goals and priorities of regional development of EU regions. There is a coherence between funding and budget performance indicators for projects and programs in the new EU countries, funded by the Structural Unity and Cohesion Funds of the European Union. It is expedient to pay attention to eight principles of formation of programs of structural funds: planning, partnership, complementarity, subsidiarity, flexibility, coherence and viability [21].

Flexibility ensures proper analysis, coordination and implementation of goals, promotes the creation of multi-year integrated programs. This ensures the effectiveness of relationships and communications between subject areas and projects [52, 53,55]. The partnership encourages openness, vertical and horizontal cooperation in the implementation of projects and programs, especially among partners located in the same region. Complementarity means that investments and expenditures by regional and national Member States should not be considered exclusively for those regions that could potentially receive support from the European Union's Structural Funds. This principle emphasizes the responsibility of the country itself for the development of lagging regions, the allocation of its national funds, regardless of the support of the European Union.

The principle of convergence implies that the funds spent on support should be allocated to the main objectives of the program and not to the many indirect effects of the programs [57, 58]. The principle of subsidiarity is related to the need to manage a program or project at the level at which it can best be implemented. In most cases, this is the local level, because this level takes into account the existing conditions. However, management functions that cannot be properly implemented locally must be managed centrally.

The principle of flexibility allows improving the structure of the program, the project after the change of economic conditions and environment, to identify errors and inaccuracies to improve the program [60, 61]. Compatibility aims to maximize policy coherence at national, regional and European levels. The principle of viability provides for the quality management of natural, social and economic resources so that future generations can also fully meet the needs.

For example, in the 2017 budget, the EU reduced funding for programs and projects to equalize the level of socio-economic development of the new EU countries and bring them closer to the European average by 23.9%. Latvia, Lithuania and Estonia have been positive examples of the development of EU funds for the rest of Central and Eastern Europe. By the end of 2015, Latvia had signed contracts with 8.3 thousand beneficiaries for a total of 4.7 billion euros, which was 4% more than the allocated budget (4.53 billion euros) and ensured the actual use of 100% of the allocated funding. The planning, programming and implementation of projects supported by the EU Structural Funds focuses on the development of infrastructure, human resources, development of administrative systems and regulatory tools [43, 51].

The new EU member states are proving their success in improving the management of programs supported by the European Union's Structural Unity and Cohesion Funds. This is facilitated by European Union legislation and the interaction of European Union authorities at national and supranational level [64-66]. The modern methodology for the functioning of the Structural Unity and Cohesion Funds of the European Union clearly defines what needs to be done consistently at each stage of project cycle management.

Directions of development and forecast of the country (region, city) are studied at the stage of development. The situation is analyzed at the national level in order to identify problems, barriers and opportunities of individual regions and industries that are important for the development of society and the economy [67, 68].

At the stage of identification the initial conditions of the project, the concept of projects are formed, possible actions are defined, the most priority are allocated [69]. At this stage, the interaction of partners and potential beneficiaries is carried out. The possible risks of the beneficiaries are assessed and the most effective ways to solve these problems are sought.

The most promising project ideas selected at the development stage are currently being developed and realistic project work plans are being prepared. It is important that not only partners but also future beneficiaries, all stakeholders participate at this stage. Their participation in the concretization of the project idea significantly increases the likelihood that the strategic goals of the project will be realized and long-term benefits for the project result will be achieved.

At the stage of financing, the final investment decision is made regarding the financing of the submitted project. This decision is made by the funding institution taking into account the extent to which a particular project meets the requirements of the European Union's structural funds.

At the implementation stage, all activities provided for in the project activity plans must be implemented in accordance with the plan. It is necessary to monitor the progress of the project, to assess the progress made on the indicators of the approved project schedule.

At the project implementation evaluation stage, independent experts assess whether the objectives set and the objectives set out in the project contract have been achieved. To improve the quality of management of future projects and programs, evaluation information should be accumulated, systematized, and disseminated to new project and program developers.

In frames of institutionalization, European countries not only use the world experience of project activities and the generally accepted system of standardization in this area, but also develop their own standards, taking into account the national management and executive mentality. For example, Greece, after analyzing the mistakes of national projects, decided to create its own standard of project activities ELOT-1429. The Ministry of Economy and Finance has included in this standard a guide for the use of specialized and procurement projects in public projects, as well as requirements for the evaluation of project managers.

In the UK, not being the EU member anymore, in 2016 significant improvements in budget compliance and project scheduling were observed. In addition, the role of the UK Department of Infrastructure and Projects (IPA) as a change leader in the entire public services sector is noted, especially in terms of developing a project culture [62]. This function is a priority in the long term and it receives serious attention. In turn, the IPA report on its activities indicates the key long-term areas of work of the Department to improve its own efficiency and the public sector as a whole.

One of the priority areas of project activity in the UK is the evaluation of results. To achieve this goal, IPA conducts a comprehensive assessment of the status of projects. Based on it, an assessment of the reliability of the implementation (Delivery Confidence assessment, DCA) is carried out – an assessment of the likelihood of successful completion of the project [27].

4 Conclusion

The assessment is carried out on a five-level color scale, where “green” is a high probability of successful completion, and “red” is an extremely low probability of success of a project or program. DCA is a snapshot of a project at a specific point in time and is designed to focus project teams' attention on problematic aspects of projects. In addition, IPA provides additional support to projects that find themselves in the “red” or orange zone – for example, information and expert, as well as conducting additional assessments of the status of the project to identify the root causes of problems.

DCA is a comprehensive assessment of the entire project, i.e., finding the project in the orange zone does not mean its complete failure in all respects. A strong deviation of several parameters with good indicators on others can lead to a similar characteristic of the state of the project. This indicator is constantly changing throughout the life cycle of the project and is often quickly corrected after the implementation of corrective actions.

Regarding the overall specifics of European models of project management should be noted their high level of sophistication at all stages, complex organizational structure of management, high level of resources and staffing, effective support of the state apparatus, and the advantage of public-private partnership.

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Primary Paper Section: A

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HUMANIZATION CONCEPT OF THE EDUCATIONAL PROCESS IN THE FIELD OF PUBLIC ADMINISTRATION AS A BASIS FOR THE IMPLEMENTATION OF PUBLIC ADMINISTRATION REFORMS

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Abstract: It is shown in the article that currently the effectiveness of public administration is associated with the development and implementation of mechanisms to ensure the effectiveness of the professional activities of civil servants. This model assumes a reorientation of budgetary and management processes from accounting for resources to accounting for results. In addition, the public administration system in the new social conditions increasingly needs authority from citizens, support from civil society structures. This is possible only in conditions of improving the quality of professional activity and education of civil servants. Based on historical and analytical approach, development and evolution of the paradigm of educational process in the field of public administration, its humanization are traced, and current state and prospects are described. The practice-oriented approach to the study of the science of public management largely determined the peculiarities of the formation of the education system in the field of public administration, characterized by a focus on the practical training of administrators who know the conceptual foundations of public administration. The authors of the article focus on the current state of the education system in this area and educational programs in public administration and public policy.

Keywords: Educational process, Globalization, Humanization, Public administration, Society.

1 Introduction

Modern educational discourse involves considering educational practices in a global context. Nevertheless, there are areas of the educational space for which country and regional characteristics are especially important. One of these areas is the training of professional managers – qualified personnel for the civil service. At the same time, such educational programs are substantively focused on the existing system of management and rotation of management personnel in the country, enshrined in the relevant regulatory documents. However, humanization direction is observed universally in the educational processes in public administration.

In the current conditions, the effective activity of the state to ensure human rights and freedoms is based on a number of conceptually new approaches that lead to fundamental changes in the organizational and legal foundations of the functioning of government bodies, in particular, the humanization of public administration and an increase in its authority, building relations between the state and the citizen on the principles of partnership, improving organizational forms, methods, and means of ensuring human rights and freedoms, etc.

The modern understanding of the relationship between the interests of the individual and society, the relationship between the interests of the state and the individual cannot be properly implemented through opposing some interests to others, declaring state or personal interests as priorities [1-4]. This goal can be achieved by establishing a real balance of interests in the "citizen – society – state" system, characterized by interaction and interdependence of interests: in a sense, there is a separate priority of public interests, priority of personal interests, as well as a combination of personal and public interests [40]. At the same time, it should be noted that the universal nature of human rights is expressed in the fact that they belong to all people. As stated in the preamble to the Universal Declaration of Human Rights, "the recognition of the inherent dignity of all members of the human family and their equal, inalienable rights is the basis of freedom, justice, and universal peace" [13]. In the universal concept of human rights of the 20th century, there are religious teachings, political doctrines, economic, ethical and legal concepts. This approach is based on the concept of human dignity as the highest value of an individual. This evidently implies expanding humanization of public management and, accordingly, appropriate changes in the system of public servants training [46].

2 Materials and Methods

The theoretical and methodological basis of the study is the general scientific principles of studying social phenomena and sociological concepts of management activities.

This methodological framework is characterized by the following fundamental provisions:

- Recognition of the systemic nature of management activities; the allocation of general management functions – the achievement of the desired state of the object of management, as well as the private functions of certain types of management activities;
- Sociological interpretation of management as a type of social interaction, involving the activity of both the subject and the object of management;
- An evolutionary interpretation of management in general and the process of social management in particular, which makes it possible to explain the current state of the object of management on the basis of an analysis of previously produced management influences;
- Recognition of scientific support as the most important condition for managing the field of training civil servants.

The methodological basis of the study is the categorical apparatus of public administration theory, institutional theory, general methods of cognition, evolutionary and systemic approaches, principles of formal logic, comparative and situational analyzes.

Moreover, the methodological basis of the study was made up of philosophical, social, psychological, pedagogical theories and concepts of personality development, modern psychological and pedagogical theories and concepts of professional development.

3 Results and Discussion

Professional training in the field of Public Administration began in the late 19th – early 20th century. Born in the knowledge paradigm of education, as conceived by the "pioneers" of public administration (Lorenzfon Stein, who expanded the field of public administration beyond the limits of administrative law as a scientific discipline), this area should have all the hallmarks of a theory. At the same time, education was to be built on the basis of the theory of "professional bureaucracy" [52], which is part of legal or political science. However, the urgent needs of training administrators-practitioners led to the fact that elements of the competence-based approach began to be introduced into education from the very beginning of the existence of the Public Administration field.

The curtailment of public works after the end of the Great Depression led to a gradual weakening of the state's attention to education in public administration [7-10, 17]. A new revival of MPA programs began only during the time of Kennedy and then President L. Johnson, in an era of reorientation of the state towards the needs of citizens and fostering a sense of social responsibility in citizens. Their emphasis changed from "pure, administrative" governance (administration of public works) to

"Good Governance". At the urging of the US government, the Ford Foundation donated money to 10 leading universities (including Harvard University, Duke University, Carnegie Mellon University) to develop civic, research-based, professionally diverse public administration education programs. Such programs were in opposition to business management programs (business schools have existed since the 1960s, the first of which were also created with the support of the Ford Foundation) [19, 20, 22, 24]. The border between master's programs in public administration and management programs ran along the lines of "Power vs Profit", "Public Management vs Business Management". The "Master of Public Administration" programs have assigned areas for training practitioners to work in government agencies in the absence of requirements for work experience.

In the 1970s, there was a tendency towards an increase in the number of "Public Policy" programs, much stronger in comparison with the "Public Administration" programs focused on analytics and theoretical research. In parallel, in the actual research plan, the concept of "New Public Management" (NPM) was being formed, with its emphasis on services to clients and on the efficiency of civil servants and government agencies, on new forms of remuneration for performance, on performance-based budgeting. Soon, there was a division of programs in the field of "Public Policy" ("Master Degree Programs") into two subtypes, depending on the specifics of concrete programs. Firstly, "Master of Science in Public Policy" ("MSc in PP") training analysts and scientists in the field of public administration; there are many courses in natural science and mathematical (mathematical models) orientation [26-30]. Such programs require a minimum of two natural science foundation courses, which are administered by the universities themselves. Secondly, it is the "Master of Arts in Public Policy" ("MA in PP"), which trains analysts of cultural and humanitarian profile in the field of public administration.

As can be seen from the analysis of the dynamics of the ratio of programs PA (competence orientation) and RR (knowledge orientation), the prevalence of competence-oriented programs in the field of public administration is currently not completely entrenched and irrevocable, namely: in parallel, there is a development of public administration, a tool for educating managers-practitioners with the skills and abilities of real management, and a tool for educating analysts who have knowledge of building models within the theoretical (analytical) area [31, 32]. In principle, this can lead to further diversification of public administration programs into programs oriented towards the knowledge paradigm and programs oriented towards the competence paradigm.

In the context of dynamic socio-economic changes and transformations, it becomes necessary to single out variable and invariant components in the structure of activity, the latter at the same time playing the role of an activity foundation, on the basis of which it is possible to quickly train a specialist for new professional tasks [33-36]. The state bodies themselves (and other potential employers) are not able to single out such components; they will certainly reproduce the previously existing, fundamentally incorrect requirements for their employees. In such conditions, it is possible to form the required professional competencies by the expert community (more broadly, by the professional communities) based on the strategic goals of reforming public administration. But here another difficulty will arise, associated with the development and application of assessment technologies and tools, indicators of education. In other words, it will be rather difficult to assess whether the competencies developed by the students of educational programs were suitable for employers [37-39]. Nowadays, the most common indicators of the effectiveness of training are students' feedback on the satisfaction of the needs for knowledge, skills, and abilities, achievement of learning goals, teacher qualifications. At the same time, students evaluate training subjectively, through the prism of their "current" professional and service tasks, including elements of functional literacy. A different method of assessment is needed, correlating with the strategic goals of reforming public administration, which has not yet been developed [16].

Moreover, the practice of limited strategic planning, which has developed in state bodies and local self-government bodies, also reduces the possibilities for long-term personnel planning, determining the needs for personnel, and forming an "order" for the quality characteristics of employees [41-45, 47]. The lack of guidelines or their abstract expression makes it difficult to determine the necessary professional knowledge, skills, qualities of employees both in the present and in the future. The presence of a system of interconnections between the goals, objectives, programs of activity (development) of bodies and the goals, objectives, programs of development of employees would allow integrating the initiative efforts of educational institutions and employers in the formation, subsequent adjustment, and increasing the adequacy of the educational programs being implemented in the field of state and municipal administration.

Modern educational discourse involves considering educational practices in a global context. Nevertheless, there are areas of the educational space for which country and regional characteristics are especially important [49-51]. One of these areas is namely the training of professional managers – qualified personnel for the civil service. At the same time, such educational programs are substantively focused on the existing system of management and rotation of management personnel in the country, enshrined in the relevant regulatory documents.

The Western educational model (primarily, in the United States) is characterized by a high degree of integration of research aspects into the educational process. Research is practically oriented and is often formalized by an extensive system of internships and summer schools [55, 56]. Public administration training is usually interdisciplinary in nature. Often, a course related to the training of civil servants (Public Affair, Public Service, etc.) is integrated into larger training systems, including the following: urban planning; administration of higher education; administration of non-profit organizations; IT administration; environmental policy; financial administration; social politics [59-63]. Such logic of building students' teaching and research presupposes a concentration not on individual competencies or basic knowledge required by a manager, but on solving practical problems, a comprehensive consideration of specific management problems and cases in a particular area (health care, urban studies, etc.)

In Europe, educational programs in public administration are overwhelmingly represented by schools or departments at large universities. There are also separate centers that train specialists in the field of public administration. One can talk about a three-part specification of European management education programs [64-67]. The main types of education in the field of management here will be the legal type, which has an emphasis on the legal components of education and is especially widespread in Germany; at the same time, the political science type characteristic of the Scandinavian countries, while a business management education is typical of UK programs. However, some researchers note that there is also a pan-European approach, which is partially implemented through the inclusion of various educational institutions of certain academic disciplines and entire modules devoted to the pan-European perspective of public administration issues in the curricula [6].

In the Asia-Pacific region, it is difficult to single out a universal model for training civil servants. This is primarily due to the lack of unifying educational standards in the countries of the region (in contrast to European states), as well as significant differences in the political and legal systems of states [68, 69]. The most pronounced desire of regional independent organizations in a broad sense is to create, on their own basis, favorable conditions for the activities of experts in the field of public administration, which is necessary for the production of ideas and concepts. An organization of this kind is significant not only from the point of view of scientific and educational activities. Such universities are of serious political importance, becoming a regional "center of attraction" for personnel and the establishment of work and personal ties. In Beijing, this aspiration is defined as the formation of its own "think tank" (intellectual center of excellence), in Tokyo – as the creation of a friendly environment for researchers and international research center [5, 23].

The formation of the competence paradigm was accompanied by two processes – the development of arguments of adherents of the knowledge paradigm of education against the implementation of the competence-based approach (it states that outside the theory, knowledge quickly becomes obsolete; non-theoretical professional areas are defective; case study is a waste of time, etc.), as well as the development of arguments in favor of competence paradigm [70]. Such arguments include statements about the uselessness of many sections of theory for practice, about the "theoretical blinkeredness" of theorists, about the advantage of practical experience over newly acquired knowledge, about the need for continuous education with an emphasis on new skills and sphere and similar areas, about too high claims of "theoreticians" and their "snobbery" [53].

It seems that the main confrontation between the competence and knowledge paradigms of education is developing in the areas of epistemology (attitude to truth: the truth or usefulness of knowledge), methodology (forms and methods of conducting the educational process: passive assimilation or interactive forms), training organization (student practice: obtaining analytical tasks or full-scale participation of trainees in professional activity). This confrontation, apparently, will continue until a balance is established between education systems in relation to their subject areas and pursued goals, subjects of the educational process.

Meanwhile, when forming the concept of training highly qualified personnel of the MPA level, it is necessary to take into account a number of objective trends observing in the modern world. First of all, it is about the following tendencies: the process of formation of a transnational political system, about new models of democracy, environmental criteria for socio-economic growth, about the contradictions of social life, expressed in the growth of unpredictability and risks in it, about the new quality of management activities, about the sublevels of the MPA, multilevel and multidimensional strategies for the development of society and the state, the need for interdisciplinary research on the designated issues [6, 7, 64].

At the same time, the main problem is the problem of finding ways, forms, and methods of more effective and efficient management of the state and society based on the formation of social responsibility and a model of ethical business behavior. This implies an objective need to focus on the applied aspects of training MPA personnel as the main direction of such training, so that specialists are able to independently and promptly make optimal management decisions, situationally adequate and taking into account, in addition the short-term and long-term perspective [14, 16, 25]. We are talking about the implemented competence-based approach, in which, in the chain of "knowledge - skills and abilities - professional competence", the emphasis is objectively placed on the last component.

The main goal of the MPA program is to train highly qualified specialists in the field of PA, who have deep systemic knowledge, as well as professional skills and competencies. Since the international markets for educational services are becoming more diversified, diverse, dynamically developing and changing in the global economy, in order to strengthen our competitive advantages (more precisely, their successful formation), priority is given to the so-called competence component of the training program. The competence-based approach to training specialists in the professional educational program of the MPA is based on training within the framework of the "knowledge - skills and abilities – competence" system [58]. It implies the mastery of future masters not only in the knowledge system and even not only in professional skills and abilities (since environmental conditions are becoming more dynamically changing and less predictable), but primarily in professional competencies, based on humanistic general fouondation. In strategic management, competence is defined as follows: "Competence is high professionalism in a particular type of company activity, achieved as a result of long-term training and accumulation of experience" [57]. The competence of the company does not appear by itself, but is achieved by a conscious effort as a result of long and effective work, an indispensable condition for which is the selection of personnel with the necessary knowledge and skills and the organization of teamwork to achieve high productivity. Having accumulated enough experience, the company moves to a higher level of quality at the same costs; this is how knowledge and experience are transformed into true competence, based on the humanistic approach.

Thus, the main goal of the competence-oriented MPA program is being realized, namely the preparation and formation of a public manager - a professional of the information age, possessing the abilities of permanent self-learning and self-education, involving his associates in this orbit and contributing to the implementation of the principle of creativity and innovation based on the formation of a complementary team [15, 18].

It is interestingly to note that over the past several years, EGPA (IIAS) and NISPA, two leading European associations of institutions and departments of public administration representing Western, Central, and Eastern Europe and the Eurasian region, have jointly held annual expert conferences on major research and teaching issues in public administration, during which the expressed ideas are improved in the process of collective expert discussions. Experts representing the leading national universities of the countries of the European and Eurasian regions are personally invited to these conferences by the leadership of EGPA and NISPA. The purpose of the conferences is to exchange views on trends in the development of public administration as a scientific field and educational direction in Europe and Eurasia, as well as experience in scientific, analytical, and educational work [54].

For the successful implementation of the main goal of the MPA program in the education system of government officials, it is necessary to solve the following main tasks [11, 12, 21, 48, 52]:

- The preparation of the curriculum and educational-methodical plan, its saturation with individual disciplines should be based on the formation of a systematic understanding of students about the goals of state and social management and the mechanisms of interrelation of different levels of government to ensure the growth of the effectiveness of social development;
- In their totality, the academic disciplines included in the program are designed to guarantee the implementation of interdisciplinary and integrated approach to the study of management problems, contributing to the acquisition of a system of knowledge, skills, and competencies by students that provide an effective solution to pressing problems of the socio-economic and political development of society;
- Providing members of civil society and their partners from state institutions with a modern system of knowledge, diversified skills and professional competencies that will allow them to have a high level of professional competitiveness in the field of managerial careers, as well as in the labor market - both national and international;
- Creating the necessary conditions for the individual and personal development of students through the formation of innovative thinking and creative abilities, as well as the use of the principle of analyzing a specific management situation from the standpoint of its theoretical foundations, development factors (positive and negative) and vectors of strategic development alternatives in the educational process. The use of a human resource management system in this case seems to be especially necessary. Thus, the task of forming such skills and competencies of a public manager is being realized, such as an independent analysis of managerial problems and creative making of a situationally optimal decision, creating a single team (based on complementarity), developing an optimal leadership and leadership style, ensuring effective models

of organizational behavior, optimizing the negotiation process, business communications and presentations;
- The content of training courses should provide students with the opportunity to master both solid theoretical knowledge and applied skills and professional competencies, based on analytical tools for making multi-level management decisions, which is closely related to the real practice of public administration and civil engineering;
- The main priorities of the MPA program should be given to a comprehensive examination of the problems of public and social management in national conditions, analyzed taking into account the need for a critical study of relevant foreign practices; the specific relationship between domestic and foreign issues should be objectively interconnected with the specifics and goals of this program.

In fact, the MRA program will contribute to improving the scientific and methodological support of continuous humanitarian education in the higher education system in the country in the context of the formation of managerial competence and the development of a new type of managerial culture. The MRA program is based on the concept of connecting lifelong professional education with the processes of socialization and adaptation of students to social dynamics in a multicultural society in the context of globalization.

4 Conclusion

The methodology of the MPA program is based on a combination of economic, political, and socio-humanitarian consideration of management problems. These approaches imply the following: interdisciplinary vision of the problem; development of applied skills, abilities and competencies; the use of techniques and methods that combine theoretical and practical methods of solving management problems that justify themselves in the field of socio-political, economic, and special management disciplines, as well as the comparative method, including comparison of management approaches and solutions implemented in different socio-cultural, economic, and political conditions.

The methodology of the program involves strengthening the applied orientation of training specialists in dynamically developing structures of various levels in order to develop practical skills, form competencies and a creative approach to solving specific problems of public administration based on their understanding and theoretical analysis within the framework of coursework and master's theses.

A significant modernization of the education system, which led to the formation of a competence-based approach to the problem of training modern highly qualified personnel, was based on the progressive development of technology, which, in turn, was one of the forms of transition from the industrial to the post-industrial era. The competence-based approach in the structural and functional aspect consists of interconnected systems of “soft” management technologies and economic democracy, which mark a new modern stage in the development of industrial relations, on the one hand, and on the other, it acts as a non-alternative condition for further socio-economic progress.

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ANTI-CORRUPTION AS A COMPONENT OF STATE POLICY

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Abstract: The article aims to familiarize with the key provisions of the system for preventing and combating corruption and the requirements for the excellent behavior of persons authorized to perform the functions of the state or local government. The authors consider the general issues of corruption as a social phenomenon, the mechanism of corrupt relations, the dynamics of the development of corruption in Ukraine, and the structure of punishments for corrupt acts are studied. The study highlights the issues of state policy involving various civil society institutions and the general population in the fight against corruption. One of the critical aspects of current state legal policy in Ukraine is the system's reform for preventing and combating corruption. Achieving success in this process is a prerequisite for the formation of public confidence in the authorities, the growth of the state's economic potential, and the improvement of the welfare of Ukrainian citizens.

Keywords: Anti-corruption system, Corruption, Legal regulation, Socio-economic life, State policy.

1 Introduction

Over the last decades of modern history, such a socially dangerous phenomenon as corruption has undergone a qualitative change, turning from the category of individual independent crimes committed by some dishonest officials into a mass social reality that has become a standard component of socio-economic life in modern Ukraine. Moreover, corruption has become a systemic and highly profitable business for most officials at various levels. Corruption has become a social institution, streamlined and acquired stable organizational forms, a complex branched structure [12]. It involves multiple interconnected groups of people holding positions both in power structures at various levels and in numerous business structures. At the same time, corrupt activity has already become the "business style" of our century, familiar to state and municipal employees, entrepreneurs, managers, as well as ordinary people trying to profit from corruption.

The state, which is at the transitional stage of its development, is characterized by the presence of crisis phenomena in almost all sectors: political, economic, social. The post-Soviet countries, including Ukraine, did not escape this either. Recently, organized crime is gaining momentum, new qualities, and successfully functioning in connection with successful "cooperation" with officials. Moreover, not only public relations protected by law are violated, but new negative antisocial relations and ties are also formed. Of particular danger is the expansion of criminal formations, which contain a specific part of public servants for committing any actions favoring these groups.

Today in Ukraine, all branches of state power and administration are affected by corruption to one degree or another. The most corrupt structures are state targeted financing, exports and imports, privatization, licensing customs control and control, and audit activities.

The growing level of corruption, the merging of the criminal element with authorities at various levels, judicial and law enforcement agencies cause a reasonable protest from society and citizens' distrust in state institutions' ability to ensure the protection of their constitutional rights [7]. At the same time, such sentiments are fertile ground for propaganda slogans and various extremist elements to incite xenophobia, ethnic hatred, etc. Dissatisfaction with the activities of state authorities, indignation at their inaction or arbitrariness, the inability to influence the activities and decisions of state bodies have repeatedly led to rallying citizens into an uncontrollable crowd, outbursts of anger, and riots.

2 Materials and Methods

A fundamentally new anti-corruption system is functioning in Ukraine, which is predominantly preventive and is focused on creating effective mechanisms for preventing corruption in society. Under such conditions, the importance of the requirements for the exemplary behavior of persons authorized to perform the state or local self-government functions, which they must assimilate as the norms of everyday behavior, is enhanced.

The reform of the anti-corruption system began with the President of Ukraine of the National Anti-Corruption Committee and the further adoption of some legislative acts, among which the Law of Ukraine "On the Principles of Preventing and Combating Corruption" is the key one. In practical terms, the main directions of the state anti-corruption policy are enshrined in the National Anti-Corruption Strategy.

Article 3 of the Law of Ukraine, "On the principles of preventing and combating corruption," defines the following basic principles for preventing and combating corruption:

- The rule of law;
- Legality;
- Comprehensive implementation of legal, political, socio-economic, information and other activities;
- Priority of preventive measures;
- Inevitability of liability for committing corruption offenses;
- Openness and transparency of activities of public authorities and local governments;
- Participation of the public in measures to prevent and combat corruption, state protection of persons assisting in the implementation of such measures;
- Ensuring the restoration of violated rights and legitimate interests, compensation for losses, damage caused by a corruption offense [10].

From this list, it follows that it is the prevention of corruption through several mechanisms established by law, including active cooperation with the public, that is a priority approach in the issue of overcoming corruption.

At the same time, an anti-corruption policy can only be effective if there are accurate and effective tools for combating corruption, particularly based on institutions of responsibility and the use of traditional law enforcement methods. It is impossible to overcome corruption without the inevitable onset of responsibility for committing a corruption offense. Simultaneously with the Law of Ukraine "On the Principles of Preventing and Combating Corruption", the Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Regarding Liability for Corruption Offenses" came into force, which defines the elements of crimes in the field of official activity and professional activity related to the provision of public services, and administrative corruption offenses [59].

The key to the successful fulfillment of minimizing manifestations of corruption is to ensure an adequate level of knowledge of anti-corruption legislation both by representatives of state bodies and local governments and by society as a whole. On the one hand, this contributes to the effective operation of preventive anti-corruption mechanisms established by law. On the other hand, it increases citizens' legal awareness, which reduces the risk of violation of their fundamental rights and freedoms in everyday life and contributes to the formation of an intolerant attitude towards manifestations of corruption among the population.

2.1 Definition of Basic Terms

To form a clear understanding of national anti-corruption standards, it is necessary to clarify the essence of crucial legislative terms. Such definitions are given in Article 1 of the Law of Ukraine, "On the principles of preventing and combating corruption." However, in other acts of legislation, they are most often used with a direct reference to the primary anti-corruption Law.

These terms include the following:

Corruption. The definition of this concept is possible in different planes. In the general social understanding, corruption includes illegitimate use of the official property for personal purposes. The anti-corruption legislation provides a *legal definition of corruption*, based on which derivative legislative terms are formulated. The Law of Ukraine "On the Principles of Preventing and Combating Corruption" provides for the following definition: *corruption* is the use by a person specified in part one of Article 4 of this Law (in this case, a list of subjects of responsibility for corruption offenses is given), the official powers granted to him and related opportunities to obtain an unlawful benefit or accepting a promise/offer of such benefit for oneself or other persons, or, accordingly, a promise/offer or provision of an illegal benefit to a person specified in the first part of Article 4 of this Law, or at his request to other individuals or legal entities, in order to persuade this person to the unlawful use of the official powers granted to him and related opportunities [9].

A *corruption offense* is defined as an intentional act containing signs of corruption committed by a person specified in the first part of Article 4 of this Law, for which Law establishes criminal, administrative, civil, and disciplinary liability [21].

It should be noted that corruption offenses include several specific offenses that do not have signs of corruption but are a significant violation of the requirements of anti-corruption legislation to prevent corruption [1-4]. We are talking, in particular, about violation of the requirements of financial control, violation of the conditions for notification of a conflict of interest, failure to take measures to combat corruption, the responsibility for which is provided for by Chapter 13-A, "Administrative Corruption Offenses" of the Code of Ukraine on Administrative Offenses.

Illegal benefit. This term is one of the key ones in the anti-corruption legislation in general and in the legislation on liability for corruption offenses. At the same time, this term replaced the concept of a bribe in Ukrainian legislation [12].

Following the said Law, an *illegal benefit* is money or other property, benefits, benefits, services, intangible assets that, without legal grounds, promise, offer, provide or receive free of charge or at a price below the minimum market price.

Other definitions given in the Law are derived or related to the basic concepts. Their definition and ways of interpretation will be considered in the context of particular special topics.

2.2 Subjects of Responsibility for Corruption Offenses

The Law of Ukraine "On the Principles of Preventing and Combating Corruption" provides an exhaustive list of persons recognized as subjects of liability for corruption offenses. Such a list makes it possible to outline the circle of those who may be held liable for the relevant violations and persons obliged to comply with the anti-corruption restrictions and obligations established by Law [11]. Under Article 4 of the said Law, the subjects of liability for corruption offenses are:

1. Persons authorized to perform the functions of the state or local government:

a) President of Ukraine, Chairman of the Verkhovna Rada of Ukraine, his First Deputy and other Deputies, Prime Minister of Ukraine, First Vice Prime Minister of Ukraine, Deputy Prime Ministers of Ukraine, ministers, other heads of central executive bodies that are not members of the Cabinet Ministers of Ukraine and their deputies, Chairman of the Security Service of Ukraine, Prosecutor General of Ukraine, Chairman of the National Bank of Ukraine, Chairman of the Accounts Chamber, Commissioner of the Verkhovna Rada of Ukraine for Human Rights;

b) People's deputies of Ukraine, deputies of local councils;

c) Civil servants, officials of local self-government;

d) Military officials of the Armed Forces of Ukraine and other military formations created by the laws, except for military service members of fixed-term military service;

d) Judges of the Constitutional Court of Ukraine, other professional judges, Chairman, members, disciplinary inspectors of the High Qualifications Commission of Judges of Ukraine, officials of the secretariat of this Commission, Chairman, Deputy Chairman, secretaries of sections of the High Council of Justice, as well as other members of the High Council of Justice, people's assessors and jurors (during the performance of these functions);

e) Persons of the rank and file and commanding staff of the internal affairs bodies, the state penitentiary service, the State Service for Special Communications and Information Protection of Ukraine, tax police, persons of the commanding staff of civil protection bodies and units;

f) Officials and employees of the prosecutor's office, the Security Service of Ukraine, the diplomatic service, the customs service, the state tax service;

g) Members of the Central Electoral Commission;

2. Persons who, for the purposes of this Law, are equated to persons authorized to perform the functions of the state or local self-government [13]:

a) Officials of legal entities of public Law, not specified in clause 1 of part one of this Article;

b) Persons who are not civil servants, officials of local self-government, but provide public services (auditors, notaries, appraisers, as well as experts, arbitration managers, independent intermediaries, members of labor arbitration, arbitrators during the performance of these functions, others persons in cases prescribed by law);

c) Officials of foreign states (persons holding positions in the legislative, executive, or judicial body of a foreign state, including jurors, other persons exercising the functions of the state for a foreign state, in particular for a state body or a state enterprise), as well as foreign arbitrators, persons who are authorized to resolve civil, commercial or labor disputes in foreign countries in an alternative to the judicial procedure;

d) Officials of international organizations (employees of an international organization or any other persons authorized by such an organization to act on its behalf), as well as members of international parliamentary assemblies to which Ukraine is a member, and judges and officials of international courts.

3. Persons who permanently or temporarily occupy positions related to the performance of organizational and administrative or administrative and economic duties, or who are specially authorized to perform such tasks with legal entities of private law, regardless of the executive and legal form, per the Law.

4. Officials and employees of legal entities, if they receive an unlawful benefit, or the persons specified in paragraphs 1 and 2

of part one of this article receive from them, or with the participation of these persons by other persons of an unlawful benefit [59].

5. Natural persons, if the persons specified in paragraphs 1-4 of part one of this article receive from them, or with the participation of these persons by other persons, undue benefits [11].

It is essential for employees who, under their position or following their powers, are connected with the state or municipal sphere to identify themselves with the categories of subjects of responsibility listed in the Law [5, 6]. However, the practice of the first years of application of the new anti-corruption legislation shows the presence of certain difficulties in such identification. For example, it turned out to be difficult to classify certain employees of state or municipal institutions and organizations as entities such as "officials of legal entities of public law," i.e., a group of persons who are equated with persons authorized to perform the functions of the state or local governments. To determine the status of such persons, the following should be taken into account:

A. The main criterion for referring a person to the circle of officials in the presence of organizational and administrative or administrative and economic functions [23].

B. In accordance with the judicial practice that has developed and is reflected in the relevant generalization of the Supreme Court of Ukraine, organizational and administrative responsibilities are obligations to manage the industry, labor collective, work area, production activities of individual workers in enterprises, institutions or organizations, regardless of ownership. Such functions are performed, in particular, by the heads of ministries, other central executive authorities, state, collective or private enterprises, institutions and organizations, their deputies, leaders of structural units (heads of workshops, heads of departments, laboratories, departments), their deputies, persons, supervising work sites (masters, foremen, foremen, etc.). At the same time, administrative and economic duties are understood as duties for the management or disposal of the state, collective or private property (establishing the procedure for its storage, processing, sale, ensuring control over these operations, etc.). Heads of planning and economic, supply, financial departments and services, authorities of warehouses, shops, workshops, ateliers, their deputies, heads of departments of enterprises, departmental auditors and controllers, etc., have such powers to one extent or another [26].

C. Following the third paragraph of the second part of Article 81 of the Civil Code of Ukraine, a legal entity of public Law is created by an administrative act of the President of Ukraine, a public authority, or a local government [45].

3 Results and Discussion

The legislation establishes several provisions, which in terms of content are restrictions and prohibitions on certain types of behavior of officials. In terms of their purpose, these are means of preventing corruption. Therefore, it is necessary to know, understand and observe such provisions in their daily activities. In addition, the legislation establishes requirements and procedures aimed at preventing corruption [25]. All these tools constitute a complex of anti-corruption mechanisms that act as "barriers" to commission corruption offenses.

3.1 Restriction on the Use of Official Position

The use of official positions cannot be contrary to the public interest for personal gain. Article 6 of the Law of Ukraine, "On the Principles of Preventing and Combating Corruption," establishes some restrictions on the use by subjects of responsibility for corruption offenses of their official position.

Such restrictions apply to a circle of persons clearly defined by law:

1) Persons authorized to perform the functions of the state or local government;
2) Persons who, for the purposes of anti-corruption legislation, are equated with persons authorized to perform the functions of the state or local government;
3) Persons who permanently or temporarily occupy positions related to organizational and administrative or administrative and economic duties or are specially authorized to perform such duties with legal entities of private law, regardless of the organizational and legal form, following the law.

3.2 Types of Restrictions and Prohibitions

The legislation contains a general ban on the misuse of one's official position and a list of forms (varieties) of inappropriate behavior. Although this list is not exhaustive, it covers all the main types of situations encountered in practice. These persons are prohibited from using their official powers and related opportunities to obtain illegal benefits or in connection with the acceptance of a promise/offer of such benefits for themselves or other persons, including illegally:

1) Assist individuals or legal entities in carrying out their economic activities, obtaining subsidies, subventions, subsidies, loans, benefits, concluding contracts (including for the purchase of goods, works, and services for public funds);
2) Promote the appointment of a person;
3) To interfere in the activities of public authorities, local self-government bodies, or officials;
4) Provide an advantage to individuals or legal entities in connection with the preparation of projects, the issuance of regulatory legal acts and the adoption of decisions, the approval (agreement) of conclusions.

It is important to determine how the concepts of legality and illegality of actions correlate with understanding these provisions [8, 14-19]. Law enforcement practice recognizes the compliance of officials' actions with the requirements of laws or other regulatory legal acts as a single criterion for such an assessment.

That is, the recommended approach is that the concept of "lawful actions" should be understood as the actions of officials that meet the requirements of laws and other regulatory legal acts. In turn, the illegal actions of officials violate the provisions of the law in the performance of their official duties.

The restriction on dual employment and combination applies exclusively to persons authorized to perform the state or local government (paragraph 1 of part one of Article 4 of the Law "On the principles of preventing and combating corruption").

Following paragraph 1 of part one of Article 7 of the Law of Ukraine, "On the principles of preventing and combating corruption," the above persons are prohibited from engaging in other paid (except for teaching, scientific and creative activities, medical practice, instructor and judicial practice in sports) or entrepreneurial activities, if otherwise provided by the Constitution or laws of Ukraine.

In fact, we are talking about two significantly different situations in this case. First, a ban on other paid activities. Under such activity, "other paid activity" should be understood as any activity aimed at generating income and not related to the performance by a person of his official duties to perform the functions of the state or local government.

At the same time, such a ban does not apply to teaching, scientific and creative activities, medical practice, instructor and referee practice in sports.

Special legislation allows for some specification of these provisions. Thus, characterizing the concept of "scientific activity," one should proceed from the fact that Article 1 of the Law of Ukraine "On Scientific and Scientific and Technical

Activities" provides that scientific activity is a creative intellectual activity aimed at obtaining and using new knowledge. Its primary forms are fundamental and applied scientific research [50].

Under Article 4 of this Law, the subjects of scientific, scientific, and technical activities are scientists, scientific workers, scientific and pedagogical workers, scientific institutions, scientific organizations, higher educational institutions of III-IV levels of accreditation, and public organizations in scientific and scientific-technical activities.

Although the legislation does not contain a definition of the term "teaching activity," law enforcement practice proceeds from the fact that the relevant provisions on pedagogical activity can be applied in this case; this term is used in the legislation on education [20. 22]. In particular, under the laws of Ukraine "On Education," "On General Secondary Education," "On Higher Education," "On Scientific and Scientific and Technical Activities" and "On Vocational Education," this term covers the activities of the teaching staff of the relevant educational institutions [52, 53].

Regarding the definition of the term "creative activity," it should be noted that according to subparagraph 21 of Article 1 of the Law of Ukraine "On Culture" and part four of Article 1 of the Law of Ukraine "On Professional Creative Workers and Creative Unions," creative activity is an individual or collective creativity, the result of which is the creation or interpretation of works of cultural value.

In accordance with the State Classifier of Ukraine "Classification of organizational and legal forms of management", approved by order of the State Committee of Ukraine on technical regulation and consumer policy No. 97, creative activity is defined as an individual or collective creativity of professional creative workers, the result of which is work or its interpretation that has cultural and artistic value (subclause 3.7.8.2 of clause 3.7 "Associations of citizens, trade unions, charitable organizations and other similar organizations" of section 3 "Objects of organizational and legal forms of management").

In the legislation on health care, the definition of the term "medical practice" is available only in the Licensing conditions to implement economic activities in medical practice [24, 27-30]. This is a type of economic activity in the field of healthcare, which health care institutions and individuals carry out – entrepreneurs who meet uniform qualification requirements, to provide types of medical care specified by law and medical care. However, it should be considered that this term is explicitly intended for application to economic activities in the relevant area [51]. At the same time, in the context of anti-corruption legislation, we are not talking about financial or entrepreneurial activities for the implementation of medical practice but about the possibility of engaging in it in the state or municipal healthcare institutions.

The legislation does not define the concept of "instructor and referee practice in sports." Therefore, these issues still require separate legislative regulations. An example of establishing more stringent restrictions on concurrent employment with other types of activity compared to those provided for by this Law is the provision of part one of Article 120 of the Constitution of Ukraine, according to which members of the Cabinet of Ministers of Ukraine, heads of central and local executive authorities do not have the right to combine their official activities with other work, except for teaching, scientific and creative work outside of working hours, to be a member of the governing body or supervisory board of an enterprise aimed at making a profit [51].

3.3 Gifts

Anti-corruption legislation clearly outlines the list of persons with special requirements for receiving gifts. These include:

1. Persons authorized to perform the functions of the state or local self-government (paragraph 1 of the first part of Article 4 of the Law of Ukraine "On the principles of preventing and combating corruption").
2. Two categories of persons who are equated to persons authorized to perform the functions of the state or local self-government:

- Officials of legal entities of public Law, not specified in paragraph 1 of the first part of Article 4 of the said Law;
- Persons who are not civil servants, officials of local self-government, but provide public services (auditors, notaries, appraisers, as well as experts, arbitration managers, independent intermediaries, members of labor arbitration, arbitrators in the performance of these functions, other persons in cases prescribed by law).

In accordance with the first part of Article 8 of the Law of Ukraine, "On the principles of preventing and combating corruption," these persons are prohibited from:

- Accept gifts (donations) for decisions, actions or omissions in the interests of the donor, which are accepted, are made both directly by such a person and with his assistance by other officials and bodies, i.e., in the form of a so-called "veiled" bribe;
- It is forbidden to accept any gift (donation) from a subordinate person.

The general prohibition has exceptions - "permitted" gifts and donations. These include the following:

1. Gifts that meet generally accepted notions of hospitality and donations, subject to two conditions:

- Such gifts or donations cannot be accepted for decisions made, actions or omissions in the interests of the donor, which are accepted, are made both directly by the person to whom the gift or donation is provided, and with his assistance by other officials and bodies;
- If the value of such gifts (donations) does not exceed 50 percent of the minimum wage established on the day the gift (donation) is accepted, one-time, and the total value of such gifts (donations) received from one source during the year - one minimum wage established on January 1 of the current year [31-36]. The amount of the minimum wage is established in the Law of Ukraine on the State Budget annually.

The Law establishes cases to which the aforementioned rule regarding the number of gifts (donations) does not apply. This applies in particular to gifts that:

2. Gifts presented by loved ones. The Law defines the following categories as close persons:

- Husband, wife, father, mother, stepfather, stepmother, son, daughter, stepson, stepdaughter, sibling, sister, grandfather, grandmother, great-grandfather, great-grandmother, grandson, granddaughter, a great-grandson, great-granddaughter, adoptive parent or adoptee, guardian or trustee , a person under guardianship or guardianship;
- Persons who live together are connected by ordinary life and have mutual rights and obligations with the entity specified in the first part of Article 4 of this Law, including persons who live together but are not married.

3. Gifts are obtained as public discounts on goods, services, available winnings, prizes, premiums, bonuses.

Taking into account the requirements of the Law, personal gifts include gifts received from relatives, old friends, and good acquaintances who present gifts on the occasion of, for example, a birthday, anniversary, or generally recognized holiday (New Year, International Women's Day, Defender of the Fatherland Day, etc.), in conditions provided that their gifts will not affect the adoption by persons authorized to perform the state or local self-government functions, by certain persons equated to them, of unlawful decisions or will not create the impression that this may influence their decisions.

The gifts that these individuals will accept may include both business gifts (souvenirs) and modest hospitality (invitation to coffee or dinner), which are widely used to establish good business relationships and strengthen working relationships [37-40]. However, the conditions for accepting such gifts and hospitality are, again, that such gifts and hospitality will not be permanent, will not influence the decision making of the said persons, or will not give the impression that it may influence their decisions [7].

Performance practice requires the definition and understanding of the rules of conduct in situations of receiving or offering to receive an illegal gift. In such cases, one should be guided by the provisions of Article 16 of the Law of Ukraine "On the Rules of Ethical Conduct", which defines in a complex the rules aimed at preventing the receipt of illegal benefits or gifts (donations).

Situation one: Receiving an offer of an illegal donation or gift.

First of all, it is necessary to clearly define whether a gift (donation) is "illegal." To do this, use the provisions on the acceptability of a gift, which have already been discussed above. In addition, it should be assumed that it is prohibited to accept an unlawful benefit or gift (donation) for later use as evidence. In the event of an offer of an unlawful benefit or a gift (donation), despite personal interests, officials immediately take the following measures:

- Refuse the offer;
- If possible, identify the person who made the offer;
- Involve witnesses, if possible, including from among colleagues at work;
- Inform in writing about the proposal to the immediate supervisor (if any) or the relevant elected or collegial body or one of the specially authorized subjects in the field of combating corruption determined by the Law of Ukraine "On the principles of preventing and combating corruption."

Situation two: Identify a gift or donation (e.g., workplace, etc.).

Suppose a person authorized to perform the state or local self-government functions finds an unlawful benefit or gift (donation) in his office or otherwise transferred. In that case, he is obliged to inform his immediate supervisor immediately, but no later than one working day, about this fact in writing.

An act is drawn upon the identification of an illegal benefit or gift (donation), which is signed by a person authorized to perform the functions of the state or local government, who discovered an illegal benefit or gift (donation), and his immediate supervisor [41-43].

If an unlawful benefit or gift (donation) is discovered by a person authorized to perform the functions of the state or local self-government, who is the head, an act on the identification of an unlawful benefit or gift (donation) is signed by this person and the person holding the position of deputy head of this body. Items of unlawful benefit, gifts (donations) are stored in the authority until they are transferred to the relevant authorities [11].

3.4 Official Gifts

Special rules should be observed with regard to gifts received as gifts to the state, the territorial community, state or municipal institutions or organizations [44, 45]. As a rule, such gifts take place during visits, celebrations, and other official events.

In this case, the person who received the gift is obliged to transfer it to the body, institution, or organization determined by the Cabinet of Ministers of Ukraine. The Procedure for the transfer of gifts received as gifts to the state, the territorial community, state or municipal institutions or organizations, approved by the Cabinet of Ministers of Ukraine dated November 16, 2011 No. 1195. The specified Procedure, in particular, provides for the creation by the relevant body of a commission to assess a gift, addressing the issue of the possibility of its use, place, and period of storage. Approximate regulation on the commission on the issues of valuation, resolving the issue of the possibility of using, place and period of storage of a gift received by a person as a gift to the state, a territorial community, a state or municipal institution or organization was approved by order of the National Agency of Ukraine for Civil Service Issues dated December 26, 2011 No. 86.

3.5 Restriction on the Work of Relatives

Restrictions on the work of relatives apply to:

a) Persons authorized to perform the functions of the state or local self-government (paragraph 1 of part one of Article 4 of the Law "On the principles of preventing and combating corruption"), except for people's deputies of Ukraine, and deputies of local councils;

b) Officials of legal entities of public Law who receive wages from budgetary funds.

Following the first part of Article 9 of the Law of Ukraine, "On the Principles of Preventing and Combating Corruption," these persons cannot have directly subordinate persons close to them or be directly subordinate in connection with the exercise of powers to persons close to them [52].

Direct subordination – relations of direct organizational or legal dependence of a subordinate person on his manager, including by solving (participating in solving) issues of hiring, dismissal from work, applying incentives, disciplinary sanctions, providing instructions, instructions, monitoring their implementation [46-49]. At the same time, the presence of at least one of the listed powers of the head concerning a close person subordinate to him is considered to be a relationship of direct organizational or legal dependence of a subordinate person on his head [51].

The Law defines the following persons as close persons:

a) Husband, wife, father, mother, stepfather, stepmother, son, daughter, stepson, stepdaughter, sibling, sister, grandfather, grandmother, great-grandfather, great-grandmother, grandson, granddaughter, a great-grandson, great-granddaughter, adoptive parent or adoptee, guardian or trustee, a person under guardianship or guardianship;

b) Persons who live together are connected by common life and have mutual rights and obligations with the entity specified in the first part of Article 4 of this Law, including persons who live together but are not married [53].

This restriction does not apply to:

a) People's assessors and jurors;

b) Close persons who are directly subordinate to each other in connection with the stay of each of them in an elective position;

c) Persons working in rural settlements (except for those that are district centers), as well as mountain settlements;

d) Persons working in education, science, culture, healthcare, social protection, physical culture, and sports, except for state bodies and local governments.

In accordance with Article 5 of the Law of Ukraine, "On the status of mountainous settlements in Ukraine," the status of a person living and working (studying) in the territory of a settlement, which has been assigned the status of a mountainous one, is granted to citizens who permanently reside, work permanently or study at daytime departments of educational establishments in this locality, about which citizens are issued a certificate of the established form by the executive body of the relevant local council [54, 56-58]. Suppose an enterprise, institution, or organization is located outside the settlement, which has been granted the status of a mountain. It has branches, representative offices, departments, other separate divisions, and jobs in settlements that have the status of a hill for employees permanently working in them. In that case, the status of a person who lives and works (studies) in the territory of a settlement that has been granted the status of a mountain is extended [21].

It must be borne in mind that the specified restriction essentially consists of two separate prohibitions: to have subordinates of close persons or to be directly subordinate to them. Therefore, for example, a situation where close persons are in a relationship of direct subordination, and at the same time the subordinate person works in the countryside, and the headworks in the city, requires settlement, since there is a violation of the restriction by the person who is the head.

3.6 Measures to Prevent Direct Reporting

First of all, the avoidance of violations of this restriction is facilitated by a clear awareness by officials of its content and possible negative consequences. In addition, unique preventive mechanisms are defined by law.

For example, persons specified in subparagraphs "a," "c" – "g" of paragraph 1 and subparagraph "a" of paragraph 2 of part one of Article 4 of the Law "On the principles of preventing and combating corruption" (except for people's assessors and jurors) are prohibited from taking participation in the work of collegiate bodies when considering issues related to the appointment of persons close to them, and in any other way influence the adoption of such a decision. Similar provisions are contained in separate special laws [25].

In addition, persons applying for the positions specified in the mentioned provisions of Article 4 of the Law are obliged to notify the management of the body in which they are applying for the position of persons close to them working in this body.

3.7 Actions when a Constraint Violation Occurs

The law clearly defines the algorithm of actions in the case when, nevertheless, direct subordination relations have arisen. Such a situation may, for example, take place in the event of the election of one of the close persons to an elected leadership position, while another close person is already working in another non-elected position in the same body and, due to the fact of the election, finds himself in conditions of direct subordination to a close person [55].

In relevant circumstances, close persons are given fifteen days for their independent elimination. Suppose these circumstances are not voluntarily eliminated within the specified period. In that case, the relevant persons or persons close to them, within a month from the moment the circumstances arise, are subject to transfer in the prescribed manner to another position that excludes direct subordination. In case of impossibility of such transfer, the subordinate person shall be subject to dismissal from his position. The corresponding grounds for dismissal are separately provided for in the Labor Code of Ukraine (paragraph 4 of part one of Article 41), as well as individual laws that regulate the activities of bodies or services (for example, paragraph 8 of part two of Article 46 of the Law of Ukraine "On the Prosecutor's Office", paragraph 11 of part second article 12 of the Law of Ukraine "On the State Service for Special Communications and Information Protection of Ukraine").

3.8 Restriction on Persons who Have Resigned from Their Positions or Terminated Activities Related to the Performance of the Functions of the State, Local Self-Government

Article 10 of the Law of Ukraine, "On the Principles of Preventing and Combating Corruption," provides for a restriction on persons who have resigned from their positions or ceased activities related to the performance of the functions of the state, local self-government.

It should be noted that the introduction of such a restriction is a generally recognized international anti-corruption standard.

Thus, Article 12 of the UN Convention against Corruption, among the instruments aimed at preventing corruption in the private sector, provides for the prevention of conflicts of interest by imposing restrictions, in appropriate cases and for a reasonable period, on the professional activities of former public officials in the private sector after their retirement, or retired, if such activity or work is directly related to the functions that such public officials performed during their tenure or over which they supervised.

The need to introduce such a restriction follows from the Recommendation of the Committee of Ministers of the Council of Europe on codes of conduct for public officials [60, 61]. By its nature, the said preventive mechanism aims to minimize the risks of a conflict of interest when an employee transfers to another job not related to the performance of state functions, to minimize cases when a person illegally creates especially favorable conditions for institutions, enterprises, organizations where he plans to work after leaving the public service or uses in a new position official information or other opportunities of his former position in the service.

The mentioned article of the Law provides for three types of such restrictions, which have specific shared characteristics. First of all, unlike all others, these restrictions do not apply to employees but to persons who have ceased to be in public service.

Another feature that should be noted is the fixed period of validity of such restrictions, namely one year from the date of termination of service [62]. Such a relatively short period is optimal, given the inadmissibility of establishing excessive restrictions for citizens who have resigned from state bodies or local governments. But, on the other hand, such a period is sufficient to eliminate or significantly weaken the ability of a person to use his previous official position in bad faith.

The first type of restrictions is the prohibition to conclude employment contracts (contracts) or to make transactions in the field of entrepreneurial activity with enterprises, institutions, or organizations, regardless of the form of ownership or natural persons – entrepreneurs, if the persons specified in paragraph one of this part, within a year before the date of termination performing the functions of the state or local self-government exercised the authority to control, supervise or prepare or make appropriate decisions regarding the activities of these enterprises, institutions or organizations or individuals – entrepreneurs [52]. The presence of such a restriction in the Law aims to prevent cases when a person holding a position "prepares" a workplace for himself in advance at an enterprise or organization that he controls or otherwise influences their activities. In addition, this restriction prevents bias in the activities of employees.

The second type of restrictions provided for persons who have ceased activities related to the performance of the functions of the state or local self-government is the prohibition to disclose or otherwise use in the information of their interest that became known to them in connection with the performance of their official powers, except in cases established by law.

This restriction prevents a person from using, in bad faith, specific information obtained in the performance of official duties for private interests. After all, cases are not ruled out when, while in the service, a person receives certain official information, which he can later use in the interests of a future employer or the process of direct implementation of one or another private practice.

The third limitation is the prohibition of persons who have ceased service to represent the interests of any person in cases (including those pending before the courts) in which the other party is the body (bodies) in which (which) they worked.

This restriction helps prevent unfair use by a former employee of his connections in the course of his usual activities. This rule, for example, is quite relevant for lawyers, among whom the practice of representing the interests of citizens or legal entities after the termination of public service or work in law enforcement and regulatory structures, including in the process of advocacy, is common.

Another characteristic feature of the Ukrainian model of restrictions for persons who have ceased public service is the absence of separately established liability for their violation.

Thus, violation of the restriction on the conclusion of labor agreements and transactions in the field of entrepreneurial activity may entail legal consequences in the form of recognizing the relevant agreement or transaction as invalid.

As for the violation of the restriction on the representation of the interests of a particular physical, legal entity, in this case, we can talk about certain procedural consequences (if there was a representation of interests in court) or, again, about the invalidity of the agreements reached during such representation (for example, in the case of representation of interests in commercial transactions, etc.).

3.9 Special Check

A special check (verification) of information concerning persons applying for positions related to the performance of state or local government functions was introduced to improve the quality of the selection of candidates for positions related to the performance of state or local government functions and to prevent admission in the service of persons who, if appointed, would have a conflict of interest. This mechanism allows the manager to obtain comprehensive information about the candidate and make an objective decision or refuse the appointment [53].

Persons applying for positions related to the performance of the functions of the state or local self-government are subject to special verification, except for:

1) Candidates for the post of the President of Ukraine, candidates for people's deputies of Ukraine, candidates for deputies of the Verkhovna Rada, local councils, and for the positions of the village, settlement, city heads, for whom such verification is determined by the electoral legislation;
2) Persons appointed by way of transfer to another position within the same state authority (state body) or local government body, by way of transfer to work from one state authority (state body) or a local government body to another;
3) Persons appointed in the order of transfer of a person who worked in a public authority (state body), which is terminated, to work in another state authority (state body), to which the powers and functions of the completed state authority (state body) are transferred.

The last two exceptions do not apply to appointments made by the President of Ukraine or the Cabinet of Ministers of Ukraine.

A candidate for a position, in respect of which a special check has already been carried out, upon appointment, transfer to a position in another state body, the local self-government body notifies the relevant body, which, in the prescribed manner, requests information about its results [10].

In particular, according to the procedure, the body in which the person is applying for a position, no later than the next business day after receiving a notification from the candidate, sends to the last place of his work (service), where a special check was carried out, a request for a copy of a certificate of the results of a special check, after receipt of which the issue of appointment to the position is being considered [59].

A copy of the certificate of the results of a special inspection is provided by the relevant state authority (state body), a local government within five working days from the date of receipt of the request. At the same time, the request for a certificate of the previous special inspection is carried out regardless of the presence or absence of grounds for conducting a new special inspection. Thus, the issue of appointing a person in the event that a new special audit is being carried out against him is considered based on the results of such an audit and after receiving a copy of the certificate of the previous audit. In the event that a special inspection is not carried out, the issue of appointing a person is considered after receiving a copy of the certificate of the previous special inspection [55].

4 Conclusion

Corruption is a complex phenomenon, a product of society's economic, political, and social state. The origins of this phenomenon go far back into our history. Therefore, the effectiveness of the anti-corruption policy of the state most directly depends on the state of its personnel, which should not only be as accessible as possible from corruption relations but also actively contribute to the implementation of anti-corruption mechanisms. In this regard, the role and importance of anti-corruption education in the process of forming socially responsible personnel, who are distinguished by an active civic position and have a kind of anti-corruption immunity, can hardly be overestimated.

The anti-corruption policy is long-term in nature; it involves the duration of the application of measures, including the development of an anti-corruption program and plans to combat corruption for a certain period, control over the implementation of the anti-corruption program (plans) with the introduction of necessary changes to them. Moreover, the directions of anti-corruption policy should be constantly adjusted, taking into account anti-corruption monitoring. Such a policy must become an integral part of the state policy of Ukraine. Effective economic, political and social reforms are necessary for a successful fight against corruption.

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ENSURING INNOVATIVE DEVELOPMENT OF THE MARINE TRANSPORT MANAGEMENT SYSTEM IN THE CONTEXT OF THE FORMATION OF THE GLOBAL DIGITAL ECONOMY

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Abstract: The article considers the peculiarities of the transformation of the freight transport management system in the conditions of digital economy formation. The integration of digital platforms into the management system of transport companies is designed to increase the overall efficiency of their activities. At the same time, it is objectively necessary to apply clear criteria for digitization of the maritime traffic management system. It is proved that the introduction of digital software solutions will allow transport companies to reduce their costs and increase the overall efficiency and profitability of their operation.

Keywords: Digital economy, Digital platforms, Maritime transport, Maritime transport companies.

1 Introduction

The transformation of the world economic system, which is under the influence of the intensification of information technology leads to the formation of a global digital economy in which the effectiveness of management decisions in many areas depends not only on the speed of response to changing market conditions but also on the quality and productivity and applications that are used to process data related to the internal and external environment of the enterprise.

At the same time, in the field of maritime logistics, such trends are quite intense, as the formation of global supply chains largely depends on planning not only the delivery route but also on the availability of free vessels of adequate capacity and free container capacity in the logistics network.

It should be noted that the supply chain planning system has long been based on the use of information technology at all stages of these business processes – from freight to insurance Lloyd's. However, the integration of all management information systems into one global digital supply chain management system can significantly increase the efficiency and speed of order fulfilment in the field of maritime transport by processing all data around the clock online using cognitive technologies of interaction with contractors.

Thus, the latest technologies and innovative digital software products can significantly increase the overall efficiency of maritime transport by optimizing all components of this business process and speeding up the exchange of information about it. The consequence of such digitalization is an overall increase in the profitability of companies operating in the field of maritime transport, as well as lead to increased investment in the integration of digital platforms in the activities of transport companies.

All this requires a significant update of data on the implementation of digital innovations in the management system, which requires additional research on their real effectiveness.

2 Literature Review

The study of the specifics of the organization of maritime traffic management is currently widely covered in specialized publications of leading scientists and practitioners. Of particular note is the contribution to the study of key principles of maritime traffic management by researchers such as O. Agres [1], B. Allate [2], B. Aleksyshyn [3], I. Balaniuk [5], O. Binert [7], Yu. Chaliuk [9], M. Dziamulych [11-16], O. Hamova [18], T. Lirn [19], H. Marchuk [20], M. Martinkovič [24], T. Shmatkovska [26-28], O. Stashchuk [32-34], V. Topalov [36], T. Tran [37], Ya. Yanyshyn [40], I. Zhurakovska [42]. In addition, it is necessary to note a number of studies related to the study of international maritime transport in terms of the need to improve their quality, which is set out in the works of scientists such as O. Apostolyuk [4], T. Beridze [6], A. Boiar [8], Yu. Drapailo [10], Z. Gontar [17], V. Marchuk [21-23], M. Postan [25], R. Sodoma [29-31], K. Stepanova [35], I. Yakoviyk [38], V. Yakubiv [39], O. Yatsukh [41] and many others.

However, it should be noted that with the intensification of the introduction of digital technologies in the process of shipping management at all stages, there is an objective need to rethink the principles of logistics and management of shipping. Thus, the current issues of effective organization of business processes in this area require additional practical research.

3 Materials and Methods

The theoretical foundation of the study was the methodology of project management, logistics theory, optimal management, games, as well as the work of leading scientists and specialists in the field of systems analysis, economic and mathematical modelling, operation, and management of freight.

The issue of transport process modelling and management is not new to economics and logistics management systems and has been considered by many researchers and designers. At the same time, different subsystems were distinguished according to organizational, functional features, and composition of elements. However, all the results obtained were not entirely based on systemic principles. This circumstance leads to the need to substantiate and formulate the system prerequisites for the design and the actual formation of the conceptual model of the maritime cargo management system. The design of such a model should be based on the following basic system-forming principles:

- Dialectical unity and interdependence of the system and the external environment;
- Structure and hierarchy;
- Integrity;
- Plurality of system description.

The concept of systematization involves the study of the problem of design as a system. Accordingly, the research methodology is a structured approach used by a team of managers to manage the process of developing digital solutions in the field of maritime transport. The approaches used in this case can be simple (formal and informal) or complex (groups of necessary modelling methods). In this study, the methodology is based on systems analysis and the theory of hierarchical multilevel systems.

4 Results and Discussion

As you know, sea freight is the most popular type of international transport service. Their key advantage is that they are suitable for the delivery of any goods and allow for high efficiency of the logistics chain. Practice shows that the current methods of transportation allow transporting both large consignments of goods and single loads with maximum efficiency and economy. At the same time, the use of maritime transport communications, which have almost unlimited capacity and require less maintenance than other modes of transport, leads to a relatively lower cost of these shipments and results in a constant increase in their overall global volume.

In this aspect, it should also be noted that sea freight container transport is one of the promising sectors of the modern transport market. In particular, despite the challenges facing the industry in connection with the COVID-19 pandemic, the development of the global container market is characterized by a steady dynamic trend of increasing volumes of cargo transported by sea in containers. It is this growing demand for container transportation that requires the management of transport companies to find modern technical, technological, and organizational solutions to ensure their proper efficiency.

Of course, increasing the freight base is possible by attracting transit and increasing the overall transport attractiveness of companies, as freight flows usually face a number of bureaucratic obstacles and are complicated by the lack of a thorough tariff, which would include moving to the port and transport to the next point supplies.

The practice of forming a maritime traffic management system shows that it is a large and complex system. The first is determined by the fact that there is a significant number of elements and connections, the second – the heterogeneity of these elements and connections, the variety of their properties, and characteristics of selection. This is due to the structure and content of the objects to which the control of the system is directed – cargo and fleet. Therefore, when forming a management model of such a system, it must be considered in two aspects – morphological and functional, each of which, taking into account the characteristics of the object allows you to select the appropriate partial structure. In this case, the management system as a whole is formed on the basis of combining its subsystems. Thus, it can be argued that the internal synthesis of the system and elements of individual subsystems of maritime traffic management is realized through a set of models of their relationship.

The development of new approaches to forecasting maritime traffic should be based on the use of digital methods of exponential smoothing of time series through the use of software for big data processing online. This will allow obtaining data that will inform the management staff about changes in the structure of freight flows in the market, which in turn will allow:

- To conduct a rational tariff and freight policy in the region of the maritime transport company;
- To establish the ratio of transport capabilities of the fleet and the total potential volume of transport work;
- To distribute cargo flows between ports in accordance with effective market demand, as well as – to determine promising patterns of tonnage in accordance with the analysis of data on demand and assessment of its dynamics in the future.

The key advantage of using digital platforms in the maritime traffic management system is the lack of intermediaries in the process of forming agreements on the transportation of goods. In this way, digital economy technologies allow companies to eliminate unnecessary intermediaries or channels and create a more direct relationship between customers and transport companies. Accordingly, such a simplified ecosystem has less friction and lowers the entry barrier for players in the rest of the chain.

Thus, the concept of digital transformation of maritime transport has three main advantages relevant to this type of business: improving the efficiency of existing infrastructure; the emergence of qualitatively new business models; increasing revenue or reducing costs in existing business models. Accordingly, the digital transformation of maritime transport goes beyond the ICT industry itself, as its impact has affected the entire supply chain. In particular, we can consider the following three main areas in which new digital technologies can be used:

- The customer search, where transport companies can use digital information and social networks to attract their customers in new ways. For example, they can create digital user communities to add value;
- The operational processes, when digital technologies allow to achieve great results in operational activities at all stages of the supply chain;
- The business models, according to which the digital transformation allows developing completely new forms of creating and obtaining value in current business processes.

Thus, it can be argued that the consequences of the digital transformation in the business models of shipping companies are quite diverse. For example, digital technologies make it possible to reorient the boundaries of such companies to more global levels. General digital models of this business, as a rule, lead to a higher level of interaction between different participants. Such transport companies tend to compete on a larger scale than traditional shipping companies due to low geographical boundaries and resource needs to satisfy customers anywhere in the world. At the same time, as the cost of search and production communications has decreased significantly, the operating costs of digitalized companies are usually much lower than for traditional enterprises. However, it is also important to take into account the fact that Internet technologies increase the level of competition in the market and reduce entry barriers for competitors, which has the effect of increasing consumer influence in the process of concluding maritime transport agreements. As a result, companies that make extensive use of digital technologies stimulate the economic development of an environment that is often characterized by dynamic competition and high consumer surpluses.

Accordingly, the question arises about the specific areas of application of digital solutions in the management of maritime transport at the level of operating companies. In particular, one of the key tasks of a transport company's management is the processing of general cargo. An important aspect of this management is the interaction of companies with ports, the effective establishment of which allows them to quickly carry out loading and unloading operations on certain contractual terms. Therefore, building an effective model of economic and logistical relationships of transport companies with cargo owners and ports allows companies to optimize their own costs for cargo handling. The key principles of such optimization for companies are the following:

- It is expedient to direct cargo flows to certain ports in a proportion that reflects the ratio of levels of rates for cargo processing;
- The level of rates and the volume of freight flows determines the situation that is equilibrium, ie any change in one of the parties to the level of rates, provided that all others adhere to the same, should reduce the winnings of the party taking action.

Thus, the management decisions on the loading of ships require consideration of many operational and commercial, and legal conditions of the fleet, which is solved using digital models based on certain software solutions. However, the development of the models themselves to ensure effective management of maritime transport cannot be clearly formalized, as the capabilities of digital platforms provide a wide variety of models, which requires a specific approach to their construction. That is why in most cases to form an effective management model requires a rapid quantitative assessment of the possible consequences of production situations associated with the loading of both individual ships and groups of ships, solved by digital software solutions and applications in round-the-clock information processing online. However, the analysis and adjustment of decisions made on the basis of the implementation of digital technologies in the process of maritime transport management will take into account the difficult formalized working conditions of maritime transport companies. That is why the greatest efficiency of integration of the management process with digital software solutions occurs with a wide range of goods transported by the company. There is also a need for intermediate aggregation of information on cargo flows to reduce the dimension of the overall task of optimizing the fleet. In this case, decisions regarding the loading of ships are made in the following sequence:

- Aggregation of information on cargo flows and determination on its basis of permissible options for loading tonnage;
- Optimization of decisions on fixing of specific vessels on routes and specification of their loading taking into account terms, sequence of approach in ports, and time of the readiness of cargoes for departure.

Thus, in order to ensure the effective solution of all tasks, as well as to ensure the transformation of the management system of maritime transport in transport companies from traditional to digital, it is necessary to go through two key stages of the transition to integrated digitalization of companies.

In the first, shipping companies set their own priorities for investing in digital projects. At the same time, a key element of such investment is a systematic understanding of where digital solutions can create the greatest value for an existing business model of a transport company, as well as what investments are needed and what should be the expected effect of implementation. The risks of changing the existing business model due to the introduction of new digital technologies in the maritime traffic management system are also subject to this assessment. At this stage, companies need to form a balanced portfolio of digital projects for the short and long term, as well as to form a system of monitoring and timely updating, according to their needs.

The second stage is to develop an effective digitization strategy, which should result in the structuring of efforts to move from traditional maritime and digital shipping management models. One of the key examples of such a strategy could be the use of blockchain technology in the management of maritime transport when it can greatly simplify the exchange of confidential data for different contractors or shippers. At the same time, transport companies themselves can create solutions for trade financing and supply chains to increase their efficiency and increase their own profitability. Therefore, the operation of such projects will lead to the successful use of the blockchain in the logistics of maritime freight.

5 Conclusion

Therefore, the formation of digital systems for the organization and management of cargo transportation processes by sea should be based on the methodology of project management, logistics theories, and systems analysis. At the same time, there is an objective need to integrate digital software solutions and models of organization and management of this transportation into the maritime freight management system. In the applied aspect, this means the need to build on the basis of digital platforms of dialogic decision-making systems that operate with the use of cognitive technologies and are aimed at solving the subject tasks for which the digital control system is designed.

Thus, it can be argued that after the process of transforming the maritime freight management system into a digital integrated platform, the transport company will be able to effectively solve simulation problems based on a simulation approach to ship loading in operational business management, optimize ship loading within existing supply chains, to optimize the distribution of cargo between vessels in the operational management of the company, as well as – to model the distribution of cargo flows based on the analysis of actions and decisions of all entities with which companies have to interact in the supply chain.

In general, it can be argued that the process of digitization of companies operating in the field of maritime freight will be individual for each of them. At the same time, the digitization process itself will differ both in approaches and time. However, it can be unequivocally stated that digital transformation is necessary and inevitable, which increases the requirements for the management of companies to quickly understand the feasibility and relevance of measures for the active introduction of digital technologies in their activities.

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Primary Paper Section: A

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STRATEGIC MANAGEMENT ACCOUNTING IN THE CONDITIONS OF DIGITALIZATION OF THE ECONOMY

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Abstract: The article considers the concept of the formation of strategic accounting at enterprises in the conditions of transformational changes in the economic system. The urgency and reasons for changing the paradigm of strategic accounting and the growing relevance of the focus of enterprises on innovative management solutions based on digital platforms and cognitive technologies are noted. The specifics of classical and neoclassical paradigms of strategic accounting are considered. The methodology of systematization of principles of strategic accounting according to modern conditions of management is offered.

Keywords: Digital platforms, Innovation, Paradigms of strategic accounting, Strategic accounting, Strategic management.

1 Introduction

With the transformation of the market system in the context of the inevitable changes associated with the formation of the digital economy within the global economic system, effective management of any enterprise increasingly depends on the level and quality of information support of its structural units. In particular, the production, marketing, and market support of goods are now virtually impossible without the use of network technologies and applications generated by new technologies and digital solutions.

It should be noted that in modern conditions of increasing the level of technological complexity of the management decision-making process, time becomes important for effective decision-making, which allows the company to stay ahead of its competitors. To do this, the company's management must have complete and accurate information about all stages of business processes at all levels of government. This explains the need of enterprises to implement and organize strategic management accounting, the purpose of which is to analyze the development of the enterprise, comply with the objectives of the development strategy, as well as take into account potential risks with digital accounting and analysis tools.

In addition, there are currently a significant number of enterprises operating in different sectors of the economy in conditions of limited financial resources and fierce competition. All this requires the management of the enterprise to form an effective strategy for its development, definition, and clear detailing of goals and objectives aimed at ensuring effective planning and control in the implementation of the strategy. In addition, it should be noted that the significant amount of data that requires round-the-clock processing online, significantly complicates the process of making effective decisions. Therefore, it can be argued that to achieve certain goals of the enterprise in such conditions, traditional approaches to accounting, which are focused on meeting the information needs of external consumers, do not meet the needs of the management system. Therefore, there is a gradual transformation of the accounting and analytical activities of enterprises, which involves the introduction of strategic management accounting in the practice of business entities in order to form a holistic picture of all business processes of the enterprise, resulting in further updating this area of research.

2 Materials and Methods

The study of the specifics of the organization of strategic management accounting is widely disclosed in the specialized economic literature. It is worth noting the significant contribution to the study of the theory and practice of general management strategic accounting, which was made by such leading researchers as O. Agres [1], I. Balaniuk [4], I. Belousova [5], O. Binert [6], Yu. Chaliuk [9], M. Dziamulych [11-16], S. Holov [20], N. Iershova [21], S. Kuznetsova [23], M. Martinkovič [28], M. Matviichuk [30], T. Shmatkovska [32-34], O. Stashchuk [38-40], O. Vlasova [41], Ya. Yanyshyn [43], I. Zhurakovska [45]. In addition, it is necessary to note a number of studies in which the key aspect is to consider the specifics of strategic management accounting not only in terms of planning and budgeting, but also determines the relevance of actual data in analytical and synthetic accounting and reporting. in the preparation of reliable information in order to predict and make the right situational management decisions, as set out in the works of scientists such as O. Apostolyuk [3], A. Boiar [7], N. Bukalo [8], O. Dovzhyk [10], Z. Gontar [18], L. Hnylytska [19], I. Kolos [22], S. Levytska [24], V. Marchuk [25-27], N. Marushko [29], R. Sodoma [35-37], I. Yakoviyk [42], O. Yatsukh [44] and many others.

However, it should be noted that at present, along with significant achievements in the field of methodology and organization of strategic management accounting, there are still unresolved a number of practical problems regarding its practical implementation and application in the enterprise. Therefore, the current issue of determining the essence of strategic management accounting in enterprises requires additional practical research.

3 Results and Discussion

As the practice of entrepreneurial activity shows, the success and efficiency of business entities in modern conditions largely depend on their ability to maintain an innovation-oriented path of development. The changes that are taking place to determine the dynamic development of goal-setting systems, the formation of tasks of current and strategic development of the enterprise, their detailing, integration, and transformation in various fields and areas of activity. That is why in such conditions, all components of the activities of economic entities, including accounting, should be considered through the prism of their compliance with innovation dynamics, and especially – in the context of the formation of a new, global digital economy.

Thus, the formation of the concept of strategic accounting as a key tool for implementing the policy of long-term planning of enterprise development is an objective necessity for the management of any business entity in modern conditions. At the same time, the very nature of approaches to the formation of such a concept is debatable, as different enterprises may differ significantly in the principles and forms of use of information and specific analytical tools in the management of economic activity

In particular, it is clear that the key users of strategic management accounting information are the company's management at the highest level (board of directors, president, vice presidents, etc.) and at lower levels of management. At the same time, senior management needs management accounting information to make strategic decisions and monitor them, while lower-level managers need to implement the strategy. Therefore, in this aspect, strategic accounting should be considered as the main integrating and organizing factor, as well as – a system of information support to support the creation, dissemination, processing, and use of specific data on the enterprise (Figure 1).

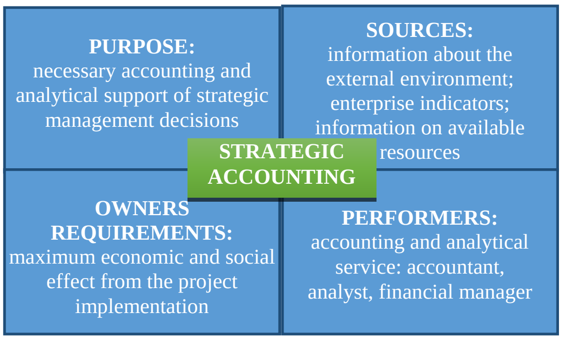

Figure 1 – The architecture of the model of strategic accounting at the enterprise
Source: own research

It can be argued that the effective use of strategic accounting tools requires their systematization and universalization to ensure the possibility of use in any enterprise, regardless of their field of activity. Such systematization is possible due to the formation of specialized models and methods of applying strategic accounting in the practical activities of economic entities. In this aspect, it is worth highlighting the model of the subsystem of strategic management accounting, proposed by Sh. Alibekov and A. H. Ibrahimova. This model contributes to the formation or improvement of the existing system of improving the efficiency of long-term management decisions (Figure 2).

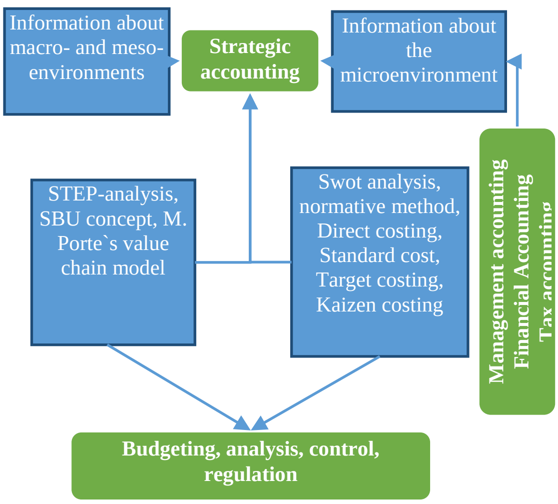

Figure 2 – Model of information field of strategic management accounting by Sh. Alibekov and A. H. Ibrahimova [2]

The presented system (Figure 2) is designed to ensure the collection of information, its processing, systematization, and transmission to users to meet the needs of strategic enterprise management. The main disadvantage of the presented system of strategic accounting is that it does not independently collect information about the macro-, meso- and micro-environment of the enterprise, but uses it from traditional accounting systems or from the system of strategic analysis. Accordingly, such strategic accounting cannot be called accounting in its essence, as it does not ensure the performance of proper accounting functions, but is only a means of integration and transfer of information to managers. Also, according to the analysis of the system proposed by the authors, it remains unclear on the basis of which methods of financial and management accounting will be obtained strategic information and further transferred to the strategic accounting system, as most scientists now say that the two systems do not meet the requirements strategic management. Accordingly, the model proposed by Sh. Alibekov and A. H. Ibrahimova, in our opinion, cannot be a full-fledged tool that can provide information support for the formation, implementation, and monitoring of enterprise strategies, and is built on its basis of strategically oriented accounting system will not increase the effectiveness of strategic enterprise management.

However, in the global sense, strategic accounting should provide a general integrated approach to adapting the management staff to new business conditions, which are manifested not only in the need for strategic management decisions, but also require new innovative management methods based on digital platforms and application of cognitive technologies.

Thus, it can be argued that there is a de facto shift in the paradigm of strategic accounting towards an "innovative economy", which is accompanied by a transition from self-sufficiency to interdependence and objectively enhances the role of strategic management. Thus, since the early 2000s, the development of strategic management in practice is manifested in a paradigm shift: the classical paradigm, which corresponds to the period of industrial development of social production, is transformed into the neoclassical, strategically oriented concept of value-based management (Table 1).

Table 1: Comparison of characteristics of classical and neoclassical paradigms of strategic management

Characteristics / Paradigm	**The classical paradigm of strategic management**	**Neoclassical paradigm of strategic management**
The content of the paradigm	"Outside – inside"	"Inside – outside"
Starting point	External influencing factor	Key competence
The main properties of the strategy	Maintaining the stability of the internal and external environment	Proactive changes in close interaction with the external environment
	Gaining an advantage in the competition	Creating new markets where there is no competition
	Operational efficiency within the functional division of labour	The situational approach to management as the most effective method of the organization's response to changes in the external environment
	Stable functional structure of institutions implementing the strategy	Edchocratic structures for the implementation of strategies
	Increasing tangible assets	Focus on human potential is the main generator of ideas

Source: compiled by the author based on [31]

Thus, the key differences between the two paradigms lie in the implementation of enterprise management strategies. In particular, traditional approaches are characterized by the desire for stability of the management structure and the impact of the external environment. At the same time, the neoclassical paradigm provides a more flexible approach based on enhancing enterprise innovation and adaptation to change. Based on the comparison of the key aspects of the classical and neoclassical paradigms of strategic management, there is an opportunity to form specific principles and parameters of strategic management of the enterprise according to the neoclassical paradigm (Table 2).

Table 2: Characteristics of strategic management by the neoclassical paradigm

Parameters	**Characteristics**
Consideration of interests in management decisions	The interests of internal stakeholders of enterprises dominate
Cognitive level of organization of activity	Resource approach to management; knowledge management; organizational skills and competencies; the concept of dynamic abilities; key competencies

Management styles	Balanced (combination of intuitive, logical, and empirical). Strategic entrepreneurship
Perception of the market environment	Considered as partially managed
Decision-making	Real-time strategic decision-making priority
Control object	Entrepreneurial activity (market activity of the enterprise)

Source: compiled by the author based on [31]

As you can see, one of the possible approaches to defining strategic accounting systems for both paradigms is the structural-functional approach. Such a structural and functional system has three main attributes: structure, functions, and emergence. Accordingly, strategic management accounting should be considered as a structural and functional system, as it has a structure as a form of the internal organization of its elements, its functions (accounting, planning, budgeting), and emergence is manifested in its existence as a whole that combines system elements with functions, so it allows you to explore the system with a set of its characteristics. Thus, the structural and functional innovation of strategic management accounting in the practical activities of the enterprise may be accounting, which is implemented on the basis of decentralization of internal management and the formation of flexible organizational structures. This concept of strategic accounting reflects the structure of the business processes of the entity, which is optimal for achieving strategic goals.

Thus, having analyzed a number of interpretations of the category "strategic accounting" and identifying the main trends in this area of accounting, we can propose the use of methodological systematization of strategic accounting, which should be implemented through the prism of five basic parameters (Table 3):

- The subject of strategic accounting;
- The orientation of strategic accounting;
- The time limits;
- The methods of strategic accounting;
- The mission of strategic accounting.

Table 3: Methodological systematization of strategic accounting

Systematization parameters	**Implementation of parameters**
The subject of strategic accounting	Factors of internal and external environment
Orientation of strategic accounting	Making management decisions and developing measures for successful work
Time limits	Long-term perspective
Techniques (methods) of strategic accounting	Information gathering, economic analysis
Strategic accounting mission	Serves as an information basis for making long-term management decisions

Source: compiled by the author based on [31]

Thus, it can be argued that the use of new or significantly improved support measures for enterprise production processes, such as support for procurement systems or operations, accounting or computing technology, etc., can be implemented in most process innovation enterprises. The relevance of this statement is confirmed by a survey of 246 executives from around the world, conducted by Global CEO Pulse Survey on Innovation. Thus, almost half of the surveyed managers (51%) consider innovation an important condition for maintaining the competitiveness of their organizations, a driver of rapid and profitable revenue growth (14%), a necessary condition for maintaining long-term business development (35%) (Figure 3). The leaders of the companies note that in the conditions of innovative dynamics business entities experience a significant impact of the external business environment on financial performance, level of financial stability, and competitiveness, which requires changes in the management system and technologies of accounting and analytical support for management decisions, including strategic nature.

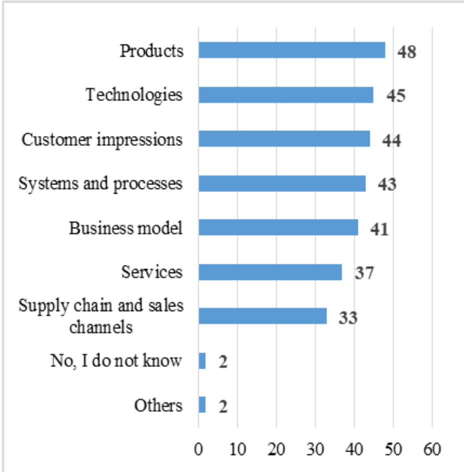

Figure 3 – The results of a survey of company executives to identify areas of innovation during the following 2018–2020 [17]

4 Conclusion

We can conclude that the practical application of strategic management accounting can provide a synthetic, holistic view of the principles of economic activity of the enterprise, as well as contribute to a comprehensive approach to identifying and solving current and future problems related to business development. All this determines the formation of the objective needs of the enterprise in technologies, methods, and procedures in the framework of solving new tasks and implementing new functions related to innovative solutions and the introduction of new digital technologies.

At the same time, the innovative orientation of strategic management accounting significantly affects the quality of information support of strategic management of the enterprise. Accordingly, the effectiveness of accounting and information support in making management decisions, which in practice is reflected in the following:

- The mutually agreed system of accounting and analytical support of the enterprise is formed;
- The differentiation of the accounting and analytical information arriving in the management system is provided and conditions of its considerable detailing on key directions of activity of the enterprise are formed;
- It is possible to take into account the factors that ensure the innovative development of the enterprise in the long term strategic perspective;
- The conditions are formed for the introduction of innovative accounting and analytical tools of strategic accounting in the key business processes of the enterprise.

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Primary Paper Section: A

Secondary Paper Section: AE, AH

ECONOMIC ASSESSMENT OF INCLUSIVE DEVELOPMENT OF TERRITORIAL COMMUNITIES WITHIN RURAL AREAS: A CASE STUDY OF UKRAINE

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Abstract: The content of the decentralization process as a factor for the inclusive development of united territorial communities, the consequences of which are both positive and negative results, is determined. It is determined that since rural areas are characterized by high unemployment, migration processes, and low provision of social infrastructure, it is necessary to support the inclusive development of united territorial communities which is considered in expanding the employment and income spheres of the rural population, proper provision of medical and educational institutions, creating conditions for the development of alternative business areas, preservation, and improvement of the environment. It is proved that the result of decentralization is: expansion of equitable opportunities for economic participants and equality of sectors of the economy and the rural population; focusing on balancing the labour market by improving the level and quality of productive employment; expanding employment opportunities.

Keywords: Employment and unemployment in rural areas, Inclusive development, Rural area, Rural population.

1 Introduction

The chosen course for decentralization and separation of the territorial community as a basic subject of local self-government is a key aspect of the Ukrainian state-building system development. In April 2014, the Government of Ukraine approved the Concept of Reforming Local Self-Government and Territorial Organization of Power in Ukraine, which defines the directions, mechanisms, and deadlines for the formation of effective local self-government and territorial organization of authority and provides appropriate material, financial and organizational conditions for local self-government own and delegated powers **[**2, 7, 34**]**.

Many scholars pay attention to the study of theoretical and practical issues of decentralization of power, development of local self-government in urban and rural areas. However, despite the significant volume of publications in this field and given the multifaceted nature of this problem in modern conditions, it is necessary to study the peculiarities for inclusive development of united territorial communities in rural areas in the context of decentralization.

2 Literature Review

Theoretic-methodologicaland applied provisions on the essence of rural territories and ensuring their inclusive development in the context of decentralization are the subject of research by many scientists, including: Tryhuba A. [39, 40], Vasylieva N. [41] and others.

Rushkovsky analyzed the processes of territorial decentralization and identified its three system-forming components [6]: political, administrative, and financial decentralization.

Lelechenko A. P., Vasylieva O. I., Kuibida V. S., Tkachuk A. F. believe that a necessary condition for stable development of society and effective functioning of the state is to ensure the balance of national interests not only with the interests of territorial communities, but also cooperation and coordination of these interests at different levels of executive power [21].

It should be noted, that in the scientific literature there are different types of rural development. Among them – sustainable, balanced, agrarian, socio-economic, agricultural, integrated, complex, perspective, inclusive. All these types are directly affected by decentralization processes.

Akimova L. et al. [1] revealed the peculiarities of socio-economic development of territories on the example of European Union member states and analysed the practical aspects of these territories' development, which are presented through indicators of employment, economically active population and others. In our opinion, they are indicators of the inclusive development of these regions.

We agree with Ovcharenko et al. [32] that «the united territorial community reaches a qualitatively different level of existence: it strengthens the duties and responsibilities, first of all, for local authorities. From the expanded territory to the local budget it is possible to collect more significant tax receipts, and it is additional workplaces, improvement of apartments, i.e. life of citizens».

herefore, in order for the united territorial community to use the opportunities to achieve the prospects of the inclusive development, it is necessary not only to quantitatively expand its borders by increasing the number of inhabitants. Solving the problems of development by involving all segments of the population, intensification of entrepreneurial activity, fair distribution of the received goods, reduction of differentiation of the population on incomes, improvement of quality of environment acquires urgency.

Hutorov O. [11] characterizes the decentralization processes in rural areas as «expanding and strengthening rights and powers of the rural population while narrowing the rights and powers of the relevant central government to improve the effectiveness of local interests».

In modern conditions of local government reform, according to Marmul L. [22], is often reduced to the elimination of so few existing facilities and institutions of social infrastructure for financial and economic reasons (medical and obstetric canters, kindergartens, schools, clubs, libraries, especially in depressed villages).

Gupta J. et al. [8] believe that inclusive development will only be achieved through genuine interactive governance, which provides tools and conditions for adaptive learning and the empowerment of marginalized people.

According to V. Reshetylo [35], inclusive development is based, in addition to poverty reduction and inequality, on the need to ensure the participation of all segments of the population in the growth process both in terms of decision-making and in the formation of growth factors.

Khomiuk N. [16] substantiated the theoretical and methodological principles and developed practical recommendations for the diversification of rural development in the context of decentralization. Tryhuba A., Pavlikha N., Rudynets reveal the peculiarities of dairy development in rural communities [9, 12, 13]. Scholars state that the implementation processes of decentralization reform affect the development of rural areas. However, their work does not address the issue of achieving prospects for inclusive development – providing fair opportunities for economic actors and equality of sectors of the economy and the population, as well as equality of human capital, the environment, social protection, food security.

The purpose of the article is to reveal the peculiarities for the formation of united territorial communities and to determine their role in achieving the prospects of the inclusive development of rural areas in Ukraine.

3 Materials and Methods

To achieve this goal, legislative and regulatory acts of the Verkhovna Rada of Ukraine and the Cabinet of Ministers of Ukraine, official materials of the Ministry of Development of Communities and Territories of Ukraine, the Ministry of Economic Development, Trade and Agriculture on decentralization and rural development in Ukraine were analysed.

To assess the results of local government reform in Ukraine, a graphical interpretation of the dynamics of the united territorial communities formation in Ukraine by regions, the dynamics of the inhabitants number of united territorial communities in Ukraine, the dynamics of the area of united territorial communities in Ukraine, the dynamics of own revenues fund of local budgets in Ukraine in 2015–2019. Emphasis is placed on the implementation of local government reform in rural areas in Ukraine. Current trends in the level of unemployment, employment, and the state of social infrastructure as the main indicators of inclusive development of united territorial communities in rural areas in Ukraine are described. In the course of the research the comparative analysis, systematization of the information, its graphic image is executed.

4 Results and Discussion

The main idea of the decentralization in Ukraine is the provisions of the European Charter of Local Self-Government and the best world standards for public relations in this area. Reform of local self-government and territorial organization of power in Ukraine began in 2014.

In the conditions of decentralization, the opportunities for development and activity of rural areas are expanding, because decentralization is «the transfer of part of the governance functions of central authorities to local authorities, the expansion of powers of lower governing bodies at the expense of higher ones» [24].

Khomiuk N. considers that decentralization is a process of bringing governance decisions closer to the public, expanding the rights and powers of local governments, which contributes to the development and implementation of strategies, programs, projects for rural development and services in accordance with the needs of united communities [15, 17].

According to the law, the implementation of this Concept must be carried out in two stages. During the preparatory phase (2014) it was envisaged to create a legislative basis for the regulation of the new system for the administrative-territorial organization. The second stage of the Concept implementation (2015–2017) is the institutional reorganization of local self-government bodies on a new territorial basis; holding local elections taking into account the reformed system of these bodies.

However, local self-government reform has dragged on. In fact, the first stage of decentralization covered the period from 2014 to 2018, because on January 23, 2019, the Cabinet of Ministers of Ukraine initiated the transition to a new stage of decentralization reform [20, 30]. It provides for: the formation of a new territorial basis for the activities of authorities at the level of communities and districts; transfer (decentralization) of powers from executive bodies to local self-government bodies and their delimitation on the principle of subsidiarity; creation of an adequate resource base for the exercise of the powers of local self-government bodies; formation of an effective system of service in local governments; development of forms of direct democracy: elections, referendums.

Prior to the reform of local self-government in Ukraine, there were about 12 thousand territorial communities, in more than 6 thousand communities the population was less than 3 thousand people, of which in 4809 communities – less than 1 thousand people, and in 1129 – less than 500 people. In most of them, the executive bodies of the relevant village councils have not been established and there are no budget institutions, utilities, etc. Subsidy of 5419 local government budgets was over 70%, 483 territorial communities were 90% maintained at the expense of the State budget [18, 25, 29].

During the first stage (2014-2018), 876 united territorial communities were formed in Ukraine, most of which are located in rural areas. The dynamics of united territorial communities (UTC) formation in terms of regions of Ukraine is shown in Figure 1.

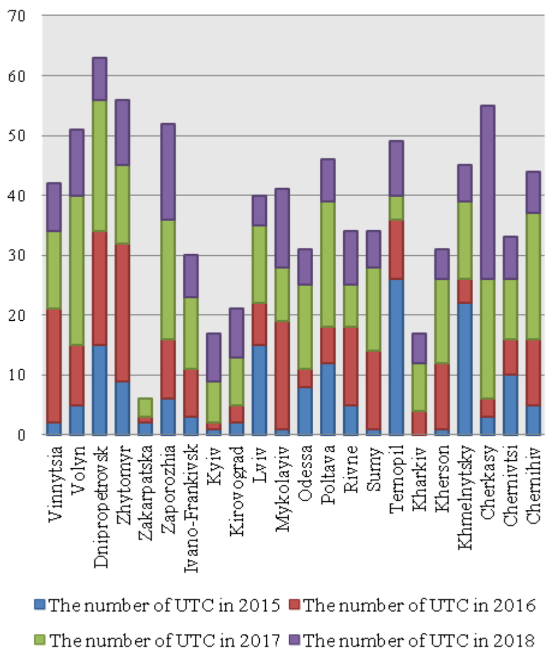

*Figure 1 – Dynamics of united territorial communities formation in Ukraine by regions**

*Excluding the temporarily occupied territories of the Autonomous Republic of Crimea, Donetsk and Luhansk regions
Source: based on site data [26, 37].

As of January 10, 2019 – 9 million people lived in UTC, which is 25.5% of the total population of Ukraine. The dynamics of the number of inhabitants of the united territorial communities in Ukraine is given in Figure 2.

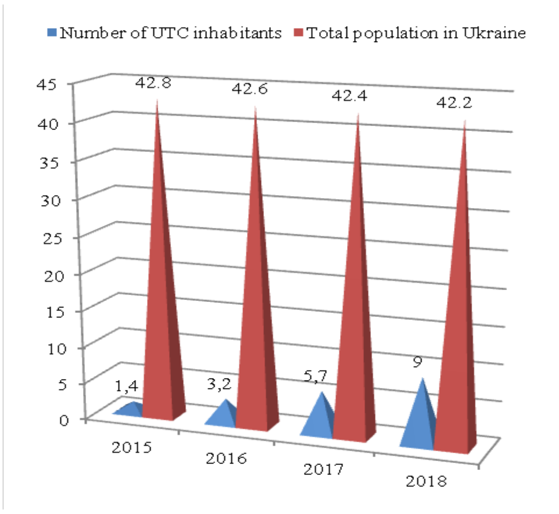

*Figure 2 – Dynamics of the number of inhabitants of the united territorial communities in Ukraine, million people**

*Excluding the temporarily occupied territories of the Autonomous Republic of Crimea, Donetsk and Luhansk regions of Ukraine.
**UTC – united territorial communities.
Source: formed on the basis of site data [26, 37].

At the end of the first stage, the total area of UTC was about 38% of the total area of Ukraine. The dynamics of the area of united territorial communities in Ukraine are shown in Figure 3.

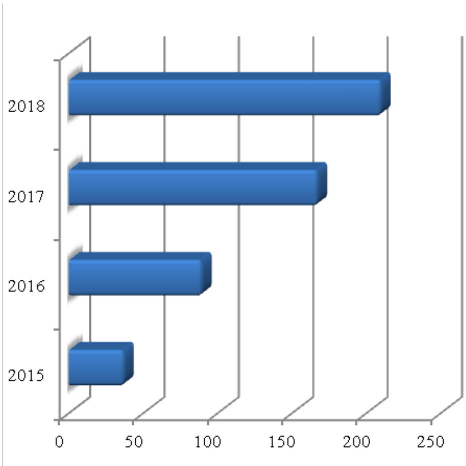

*Figure 3 – Dynamics of the area of united territorial communities in Ukraine, thousands km^2**

*Excluding the temporarily occupied territories of the Autonomous Republic of Crimea, Donetsk and Luhansk regions of Ukraine.
Source: formed on the basis of site data [26].

During 2014-2018, 876 united territorial communities were created in Ukraine, of which 782 have already held council elections, elected UTC chairmen and elders; 69 – awaiting the CEC decision on calling the first elections [26]. The area of the united territorial communities as of January 10, 2019, was 209.6 thousand square km, and 9.0 million citizens of Ukraine lived on their territory.

During the first stage of local self-government reform, Khmelnytsky, Zhytomyr, Chernihiv, Zaporizhia, and Volyn regions showed the best results in the overall ranking of regions for UTC formation, while Vinnytsia, Poltava, Kyiv, Kirovohrad, and Zakarpattia showed the lowest results. The main parameters of the overall rating, which is formed by the Ministry of Development of Communities and Territories of Ukraine, are the number of UTC; UTC coverage of the area; the number of territorial communities united; the number of UTCs with less than 5 thousand people; the percentage of the area covered by the long-term plan; the percentage of UTC population to the total population.

The leaders among the regions in terms of the number of UTCs formed as of the end of 2018 were Dnipropetrovsk (63), Cherkasy (56), Zhytomyr (55), Zaporizhia (52) and Volyn (51) regions. The least UTCs were created in Zakarpattia, Donetsk, and Kyiv regions - 6, 16, and 17 UTCs, respectively.

United territorial communities, which have been created since 2015 within the Concept of Reforming Local Self-Government and Territorial Organization of Power in Ukraine [28], are already experiencing difficulties with the formation of their budgets. According to Art. 2 of the Budget Code of Ukraine, UTC budgets are the budgets of united territorial communities created in accordance with the law and the long-term plan for the formation of community territories, as well as the budgets of united territorial communities recognized by the Cabinet of Ministers as capable in law [27].

To support the united territorial communities, funds from the State Fund for Regional Development (SFRD) and subventions from the State Budget are used to form the appropriate infrastructure in accordance with the UTC socio-economic development plan (Figure 4).

The State Fund for Regional Development is a key financial instrument not only for the implementation of the State Strategy for Regional Development, regional development strategies but also for financing community cooperation projects and UTC [42].

We agree with the opinion of scholars who believe that the united territorial community reaches a qualitatively different level of existence: it strengthens the duties and responsibilities, first of all, of local authorities. From the expanded territory to the local budget it is possible to collect more considerable tax receipts, and it is additional workplaces, improvement of apartments, i.e. the life of citizens [17].

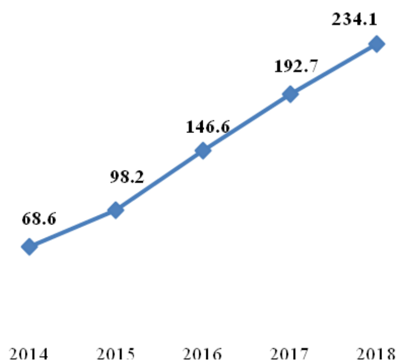

*Figure 4 – Dynamics of formation of own incomes of the general fund of local budgets in Ukraine, billion UAH**

*Excluding the temporarily occupied territories of the Autonomous Republic of Crimea, Donetsk and Luhansk regions of Ukraine.
Source: formed on the basis of site data [26, 37].

The decentralization process enables local governments to make their own decisions on financial issues, including filling local budgets by setting local tax rates, such as property tax and single tax. Therefore, this reform helps to increase the efficiency of budget funds at all levels of government and is an effective factor in stabilizing the socio-economic situation in Ukraine [16].

During the implementation of local government reform, we observe the dynamics of increasing its own revenues of the general fund of local budgets, which is shown in Figure 4.

As we can see, the volumes of local budgets' own revenues increased from UAH 68.6 billion in 2014 to UAH 234.1 billion. in 2018. In the own revenues of the general fund of local budgets, the largest share is occupied by revenues from the payment of personal income tax – 138.1 billion UAH, or 59% of the total amount of own revenues of local budgets. Compared to 2017, PIT revenues in Ukraine as a whole increased by UAH 27.5 billion, or by 24.9%.

In 2018, 665 UTC`s own revenues increased similarly, compared to 2017, by UAH 5.0 billion and amounted to UAH 12.7 billion. The main tax sources of UTC budgets in 2018 were personal income tax (UAH 11.9 billion), land fees (UAH 3.0 billion), single tax (UAH 3.3 billion), excise tax (1, UAH 5 billion) and real estate tax (UAH 0.4 billion).

During 2014-2018, state support for the development of regions and communities increased 39 times. In 2018, UAH 19.37 billion was directed by the government to support sectoral regional policy, development of medicine in rural areas; construction of sports facilities; UTC infrastructure.

Bulavka O. and Stavnycha L. [5] propose to increase the filling of the revenue side of territorial communities local budgets to strengthen the influence of local governments on territorial entities to provide working rural residents with jobs, timely provide workers with wages, eliminate debt and shadow its payment.

In 2018, the State Geocadastre began the process of transferring state-owned agricultural land to UTC communal ownership. As of the end of 2018, 646 UTCs received 1,450.8 thousand hectares of agricultural land in communal ownership [28].

Agricultural activity and land resources are the basis for the development of rural areas, as revenues from their taxation are a significant part of local budget revenues [33].

During the second stage of local self-government reform (2019), another 153 united territorial communities were created. That is, as of January 10, 2020, 1,029 UTCs were formed in Ukraine. The area of the united territorial communities was 246.8 thousand km2 (44.2% of the total area of Ukraine), and 111.7 million citizens of Ukraine lived on their territory (33.3% of the total population of Ukraine).

Zhytomyr, Dnipropetrovsk, Chernihiv, Khmelnytskyi, and Zaporizhia regions showed the best results in the overall ranking of regions in terms of UTC formation in the second stage of the decentralization process, and Kyiv, Lviv, Zakarpattia, Vinnytsia and Kirovohrad regions showed the lowest results. In general, the regions-leaders and regions-outsiders of decentralization did not change in 2019, only the Volyn region left the list of leaders. In 2019, state support for the development of territorial communities and the development of their infrastructure amounted to UAH 20.75 billion.

According to Baranovska T. [3], decentralization processes should end with the definition of a new format of territorial organization of state power on the ground, a clear division of powers between public authorities and local governments, the introduction of a legal framework for effective local democracy, the creation of effective mechanisms for active public participation of local significance, the introduction of institutions for political responsibility at both local and national levels. Based on this, we agree with the author that the development of a rural community is both a process of increasing the ability to act collectively and the result of joint action, expressed in improving the living conditions of the community (economic, social, political, physical, cultural, environmental, etc.).

For Ukraine, according to Vasyltsiv T. and Boiko V. [42], the development of rural areas is important not only given the need to solve their socio-economic problems, but also to preserve the traditions of the Ukrainian people, its historical and ethnic characteristics. After all, the rural community is the key carrier and centre for the development of cultural traditions. In the early twentieth century in Ukraine, the share of the rural population exceeded 80%. The process of urbanization that accompanied the state policy of industrialization of the USSR led to a gradual decrease in this share.

According to E. Mishenin, the two main sources of urban population growth are natural increase and migration to cities. Today, five factors of the deruralization process in developing countries are identified [23, p. 39-40]:

- Rural unemployment as a result of mechanization in agriculture and rapid population growth;
- Lack of arable land, which is exacerbated by environmental degradation;
- Rural areas lack social services, especially educational ones;
- Migration to cities is often caused by natural disasters, especially parts of droughts;
- Many villagers move to cities due to internal conflicts (a factor of public concern).

In the mid-60s of the twentieth century the number of rural and urban population equalized. With the formation of an independent Ukrainian state, the process of urbanization slowed down somewhat but continued. In 2017, the share of the rural population in Ukraine was already only 30.8% (Figure 5).

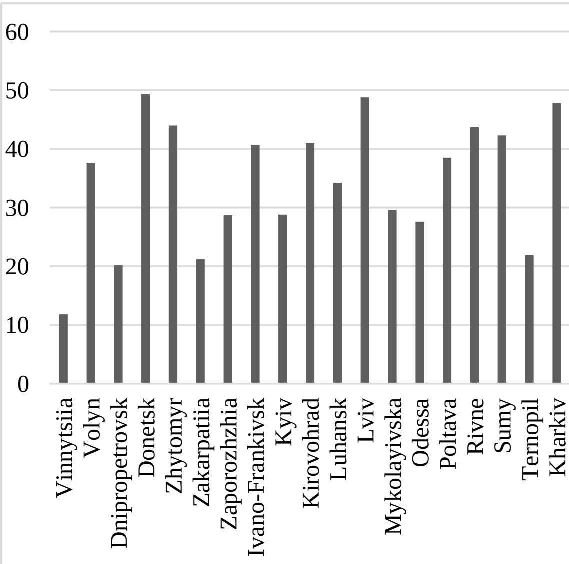

Figure 5 – The pace of regional urbanization of Ukraine in 2017
Source: based on site data [23].

Urbanization can be characterized by the pace of urbanization. They can be defined as the difference between the share of the rural population of Ukraine in 1939 and the share of the rural population in 2014. These years were chosen by us because of the available statistics for these years [3, p. 365]. As can be seen from Figure 5, the pace of urbanization is different in the regions of Ukraine and different territories may differ two to three times. The maximum rate of urbanization (about 50%) was observed for areas adjacent to large cities (Kyiv, Sumy, Chernihiv, Kirovohrad regions). Minimal rates of urbanization (10-20%) are typical for Donetsk, Luhansk, Chernivtsi, Ivano-Frankivsk, and Zakarpattia regions. The first two areas from this list are urbanized at the beginning of the observed period. The low rate of urbanization of the last three oblasts can be explained by the insufficient development of industry, which is connected with the state policy of that time and the unwillingness to develop the border regions industrially.

If we compare the pace of urbanization of Ukraine with the corresponding indicators of neighbouring Poland, it is clear that the process of urbanization in our country was faster (the rate of urbanization in Ukraine – 35%, the rate of urbanization in Poland – 22%). As of today, the share of the rural population in Ukraine is 31%, in Poland – 39%.

The share of the rural population in Ukraine`s neighbours is 22% for Belarus, 25% for Bulgaria, 26% for the Czech Republic, 31% for Estonia, 29% for Hungary, 32% for Latvia, 33% for Lithuania, and 57% for Moldova. %, Romania – 46%, Russia - 26%, Slovakia – 46%, Turkey – 25% [10]. The most urbanized are Belarus, Bulgaria, Turkey, Russia, and the Czech Republic. The largest share of the rural population lives in Moldova, Romania and Slovakia.

In the last 30 years, Ukraine's population has been declining due to a number of economic and social reasons. At the same time, we see a decrease in the share of the rural population, which is caused by the lack of jobs in rural and small towns, the insufficient level of social security. According to international experts [43], over the next 30 years, the share of the rural population in Ukraine may decrease from 31 to 22% (Table 1).

This process is modelled using the logistics function, which is the solution of equation and has the following form:

$$y = g - \frac{b}{1 + A\exp\left[-a\left(t - t_0\right)\right]}$$

Table 1: Actual and predictable number of the rural population of Ukraine, calculated on the basis of the model

Years	Actual number of the rural population Q^{r}_{actl}	Predictable number of the population on the basis of a model Q^{r}_{mdl}	Years	Actual number of the rural population Q^{r}_{actl}	Predictable number of the population on the basis of a model Q^{r}_{mdl}	Years	Expected number of the rural population, calculated on the basis of the model Q^{r}_{frcst}
1990	32,7	32,93	2005	32,3	32,28	2020	28,36
1991	32,5	32,91	2006	32,1	32,17	2021	27,93
1992	32,2	32,90	2007	31,9	32,04	2022	27,50
1993	32,1	32,88	2008	31,7	31,90	2023	27,07
1994	32,1	32,86	2009	31,5	31,73	2024	26,65
1995	32,1	32,84	2010	31,4	31,54	2025	26,23
1996	32,2	32,82	2011	31,3	31,33	2026	25,84
1997	32,3	32,78	2012	31,2	31,10	2027	25,45
1998	32,4	32,75	2013	31,1	30,84	2028	25,09
1999	32,5	32,71	2014	31,0	30,56	2029	24,76
2000	32,6	32,66	2015	30,9	30,25	2030	24,45
2001	32,6	32,60	2016	30,8	29,91	2031	24,16
2002	32,8	32,54	2017	30,8	29,55	2032	23,90
2003	32,7	32,47	2018	30,7	29,17	2033	23,67
2004	32,5	32,38	2019	30,6	28,77	2034	23,46

Source: built according to the data provided by the State Statistics Committee of Ukraine and own calculations.

We determined the parameters of the function $y(t)$ by the method of least squares, maximally reconciling the function of change in the share of the rural population with the available statistics. The value of the parameter = 31 was assumed to be equal to the initial value of the share of the rural population for the beginning of observations (= 1990). The values of other parameters are determined by the method of least squares [26] and are equal to a = 0.1565; b = 11; A = 150.Here with the function takes the form:

$$y = g - \frac{11}{1 + 150\exp\left[-0.1565\left(t - t_0\right)\right]}$$

Actual data on the change in the rural population, as well as the predictable rural population calculated according to the proposed model, are given in Table 1.

The results of modelling the share of the rural population are presented in Fig. 6. As can be seen from the graph, the value of the share of the rural population in 2020 will be 29%, in 2030 – 25%, in 2040 it will approach 22% (Figure 6).

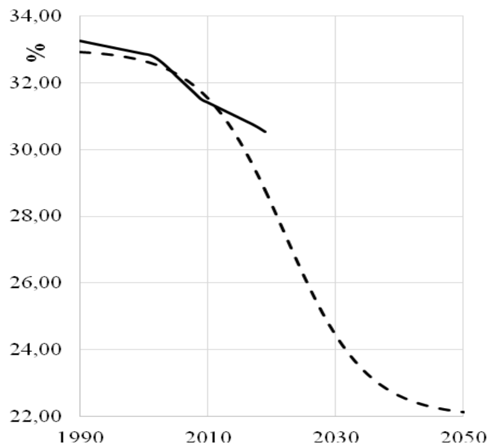

Figure 6 – Modelling the change in the share of the rural population of Ukraine
Source: built by the authors, own calculations

Thus, we can compare the results of forecasting the number of rural population with the materials of the review of the prospects of global urbanization until 2050 of the UN Department of Economic and Social Affairs, according to which the population of Ukraine by 2050 will continue to decline and reach 36 million people. Thus, according to their data, in 2050 the population of Ukraine will be 36.4 million people. Of these, 28.5 million will live in cities, which will account for about 78% of the total population. Currently, the urban and rural population is 69 by 31% [43, p. 132]. As a result of the above model, we observe a decrease in the share of the rural population [23].

According to Kravchenko T. [19], the purpose of rural development with the help of rural communities is its viability, which is directly proportional to two aspects of its development. First, the viability of the village depends on the extent to which rural communities can maintain the local infrastructure at the appropriate level, have access to a wide range of services, and work to revitalize entrepreneurship, intensify economic opportunities and shape regulatory policies that deliver results. Secondly, the viability of rural communities, according to the scientist, depends on the peasants themselves, who must understand and realize their assets, effectively develop networks, work on local cooperation, develop motivation among fellow villagers and cultivate enthusiasm for the development of the native village.

Skydan O. [36] believes that with the active development of the village, the creation of rural territorial communities provides an opportunity for rural residents to self-organize through the use of common living space, to improve the economic, social and environmental situation of the village. So in this case, the peasants create their own so-called group of local interaction and choose from among themselves the leader who heads it. All this has a positive effect on the indicators of inclusive development of rural territorial communities. Rural areas of Ukraine are characterized by high unemployment, migration processes, low provision of social infrastructure.

The unemployment rate in rural areas in 2018 was 9.2%, which is 0.6% more than in urban areas. The highest unemployment rate was registered in Donetsk and Poltava regions, and the lowest in Chernivtsi region. Levels of employment and unemployment in rural areas in the regions of Ukraine in 2018 are shown in Figure 7. In general, the employment of the rural population in Ukraine is declining, leading to an increase in poverty (Figure 7).

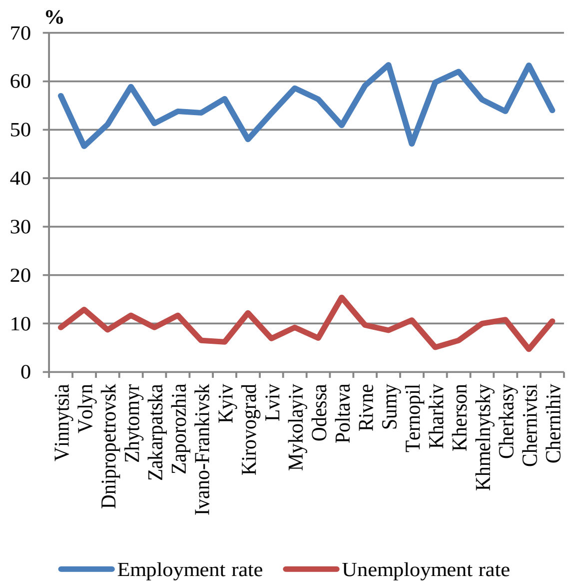

*Figure 7 – Levels of employment and unemployment in rural areas in the regions of Ukraine in 2018, %**

*Excluding the temporarily occupied territories of the Autonomous Republic of Crimea, Donetsk and Luhansk regions regions of Ukraine.
Source: calculated on the basis of data [31].

I. Storonianska calls migration one of the most acute challenges in the field of employment at the local level. It creates many problems for the development of UTC, the main of which are [38]: declining activity of residents, lack of qualified personnel in management, lack of own financial resources, which is a consequence of «leaching» of human potential and reduced opportunities for its capitalization. We agree with the opinion of scientists that the problem of migration outside the UTC is important for all types of communities (urban, urban, rural), but the most relevant – for rural UTC, remote from large cities, and important roads.

The prerogative for the inclusive development of united territorial communities in rural areas is, in addition to ensuring equal employment opportunities for the UTC population, to improve the access of the rural population to educational services. There is a dynamics of reducing the number of preschool educational institutions in rural areas from 9.3 thousand in 2014 to 9.1 thousand in 2018 and a decrease in the number of children in these institutions from 326 thousand in 2014 to 309 thousand in 2018.

Borodina O. and Prokopa I. [4] argue that inclusive rural development «should provide an opportunity for all rural residents to use land and other rural resources, the results of economic growth in agriculture and other sectors of the rural economy, participate in socio-political processes and unite social communities on the path to human rights, lead to poverty reduction and overcome economic and social exclusion».
In our opinion, the inclusive development of united territorial communities in rural areas is manifested in the expansion of employment and income of the rural population, proper provision of medical and educational institutions, creating conditions for the development of alternative businesses and their further diversification in these areas, preservation, and improvement of natural resources. resources.

Khomiuk N. [12, 14] believes that diversification processes will increase the level of employment in rural areas; overcoming poverty; development of social infrastructure; improving the quality of services; ensuring the livelihood of rural residents. Therefore, we propose to single out the diversification of agricultural production and diversification of non-agricultural activities among the ways to implement the inclusive development of united territorial communities in rural areas in Ukraine, which is presented in Figure 8.

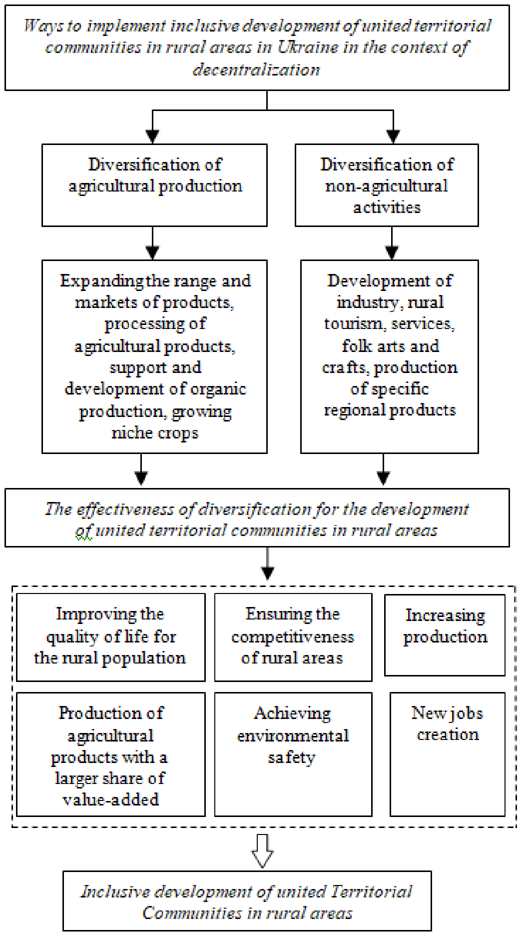

Figure 8 – Ways to implement inclusive development of united territorial communities in rural areas in Ukraine
Source: own developed

Inclusive development of united territorial communities in rural areas in the context of decentralization depends on the availability of natural resources, location of villages, effective functioning of united territorial communities, the correctness of decisions made by the heads and mayors of these communities. In the context of modern reforms, the key role in the management of social, economic, environmental spheres of united territorial communities in rural areas belongs to local authorities. They coordinate the activities of all economic structures, participate in the development and implementation of strategies, programs, projects, and address issues of their financing. In our opinion, the consequences of decentralization are more positive when the population of united territorial communities is involved in the development and implementation of development strategies.

5 Conclusion

Decentralization is defined as a factor of the inclusive development of united territorial communities. Its consequences are positive (increasing the efficiency of budget funds at all levels of government; increasing interest of rural residents in the development of a united territorial community and taking into account their needs; receiving quality administrative, social and other services, the ability to dispose of agricultural land; raising funds for grant funding) and negative results (increasing uneven development of rural areas; increasing corruption at the local level; the risk of making wrong decisions due to the shortage of qualified professionals; loss of state control).

In the context of decentralization, the opportunities for inclusive development and activities of united territorial communities in rural areas are expanding. This is achieved through the creation of new jobs and improving the quality of life of the rural population, involvement in solving problems of development of all segments of the population, intensification of entrepreneurial activity, fair distribution of benefits, reducing income differentiation, and improving the quality of the environment. To achieve positive results, it is necessary to adequately assess the existing contradictions, identify destructive trends and causal links, prerequisites, and factors for the inclusive development of united territorial communities in rural areas.

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FOREIGN LANGUAGE IN THE PROCESS OF THE INTERCULTURAL COMMUNICATION FORMATION

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Abstract: The article is devoted to the research of the problem of the formation of intercultural communicative competence of future specialists with the help of foreign language means. Based on the review, it was found that the formation of communication skills at the present stage involves the development of the communicative competence of students. The specifics of the context of intercultural speech communication are determined. The main directions of the formation of intercultural communicative competencies at studying a foreign language are considered. The principles of formation of intercultural communicative competence and the problems of its development in the process of learning foreign languages are studied. As a result of the research, it was established that intercultural communication has a pronounced interdisciplinary character and is a separate component of the professional training of students with the help of foreign languages.

Keywords: Communicative competence, Foreign language, Intercultural communication, Learning.

1 Introduction

Intercultural communication as a special type of communication involves communication between speakers of different languages and different cultures. The comparison of languages and cultures reveals not only the general, universal but also specific, national, original, which is due to differences in the history of peoples.

Intercultural communication deals with understanding and comprehension, which means: to understand someone else and at the same time to be understood by communicating in a foreign language. Intercultural learning and intercultural communication should be an essential part of foreign language classes.

Defining the concept of culture, we consider it as a universal and at the same time specific to a particular society, nation, organization, or group orientation system, which determines the perception, thinking, evaluation, and actions of people within the society. The orientation system can be represented by appropriate symbols (e.g., language, nonverbal forms of expression, such as facial expressions and gestures, and specific semantic norms of behaviour). It (the system) is passed on through the process of socialization to the next generation and enables members of society to overcome their life and natural obstacles.

Therefore, intercultural communication should be considered as a multifunctional phenomenon, which includes, first, knowledge of norms, principles of communicative behaviour in another socio-cultural environment, the ability to translate them into the plane of intercultural relations; secondly, the formation of specific qualities; ability to empathize and self-esteem. It is education, and above all, language education is seen as the foundation for the formation of the ability of public actors to intercultural interaction on the principles of democracy, equal rights, and opportunities.

One of the important factors of multiculturalism is the ability of the individual to intercultural communication, dialogue of cultures through language in particular. That is why the study of the influence of speech competencies on the quality of intercultural communications in the context of global trends in the formation of a single socio-cultural general civilization space becomes especially relevant.

2 Literature Review

Studies of the problems of learning and intercultural communication in its various aspects are widely covered in the scientific literature. In particular, such researchers as O. Agres [1], O. Binert [5], L. Burkun [8], K. Kruty [21], G. Kytaihorodska [22], M. Safina [25], I. Yakoviyk [41], I. Zymnia [46], I. Zhurakovska [47] and others addressed the issues of ensuring the effective development of communicative competence in the process of learning a foreign language. Their works have made a great contribution to the theory and practice of intercultural communication. It should be noted the difference in the approaches of different scholars on the methodology and technologies of teaching foreign languages.

A significant contribution to the study of the relevance of learning a foreign language by studying the elements of culture, made in the scientific works of such scientists and practitioners as O. Apostolyuk [2], O. Bodaliova [6], A. Boiar [7], E. Passov [24], T. Shmatkovska [27-29], P. Sysoev [37], R. Sodoma [30-32], Ya. Yanyshyn [42], and others. It should be noted that P. A. Duff and C. Polio [10], believe that ineffective communication is often one of the significant obstacles to success and causes problems in professional activities.

In addition, the problems of theoretical and practical approaches to communicative competence are considered in the studies of I. Balaniuk [3], Y. Chaliuk [9], M. Dziamulych [11-16], G. Kopyl [19], A. Leontiev [23], S. Shekhavtsova [26], O. Stashchuk [34-36], N. Vavdiiuk [38-39], O. Yatsukh [43], V. Zagorodnova [45] and others. According to this group of researchers, communicative competence is defined as the choice and implementation of speech behaviour programs depending on a person`s ability to navigate in communication situations and the ability to classify situations depending on the topic, objectives, and communicative guidelines.

However, despite the fact that the problem of teaching intercultural communication occupies an important place in scientific and methodological research, it cannot be considered completely solved, because the methodological support of this goal with adequate methods of work is insufficiently developed and in most cases is reduced to questions that update similar information. native culture and elaboration of local lore texts. The issue of teaching intercultural communication in higher pedagogical educational institutions, taking into account the specifics of the future professional activity of foreign language specialists, also remains undeveloped.

3 Materials and Methods

The main areas of research in the field of intercultural communication, which are used in the study, can be divided into several typical areas:

1. *Sociological.* Sociologists use traditional survey methods. Questionnaires are aimed at identifying values and stereotypes that are manifested in people`s behaviour. On the basis of generalizations obtained by sociologists about the types of behaviour characteristic of one or another cultural group, appropriate practical recommendations are formed, which are implemented in the form of social intercultural pieces of training. The most common sociolinguistic problems are related to the social adaptation of migrants, the preservation or loss of traditional cultures of national minorities.

2. *Psychological.* Psychologists in the field of intercultural communication are primarily interested in the impact of cultural differences on the processes of interpretation and concretization, as well as the origin of relevant stereotypes of behaviour.

3. *Linguistic.* Linguists are primarily interested in how the process of foreign language professional communication takes place. The psychological term "accommodation" is applied to such parameters of communication as topics of speech, the choice of appropriate vocabulary when talking to a foreigner. Cross-cultural studies of discourse and cross-cultural pragmatics are also becoming widespread [4].

The main stages of the study are based on the study of two key elements of socio-cultural interaction – communication and intercultural communication, which require a clear definition of their definition.

Communication is a socially conditioned process of exchanging information of different nature and content, purposefully transmitted through various means and aims to achieve mutual understanding between partners in accordance with certain rules and regulations.

Intercultural communication is the communication of people representing different cultures. According to E. Vereshchagin and V. Kostomarov, the concept of "intercultural communication" – an adequate understanding of the two participants in the communicative act, which belong to different national cultures [40].

New solutions in the field of pedagogy, psychology, and other sciences involve the application of a holistic concept of learning, which combines productive traditional and innovative approaches and is an associative-reflexive concept of learning. This concept is based on the basic laws of the conditioned reflex activity of the human cerebral cortex. According to the theory of the physiology of higher nervous activity in the human cerebral cortex is constantly the formation of many new conditioned reflex connections (associations) between various systems of stimuli and reactions. Accordingly, the learning process is presented as a set of stimuli (intentional pedagogical influences) and reactions (cognitive actions of students). Therefore, the acquisition of knowledge, the formation of skills, abilities, and personal qualities is a process of education in the human mind of various systems of associations of varying degrees of complexity. These provisions are the basis of the associative-reflex concept of learning and intercultural communication.

4 Results and Discussion

Globalization trends contribute to the understanding of communication between different cultural systems as an essential element of the picture of the modern world. The processes connected with the phenomenon of globalization provide frequent regular contacts in various spheres between representatives of various cultures. In general, intercultural meetings have ceased to be elitist. Intercultural contacts become more frequent, longer, and in their context, practical activities are carried out. This situation requires the simultaneous solution of practical tasks and issues of cultural adaptation. The formation of multicultural competence in the process of learning foreign languages, in turn, contributes to the development of practical skills of communication with representatives of other cultures, allows minimizing the possibility of offending the feelings of other cultures, and maximizing cooperation and mutual understanding.

The process of intercultural communication is a specific form of activity, which is not limited to knowledge of foreign languages, but also requires knowledge of the material and spiritual culture of other people, religion, values, moral attitudes, worldviews, etc.; together determine the behaviour of communication partners. The study of foreign languages and their use as a means of international communication today is impossible without a deep and diverse knowledge of the culture of speakers of these languages, their mentality, national character, and way of life, worldview, customs, traditions, and more. Only the combination of these two types of knowledge – language and culture – provides effective and fruitful communication [40].

At the same time, professional motives have a dominant influence on the attitude to academic disciplines. Students, who have strong professional motives for learning, evaluate the importance of subjects and interest in them much higher than those who do not seek to become true specialists and gain in-depth knowledge. The process of learning a foreign language is aimed at forming elements of general cultural and professional competencies. It is the combination of these competencies in the future that will determine the level of training of future professionals, the degree of their readiness for professional self-determination and professional activity.

The problem of cultural barriers and the development of intercultural communication is one of the urgent tasks in foreign language teaching today, as the interaction between different cultural regions is part of the spectrum of global problems of today. In the context of Ukraine`s membership in world organizations, and, consequently, in the orbits of different cultures, it is important to pay attention to the quality of intercultural processes and communicative openness, as well as take into account the main difficulties that may arise as a result of intensive intercultural contact.

It is necessary to take into account the fact that the communication strategies of different cultures are formed in relation to their behavioural norms and in accordance with the permissible and desired communicative behaviour within the culture. Communicative channels of culture reflect its priorities in the hierarchy of values, which can differ significantly in different cultures and cause problems in understanding between the representatives of these cultures. Differences in the communicative scenarios of different cultures are not limited to linguistic and behavioural areas and relate to differences in the cultural experience of different cultural communities, which affects the structure and configuration of communication systems inherent in these communities.

However, just as communication within a culture, intercultural communication has a major problem – to meet the needs of society and use the necessary resources with the least loss for both sides of the dialogue, but the situation can worsen for two reasons. First, in intercultural communication, not all participants in the communicative process need information available to a representative of another culture, because people, for whom a particular language is foreign, perceive the content and form of certain linguistic structures differently than native speakers who, in turn, also cannot use all available means of broadcasting. This is because the other side of the dialogue does not understand them. Secondly, in the event of a problem in society, the participants in the dialogue can expand or narrow the boundaries of the conflict, depending on the content of the required information and what are the means of its transmission [18].

Therefore the direct connection of training of a foreign language and culture today causes objections neither in linguistic nor in pedagogical spheres. Moreover, it moved into the political sphere: as a result of population migration and the emergence of multicultural societies, the process of learning foreign languages acquires a different status. A foreign language is one of the main tools for educating a linguistic personality with global thinking, able to adapt to the modern level and style of professional and personal communication. This is ensured by the introduction of various forms of communication using creative and innovative technologies, which promotes the development of the ability to clearly define situations and the purpose of communication with their systematic implementation, expanding the creative and scientific potential of students in the context of intercultural communication.

Thus, it can be argued that in practice it is advisable to use authentic materials as a source of extralinguistic and linguistic information. This is considered the most important way to involve students in the study of the culture of another country: thematic, local lore, artistic texts, as well as dialogues (polylogues), poems, songs, letters, interviews, audio recordings, videos. Elaboration (annotation, abstracting) of current articles from periodicals and online publications is effective. In the process of learning, students can be offered such a creative task as writing a letter to the newspaper editor or author of an article, which reflects their thoughts on what was read in response to the topic presented (disclosed) in the article. Another task may be to offer to draw a political caricature to express one`s point of view on a particular topic, event or phenomenon.

Therefore, such an orientation results in the use of a group of applied methods of teaching intercultural communication, which leads to an increase in its effectiveness and purposefulness. The main of these methods are the following:

1. A method of interactive modelling, which focuses on the conscious reproduction of various individual and group situations of intercultural communication. Due to this, the intercultural and emotional energy of the participants of the educational process is directed to the analysis and assessment of situations. The simplified world of interactive models allows participants to get to know and study the ways and types of relationships in intercultural contacts better than in reality. It is possible to offer a discussion of the problematic situation that arose in the process of communication between representatives of different cultures, which differ in language, behaviour, customs, and so on.

2. The method of stimulation, which consists in artificially creating a specific situation of intercultural communication and predicting possible options and results, based on different points of view and aspects. Singular situations make it possible to enter the image of a person of another culture and, as a rule, are a generalized experience of intercultural communication of all participants in the process. An important feature of this method is the mandatory creation of conditions for cultural creativity because creativity is the main activity of its participants.

On the other hand, the concepts of intercultural communication and intercultural transfer are most relevant in the translation process. The translated text is original not only because it consists of language signs that actualize the possibilities of another language system, but also because these language units are appropriately monoculturally connected. Where there is a discrepancy between the “source culture” and the “destination culture”, the translator is faced with the problem: which of the cultures (source or destination) should be the focus of his translation. Literary translation is thus a matter of intercultural communication, which takes place not only directly between the author of the source text and the recipient but also with the involvement of a third person, translator, as a weighty partner and conscious co-author who brings his views and attitudes and in some way it is influenced and controlled by [17].

Thus, it can be argued that the modern educational process should be aimed not only at involving the individual in the conceptual system of another linguistic society, but also at the cross-cultural understanding of the dimensions of somewhat different socio-cultural communities. It should be borne in mind that the national component affects not only the formation of worldview but also the process of developing ideas. A person who speaks two languages, making the transition from one to another, changes at the same time the nature and direction of the development of his thoughts.

However, it is necessary to consider that at entry into the communication of carriers of various cultures it is quite a probable emergence of certain problems which from the beginning are connected with involvement in various cultures. Problems of this nature can be difficulties in understanding, misunderstanding, creating certain prejudices, and in the future - communication, separation, resentment, mental isolation [20]. Intercultural communication is the communication of people in which the methods of communication or functions of language events are identical, but there are differences in their implementation and interpretation in certain situations. In order to prepare their compatriots for foreign language professional speech, help them see their picture of the world around them, and at the same time realize themselves as an integral part of intercultural interaction, it is necessary to change approaches to foreign language teaching, local lore, communication and move from theoretical to practical knowledge via pieces of training, courses, destroy false cultural stereotypes.

Thus, the process of teaching intercultural communication is based on the analysis and interpretation of real cultural contacts. Therefore, the most effective method of teaching intercultural communication, as mentioned above, is training. Traditional forms of education involve mainly the general development of personality, while training is more focused on practical requirements and the study of specific situations [33].

5 Conclusion

Thus, we come to the conclusion that the process of intercultural communication is a specific form of activity that is not limited to knowledge of foreign languages but also requires knowledge of the material and spiritual culture of other people. The study of foreign languages and their use as a means of international communication today is impossible without a deep and diverse knowledge of the culture of speakers of these languages, national character, the way of life, worldview, customs, traditions, and more.

An important role is played by the fact that modern processes of globalization and integration and related socio-economic transformations necessitate the reform of foreign language training in higher pedagogical educational institutions. The practice of intercultural communication shows that knowledge of the lexical and grammatical system of a foreign language does not guarantee the achievement of mutual understanding, because cultural differences of interlocutors can lead to misunderstandings or even conflict and “culture shock”. Given these circumstances, the main purpose of training specialists in foreign languages should be the formation of the ability to intercultural communication.

Thus, since foreign language training of specialists in various fields is considered as one of the ways to prepare for intercultural communication, the curriculum must contain a mandatory cultural component, which forms the basis of intercultural communicative competence – integrative ability to understand foreign culture and worldview. Successful implementation of intercultural communicative competence allows establishing contact with foreign-language communicators, to recognize their cultural values. At the same time, important factors of human competence are the quality education received by him, the accumulated life experience, and the ability to professionally apply knowledge in practice. The study of foreign languages in the context of an intercultural paradigm has great potential for personal development. Intercultural communicative competence allows the language personality to go beyond its own culture and become an intercultural personality without losing its cultural identity.

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INFORMATION POLICY AS AN ELEMENT OF ENFORCING THE STATE`S INFORMATION SECURITY

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Abstract: The article is devoted to the study of key aspects of the formation of the information policy of the state in terms of the need to ensure its information security. It was determined that information security is not only an organic component of national security but also an important area of its provision. Information security is one of the most important concepts in science and various fields of human activity. The essence and complexity of this concept is the nature of the modern information society. The analysis of different approaches to determining the content of the concept of "information security" provides an opportunity to note the inexpediency of strict choice of a position

Keywords: Information policy, Information security, Methods of information security, Modern information society, National security, Threats to information security.

1 Introduction

As you know, information security plays an important role in ensuring the interests of any state. Creating a developed and secure information environment is a prerequisite for the development of the state and its society. Recently, the world is undergoing qualitative changes in management processes due to the intensive introduction of modern information technology. At the same time, the danger of unauthorized interference in the work of information systems is increasing, and the severity of the consequences of such interference has greatly increased. As a result, in many countries more and more attention is paid to the problems of information protection and finding solutions.

In protecting its information interests, each state must take care of its information security. Balanced state information policy of the state is formed as an integral part of its socio-economic policy, based on the priority of national interests and threats to national security. Therefore, from the legal point of view, it is based on the principles of a democratic state governed by the rule of law and is implemented in practice through the development and implementation of relevant national doctrines, strategies, concepts, and programs in accordance with applicable law. In the modern world, the objective necessity is the need for state and legal regulation of scientific, technological, and information activities that would meet the realities and general level of information technology development, international law, but would effectively protect the national interests of the state. At the same time, relations related to information security, as the most important for society and the state today, require the fastest legislative regulation.

It should be noted that countries that cannot ensure their own information security become uncompetitive and, as a result, cannot participate in the struggle for the allocation of markets and resources. It can be argued that the disappearance of great powers was not least due to the inability to effectively manage their own territory and the inconsistency of the information structure to the new conditions of existence. Therefore, it is indisputable that in any developed country there should be a system of information security, and the functions and powers of the relevant state bodies should be enshrined in law.

Thus, information security research is one of the most important tasks of national security. At the same time, the formation of information civilization requires a radical change of attitude not only to the study of the principles of information policy but the allocation within its information security policy, which includes studying and mastering the theoretical basis of these processes.

2 Literature Review

A successful information policy can have a significant impact on resolving domestic, foreign, and military conflicts. Information security is one of the essential components of the national security of the country, its provision through the consistent implementation of a well-formulated national information strategy would greatly contribute to success in solving problems in political, social, economic, and other spheres of state activity. In this aspect, a number of outstanding works of such scientists and practitioners as O. Agres [1], I. Aristova [3], O. Binert [6], H. Pocheptsov [20], N. Serdiuk [21], I. Yakoviyk [33], V. Zadiraka [37], I. Zhurakovska [39] and others are devoted to the study of the role of the state in the formation of the information society.

In addition, it should be noted that a number of publicists, such as O. Apostolyuk [2], A. Boiar [7], T. Shmatkovska [22-24], R. Sodoma [25-27], V. Suprun [31], Ya. Yanyshyn [34], V. Yarochkin V. [35], M. Yatsyshyn [38], O. Zolotar [40] developed the basic principles of information security, focused on determining the features of information security as a component of national security of the state, as well as - to determine the priority areas of information security.

In addition, the issue of information security in its content is quite complex and multifaceted, which necessitates the study and generalization of scientific works of representatives of various branches of science. In this aspect, it is worth noting the study of key points of regulation of the information sphere, which have become the object of scientific analysis in the works of such researchers as I. Balaniuk [4], S. Belaн [5], Y. Chaliuk [9], M. Dziamulych [12-17], T. Gurzhiy [18], M. Dmytrenko [11], O. Kosogov [19], O. Stashchuk [28-30], A. Wojcikowskiy [32], O. Yatsukh [36]. It can be argued that these works are key to studying the problem of information security in modern conditions.

At the same time, it should be noted that a separate study requires structural and functional aspects of the process of ensuring the information security of the state in the context of its information policy.

3 Materials and Methods

Methods and classifications are important methods of analyzing the state of information security. In order to effectively protect the information security management system, various types of threats and dangers, risks, and challenges should be described and classified. And already on this basis the system of measures for the implementation of their management can be formulated.

Therefore, the methods of analysis of the level of information security include methods of studying causation. In particular, these methods reveal the causal links between threats and dangers; the causes and sources of certain risk factors are identified, and measures to neutralize them are developed. These methods include the following: the method of similarity, the method of divergence, the method of combining similarity and divergence, the method of accompanying changes, the method of residues.

The choice of direct methods of analysis of the state of information security depends on the specific level and area of organization of protection. At the same time, depending on the threat, the task of differentiating between different levels of threats and different levels of protection is possible. As for the field of information security, it usually distinguishes the following:

1. The physical level at which the organization and physical protection of information resources, information technology used, and management technologies.
2. Software and technical level, which identifies and verifies the authenticity of users, access control, logging and auditing, cryptography, shielding, ensuring high availability.
3. Management level, which is the management, coordination, and control of organizational, technological, and technical activities at all levels by a single system of information security.
4. At the technological level, the implementation of an information security policy is carried out through the use of a set of modern automated information technologies.
5. The level of the user at which the direct implementation of information security policy is carried out, aimed at reducing the reflective impact on information security objects, preventing information impact from the social environment.
6. Network level, where this policy is implemented in the format of coordination of components of the management system, which are interconnected by one goal.
7. At the procedural level, measures implemented by people are applied. Among them are the following groups of procedural measures: personnel management, physical protection, maintenance, response to security breaches, resuscitation planning [10].

Therefore, for our study, in addition to these, it is necessary to use several types of methods of information security, namely:

1. One-level method based on one principle of information security management.
2. Multilevel method, which is based on several principles of information security management, each of which serves to solve its own problem.
3. Integrated methods, which include multilevel technologies that are integrated into a single system with coordination functions at the organizational level, which are used to ensure information security, based on the analysis of a set of risk factors, which, in turn, have a semantic relationship or generated from a single information centre of information impact;
4. Integrated highly intelligent methods, which include multilevel, multi-component technologies, built on the basis of powerful automated intelligent tools with system organizational management [10].

In general, it should be noted that our study identifies possible forms and methods of relevant activities of public authorities, which require a detailed analysis of economic, social, political, and other states of society, state, and person, as well as the possible consequences of choosing other options for implementing this activity.

4 Results and Discussion

The information sphere has become a system-forming factor in the life of society and actively influences the state of political, economic, defence, and other components of Ukraine`s security. However, when dealing with information, you need to be sure that the information used is high quality and in the process of transmission, dissemination was not distorted. Therefore, the issue of information security is an important component of the entire national security system of the country [37].

The concept of information security includes, on the one hand, ensuring quality information for citizens and free access to various sources of information and on the other – control over non-dissemination of classified information, promoting the integrity of society, protection from negative information influences, and more. The solution to this complex problem will allow to protect the interests of society and the state, as well as to promote the realization of the right of citizens to receive comprehensive and high-quality information.

The problem of effective information security in the state involves solving such large-scale problems as the development of theoretical foundations for information security; creation of a system of bodies responsible for information security; solving the problem of information security management and automation; creation of a regulatory framework governing the solution of all tasks of information security; setting up the production of information security tools; organization of training of relevant specialists, etc.

The complex of issues of information security of the state includes such spheres of state activity as protection and restriction of information circulation; protection of the information infrastructure of the state; security of development of the information sphere of the state; protection of the national information market; prevention of information terrorism and information warfare.

In Ukraine, the main information threat to national security is the threat of the other party`s influence on the country`s information infrastructure, information resources, society, consciousness, subconscious, in order to impose on the state desired (for the other party) system of values, views, interests, and decisions in important areas of public and state activity, to manage their behaviour and development in the desired direction for the other party. In fact, this is a threat to Ukraine`s sovereignty in key areas of public and state activity, which is implemented at the information level. Strategic information confrontation is an independent and fundamentally new type of confrontation, capable of resolving the conflict without the use of armed forces in the traditional sense. To study the patterns of information confrontation and analyze its quantitative characteristics, it is necessary to formalize both the concept of the level of information armament of the state and the mechanism of evolution of the resource potential of a particular state and the external environment. In this case, the information state of Ukraine was chosen as the basis of the analysis.

Thus, under modern conditions, the information component is becoming increasingly important and becoming one of the most important elements of national security. Information space, resources, infrastructure, and technologies significantly affect the level and pace of socio-economic, scientific, technical, and cultural development.

In the context of our study, it is necessary to pay attention to the content of the category of “security”, which in human life plays the role of a landmark around which the values of human existence are grouped. Therefore, this concept should be considered as multifaceted. Literally, security means no danger. The need for security is one of the basic motivational mechanisms in human life, and in this respect, man is not much different from any of the other living beings. In addition, security is an undoubted value of universal character, as it is recognized by all people regardless of their racial, national or social background.

There are two aspects to the study of information security in the context of national security. On the one hand, it is an independent element of national security of any country, and on the other – an integrated component of any other security: military, economic, political, etc. One of the most complete definitions of information security is the following: it is a state of protection of vital interests of the individual, society, and the state, which minimizes damage due to incompleteness, timeliness, and inaccuracy of information, negative information impact, and negative consequences of information technology also due to unauthorized dissemination of information. This definition to some extent covers almost all areas of information interaction of state entities.

In practice, information security policy is implemented both by a system of public authorities and civil society institutions, whose competence includes addressing issues related to creating safe conditions for the functioning and development of the information sphere. Therefore, one of the factors that negatively affect the effectiveness of information security is the underdevelopment and institutionalization of civil society in Ukraine, which should be a tool to control the activities of public authorities and be a mechanism that ensures the definition and representation of national society interests.

In Ukraine, all types of information technologies, their production, and means of providing these technologies constitute a special field of activity, the development of which is determined by the state information policy and the National Informatization Program. Determination of the tasks of the National Informatization Program, priority directions of informatization development, volumes, sources, and the order of their budget financing is entrusted to the Cabinet of Ministers of Ukraine and approved annually by the Verkhovna Rada of Ukraine.

Ukraine`s national security in the information sphere should be considered as integral integrity of four components – personal, public (public), commercial (corporate), and state security. Therefore, in the process of determining the nature of risks should take into account the following elements:

- Conceptual principles of political security, its principles, standards, and rules, consistent with current legislation and principles of ensuring the continuity of the information security system of the individual, society, commercial (corporate) structures and the state;
- Definition of objects and goals;
- Determination of acceptable from the point of view of ensuring the interests of all subjects structures of establishing control over security objects, as well as risk assessment and risk management;
- Defining the status and functional roles, expectations, and responsibilities of the actors involved, including reporting on events that pose a potential threat.

Adherence to democratic principles requires the state to mainly using indirect economic methods of regulating the information sphere, allowing direct administrative intervention only in an exhaustive list of cases. But, on the other hand, the widespread use of economic, indirect methods of influence requires significant material and financial resources in the country, which, given the state of the Ukrainian economy, imposes significant restrictions on their use.

It should be emphasized that in the context of global integration and fierce competition, the main arena of clashes and struggles of different national interests of states is the information space. Modern information technologies allow states to pursue their own interests without the use of military force, weaken or cause significant damage to the security of a competing state that does not have an effective system of protection against negative information influences.

Therefore, it should be noted that the main determining factors that negatively affect the information space in Ukraine should be considered:

1) Constant losses among personnel (killed, captured, wounded), which lead to the formation of distrust in the Ukrainian military-political leadership, which is allegedly unable to control the situation in Ukraine;
2) Imperfect national information security system contributes to reducing the level of patriotism;
3) The activity of external information measures by the Russian Federation influences the formation of the statement about the acceptability for Ukraine of the federal system of state and the end of hostilities in eastern Ukraine under the Kremlin regime [19].

Analyzing the research of Ukrainian specialists, the main goals of Ukraine`s information security policy can be formulated as follows: realization of the constitutional rights of citizens, society, and the state to information; protection of the information sovereignty of Ukraine, in particular, the national information resource and systems of formation of public consciousness; ensuring the level of information sufficiency for decision-making by state institutions, enterprises, and citizens; the proper presence of the country in the world information space [8].

In addition, considering the relevance of the formation, functioning, and security of the national information space, experts identify the following goals:

- Strengthening information security of Ukraine, in general, its national security through more efficient use of national potential;
- raising the level and importance of domestic information product and technologies, national information resources, development of information infrastructure of Ukraine in accordance with its national interests on the basis of state sovereignty of Ukraine;
- Streamlining information relations in the national information space of Ukraine, especially changing the ratio of distribution in the country of domestic and foreign information products and information technologies in favour of domestic;
- State support of domestic subjects of the national information space, ensuring informational and spiritual, cultural identification of Ukraine in international information relations, raising the international prestige of the domestic information product and technologies, its producers [19].

Therefore, we come to the conclusion that the state policy in the field of information resources and informatization should be aimed at creating conditions for effective and high-quality information support for solving the problems of socio-economic development of the country. Among the main directions of state policy in the field of informatization are providing conditions for the development and protection of all forms of ownership of information resources; formation and protection of state information resources; creation and development of central and regional information systems and networks, ensuring their compatibility and interaction in a single information space, etc.

5 Conclusion

Thus, we come to the conclusion that the state information policy should reflect the pressing issues in the international sphere and the field of information security, etc. It is necessary to ensure legislative protection of the rights and interests of all subjects of information relations. The most difficult tasks here are to ensure harmonious information security of the state, individual, and society while identifying urgent priorities, which include the creation/restoration of the main points of protection of the national security system in the information sphere, practical implementation of the above scheme of the effective information security system states, revision of the list of new information threats, elimination of existing ones with the determination of the degree of possible consequences and levels of their intensity.

In general, information security policy as a social phenomenon is complex, including domestic and foreign policy, economic, technological, military, and other elements, and therefore requires an integrated approach. The activities of public authorities should be aimed at fulfilling specific tasks in this area and be united by a common goal – to provide appropriate conditions for the implementation of information security in Ukraine.

The main emphasis of the state information policy should be based on ensuring the right to reliable, complete, and timely information, freedom of speech and information activities, prevention of interference in the content and internal organization of information processes, except as provided by law in accordance with the Constitution of Ukraine; preservation and improvement of the domestic national information product and technologies, ensuring the informational and national-cultural identification of Ukraine in the world information space; guaranteeing state support and development of resources of scientific and technical products and information technologies.

At the same time, the information security system of the state is an integral part of the overall national security system and is a set of public authorities, non-governmental organizations, and citizens who must coordinate information security activities based on uniform legal norms, effectively counter information threats in modern conditions.

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FUNDAMENTALS OF ANTHROPO-NATURAL INTERACTION IN THE CONTEXT OF THE LEADING IDEAS OF V. VERNADSKY'S THEORY OF THE NOOSPHERE AND PROCESSES IN EDUCATION

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Abstract: The article presents the theoretical and empirical research results of the basics of anthropo-natural interaction, which is implemented using the leading ideas of the theory of the noosphere V. Vernadsky and the study of processes in education. Among the leading ideas of Vernadsky's theory of the noosphere, the ideas of considering the noosphere as a result of the evolutionary development of the biosphere are singled out. As well as consideration of changes in the content of interaction in the system "man – nature" and the dynamics of the formation of the basis of anthropo-natural interaction. Education is considered as one of the effective ways to harmonize the relationship between man and nature, because the processes in education create external causes to ensure the movement of man from lower to higher levels of its ontogenetic development. Also, the processes in education are considered as influencing the formation and development of the noosphere. Empirical research results confirm the unity of man with a certain part of our planet, where she spent his childhood. The connection with the native land is firmly fixed in the "memory of childhood". This is a memory of plants and animals that are characteristic of the nature of this area. It is established that the "memory of childhood" affects the content of interaction in the system "man – nature".

Keywords: Anthropo-natural interaction, Biosphere, Childhood memory, Education, Man, Nature, Noosphere, Processes in education.

1 Introduction

During its development, human civilization has formed different approaches to human interaction with nature. Anthropo-natural interaction is reflected in religion, philosophy, morality, art, science. These forms of social consciousness (religion, philosophy, morality, art, science) differently reflect the anthropo-natural interaction.

Our attention was drawn to scientific developments, which promote the unity of modern man with nature and identify ways to harmonize the interaction in the system "man – nature". In the general scientific context, a number of problems related to anthropo-natural interaction can be identified.

This is the problem of overcoming complications in the relationship of modern man with nature. As well as the problem of conscious denial of the destructive influences on nature. The problem of conscious assertion of purposeful interaction with nature to achieve the harmonious functioning of the system "man – nature". The problem of conscious assertion of purposeful interaction with nature to achieve the harmonious functioning of the system "man – nature".

For a society characterized by a combination of significant economic achievements with the negative consequences caused by the same achievements, technogenic thinking is characteristic. The basis of this thinking is determined by the belief that man is able to conquer nature, with the help of technology to gain full control over the elements of nature and ensure the well-being of people [14].

Mankind is increasingly aware of the fallacy of such a relationship with nature. The development of so-called "clean" technologies does not harmonize the functioning of the system "man – nature", because the process of interaction in the system "man – nature" is formed at the level of human consciousness. In the minds of modern man must establish an understanding of the relationship between the development of society and the need for constant harmonization of interaction in the system "man - nature"; human dependence on nature; emotional and value attitude to nature; nature conservation in a globalized world.

Modern people must also realize the expediency of directing the intellectual potential of society to the sustainable development of mankind. (The theory of sustainable development emerged in the second half of the 20th century and became a response to the challenges posed by the consequences of the violation of harmonious interaction in the system "man - nature").

Aliyeva notes that each epoch in its own way creates and organizes the world in which it lives. Teaching a person to live in this world is the task of education, regardless of what priorities it adheres to and what paradigms it serves. On what grounds to teach a person to live depends on the content of education. Also, the grounds are determined by the achievements of science, its priorities and the image of the world, which is constructed by the current stage of development of science [1].

2 Materials and Methods

Research Design. The analysis of the basics of anthropo-natural interaction was carried out using the leading ideas of V. Vernadsky's theory of the noosphere [20-24]. Emphasis is also placed on the processes in education that cause the formation and development of the noosphere, as they create external causes to ensure human movement from lower levels of its ontogenetic development to higher ones.

Experimental research concerns the fixation in the "memory of childhood" of the objects of nature of the homeland, which influences the formation of the basis of anthropo-natural interaction. Conclusions are formulated that have theoretical and practical significance for understanding the basics of anthropo-natural interaction in the context of the leading ideas of Vernadsky's theory of the noosphere and processes in education.

Study Group. Publications in specialized editions, monographs in the considered fields, reports, and other secondary sources.

Data Collection Tools. The research uses the following general scientific methods: theoretical analysis, synthesis, comparison, systematization, generalization, classification.

Data Collection. The research uses the following methods: theoretical (analysis of scientific materials, systematization and structuring of selected information, generalization of the obtained results) and empirical (observations, questionnaire).

Data Analysis. Systematization and classification were used for data analysis.

3 Results

According to Martin, the basis of anthropo-natural interaction of the period 1950-1967 is reflected in the phrase "man conqueror and converter of nature." Anthropo-natural interaction of the period 1968-1989 corresponds to the phrase "man uses and protects nature." Anthropo-natural interaction of the period 1992-2012 is explained by the following statement: "man knows nature, understands its significance for his own life, treats nature with care, protects it" [8].

Consideration of the basis of anthropo-natural interaction in the context of human unity with a certain part of our planet, which forms the so-called "childhood memory".

"The noosphere is a nature transformed in the interests of man, the equilibrium state of which is supported by the purposeful activity of mankind [24].

According to this key thesis of V. Vernadsky's theory of the noosphere (Vernadsky, 2004), the modern biosphere is the result of long-term historical development of the whole organic world in its interaction with inanimate nature.

Vernadsky's theory of the noosphere explains the role of mankind in the evolution of the biosphere and the laws of its transition to the noosphere. According to the teachings of Vernadsky, the noosphere is a nature transformed in the interests of man, the equilibrium state of which is maintained by the purposeful activity of mankind.

Humanized nature appeared together with man, when he did not yet consciously regulate the course of global processes. The noosphere is a state of the biosphere consciously created by man, in which man must control his activities. Understanding the noosphere as a unity of the biosphere and humanity, refutes the assertion that man is a self-sufficient living being living by its own laws. Man is a part of nature. Their unity is due primarily to the functional inseparability of the environment and man, the planetary nature of human activity.

According to Vernadsky's theory of the noosphere, the transformation of the biosphere into the noosphere takes place in the process of the "explosion" of scientific thought, i.e., its rapid growth, development of science and social work based on human scientific results. Social processes of the 20th century are characterized by Vernadsky as a unique phenomenon and called the "explosion" of scientific thought. The scientist has repeatedly stressed that having deep roots in the past structure of the biosphere, this phenomenon is prepared by all its previous development, and therefore is not a short-term and transient geological phenomenon. Without stopping and moving in the opposite direction, the process of transforming the biosphere into the noosphere has slowed down or accelerated in the event of an "explosion" of scientific thought.

According to Vernadsky, the noosphere is a "biosphere processed by scientific thought, which was prepared by hundreds of millions, and perhaps billions of years by the process created by Homo sapiens" [20]. According to Vernadsky's theory of the noosphere, the "explosion" of scientific thought of the twentieth century caused the process of transformation of the biosphere into the noosphere.

In the article "Chronic fatigue development of modern human in the context of Vernadsky's noosphere theory" [10] scientific events of the late 20th century and early 21st century contributed to the formation of the noosphere. This is manifested in the rapid transition of post-industrial society from the stage of the information society to the stage of the knowledge society and to the rapid development of the latter. Modern reality has manifested itself in objective and virtual reality. The global information space provides effective information interaction between people regardless of their spatial location, rapid access to global information resources, meeting the needs of information products and services, significantly increasing the role of information and knowledge in political, economic, social and cultural life.

In the article "ICT as a means of implementing thematic FIN-modeling in the organization of training in institutions of higher pedagogical and adult education" [11] modern society is characterized as an information society and a knowledge society.

The achieved level of social development has affected the education sector, causing its development as a system that covers a person from birth to the end of life, and establishing the priority of continuous personal development of future teachers and personal and professional development of existing teachers. Under these conditions, the education industry shows great openness to innovative developments of scientists and educators-practitioners, concerning the use of ICT as an essential attribute of the information society and knowledge society, everyday life of modern man, the organization of modern educational process. In the information society, nature is lost through information technology, and the process of regulating relations with nature is replaced by slogans for nature conservation.

The modern biosphere as a result of man-made human activity is radically transformed and becomes a noosphere – the "sphere of the mind" [24].

In the context of this leading idea of Vernadsky's theory of the noosphere, the noosphere is the result of the evolutionary development of the biosphere, which is caused by various processes, including educational ones. H. Kostyuk noted that "the individual is part of the biological system that determines his physical development, and at the same time [4]. That is, the individual is a subsystem in relation to society and a system in relation to itself. The formation of the noosphere as a result of the evolutionary development of the biosphere is considered in the context of educational processes, which lead to the formation of the individual as a person.

The driving forces of human mental development are the internal contradictions that arise in his life, activities, relationships with the social and natural environment. This is a contradiction between new needs, human aspirations and the level of development of its capabilities, between the requirements set before it and the degree of mastery of the necessary skills and abilities. Also between new tasks and previously formed habits, ways of thinking and behaving; between the growing inner capabilities of a person, ahead of his way of life, and his objective position in the family and in the team. Derivative contradictions are also the driving forces of human mental development. They are due to human attitudes to the environment (natural and social), as well as successes and failures, imbalance in human interaction with society.

For contradictions to lead to development, they must become a source of human activity aimed at resolving internal contradictions by forming new ways of behaving. These contradictions are resolved in the activity and lead to the formation of personality traits and qualities.

The formation of the noosphere is directly related to the mental development of man throughout life. The mental development of man reflects the "internal logic of the ontogenetic formation of the individual as a conscious social being, its orientation, abilities and other properties." Under the "internal logic", Kostyuk understands the internally necessary movement of the individual, which is formed from lower to higher levels of its ontogenetic development. In this upward movement, "external causes always act through internal conditions" [3].

The internal conditions include individual features of higher nervous activity, its internal laws, revealed through physiological studies. The internal conditions also include human needs and attitudes, feelings and abilities, a system of skills, habits and knowledge, which reflect the individual experience of man, the experience of all mankind.

Processes in education cause the formation and development of the noosphere, as they create external causes to ensure human movement from lower to higher levels of its ontogenetic development. In the course of historical development of mankind and in the ontogenetic development of each individual, cultural forms of behavior and a peculiar form of human adaptation to nature arise and are formed, which radically distinguishes man from animals and is the basis of his whole life [26].

Processes in education, which are aimed at continuous improvement of human learning and increase the effectiveness of its actions in various activities. At the same time, among these activities, an important place is given to leading activities. This activity causes main changes in mental processes, psychological characteristics of the child at a certain stage of its development. The main psychological neoformations (abilities) of a person in a certain period of his development depend on the nature of the leading activity.

During the leading activity, new types of activity appear and differentiate and separate mental processes arise, are formed and rebuilt. Human development is directly determined by its internal and external activities and depends on existing living conditions.

In the course of historical development of mankind there was a formation of forms and types of education. Next we quote the article "ICT as a means of implementing thematic FIN-modeling in the organization of training in institutions of higher pedagogical and adult education". “According to Article 8 “Types of Education”, the Law of Ukraine “On Education”, formal, non-formal, and informal education have become normatively legal [15].

Formal education is seen as a legislatively normalized translational model of social experience, the submodels of which are implemented at different levels of education. Formal education is enabled by formal training, which is a process of providing learners with a social experience that is structured and harmonized with relevant state standards and curricula, through direct and indirect engagement with learners, and is completed in the education with the results of training to achieve the appropriate level of education and the qualification recognized by the state, determined by the standards of education” [12].

The article "Usage of information and communication technologies in foreign and Ukrainian practices in continuing pedagogical education of the digital era" [13] states that in the course of the historical development of mankind, changes have been recorded in the understanding of the essence of man and in the definition of actions that affect the process of his existence. The authors of the article summarize the following data of scientific works:

- 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 [25];
- 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-realization, self-reflection, self-development, self-improvement, self-belief [5].

The foundations of anthropo-natural interaction in the context of processes in education have been revealed in scientific works. In the concept of the German didact G. Schulte, the educational material about nature is structured on the following topics:

- "Man is a living being" (grades 1-4);
- "Man and the environment" (grades 5-10);
- "Man and the environment" (grades 11-13);
- "Man and the formation of the environment" (institution of higher education).

The analysis of topics shows the focus on the harmonization of interaction in the system "man - nature".

In the works of the German scientist W. Kattman, the anthropocentric structure of biological education is organized on the basis of finding the answer to the question:

- What are the biological bases and conditions of human existence?
- What is the originality of man in the biosphere?
- What is the significance of human evolution? [9].

Analysis of the content of the questions indicates their compliance with the basics of anthropo-natural interaction.

According to the generalized data of Kuchaj, the national system of ecological education of Great Britain is aimed at overcoming the negative consequences of industrialization and scientific and technological progress [6]. This activity is based on universal values and folk traditions of environmental protection and is aimed at spreading environmental ideas in society. This is reflected in national documents: "A Children’s Environment and Health Strategy for the United Kingdom"; "Freedom of Information and Environmental Information Regulations Freedom of Information", and others [17, 18].

The documents emphasize the need to pay more attention to environmental education and upbringing of various categories of the population and identify priority areas for its further development.

The noosphere is incompatible with anthropogenic environmental degradation. The condition for the creation of the noosphere should be the elimination of the danger of a global environmental crisis [24].

According to Vernadsky, human society is a certain stage in the development of nature. According to the theory of the noosphere, humanity acts as a natural factor, genetically related to the biosphere, acting within its functioning and development. Man, human society is rapidly changing the structure of the biosphere and forming the noosphere Man, human society is rapidly changing the structure of the biosphere and forming the noosphere [21].

The formation of the noosphere is a complex process, but necessary, because the future of civilization depends on the ability of mankind to transform the biosphere into a sphere of reason and harmonize anthropo-natural interaction.

4 Discussion

Taking into account the scientific developments reflected in the article [8], we can talk about the positive dynamics of the formation of anthropo-natural interaction (Figure 1) and the change in the content of this interaction.

Man conquers and transforms nature – this is an anthropo-natural interaction in 1950-1967. Man uses and protects nature – this is the anthropo-natural interaction of 1968-1989. Man knows nature, understands its significance for his own life, treats nature with care, protects it – this is the anthropo-natural interaction of 1992-2012.

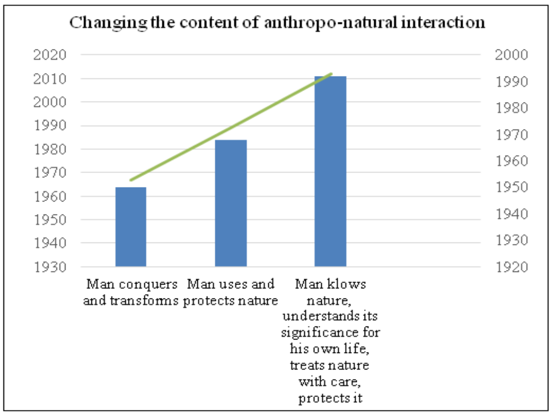

Figure 1 – Positive dynamics of change in the content of anthropo-natural interaction

At the same time, our attention was drawn to another leading idea of Vernadsky's theory of the noosphere: "man, like every living natural body, is connected with a certain geological shell of our planet – the biosphere" [23].

We have focused our efforts on the study of the unity of man with a certain part of our planet. In the course of the research it was established that the child's perception of the nature of the small homeland forms the so-called "childhood memory".

This memory strongly fixes the connection with the native land, first of all, as a memory of plants and animals that are typical for the nature of this area. The experience of past impressions remains forever in a person as the most important determinant of the experience of the present moment.

Psychologists have repeatedly emphasized that activity settings are always mediated by past experience – the situations in which the child was brought up [19], as well as her experiences, which were of exceptional importance [27].

Childhood impressions form a certain block in the memory, which concentrates on the experience of emotional and aesthetic reflections on natural objects and phenomena. Emotional memory reproduces perceived impressions. From the many traces left in the human psyche from his experience, formed one large, expanded and in-depth "memory" of events with homogeneous feelings [7].

Everyone carries a huge wealth of past impressions from encounters with nature, but does not know how to use these past impressions. The ability to awaken your own emotional memory and include it in adult life helps to survive stress.

"Childhood memory" comes to life and comes into close contact with the system of later acquired value orientations and restores the selfless purity of the view of life, events, the world. When mentioned, ordinary objects of nature acquire a perfect sound, and this provides a qualitatively different level of perception of the world – recognition.

This peculiar reaction to nature differs from its direct perception. Recognition is a very necessary process for deepening the emotional comprehension of nature because it has not a sensory but a reflex basis.

The analysis of the questionnaires of students of pedagogical universities (Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine; Borys Grinchenko Kyiv University, Kyiv, Ukraine) and teachers who underwent advanced training at the institute (Municipal Institution "Kirovograd Regional In-Service Teacher Training Institute named after Vasyl Sukhomlynsky", Kropyvnytskyi, Ukraine) revealed that in the memory of adults, there is a strong connection with the native land, which was formed in childhood (Figure 2).

This connection is recorded in human memory using a specific natural object. This process can be explained using the work of I. Pavlov. "The activity of the nervous system is aimed, on the one hand, at uniting, integrating the work of all parts of the body, and, on the other – at the connection of the organism with the environment and at balancing the body's systems with the environment" [16, p. 106].

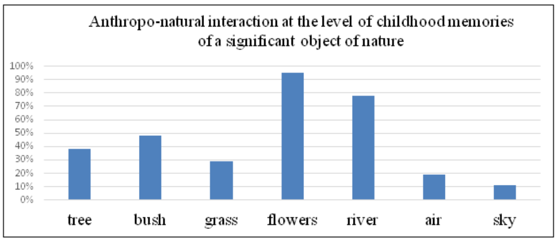

Figure 2 – Anthropo-natural interaction at the level of childhood memories of a significant object of nature

Anthropo-natural interaction at the level of childhood memories is etched in the memory due to the emotions experienced, as well as due to perceived odors and actions performed (Figure 3).

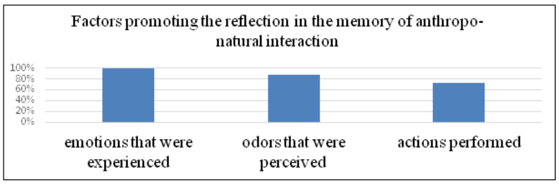

Figure 3 – Factors contributing to the reflection in the memory of anthropo-natural interaction at the level of childhood memories of a significant object of nature of a certain part of the biosphere

The participants of the experimental research indicated that the reproduction in memory of a significant object of nature is associated with the experience of various emotions. In particular, with the experience of positive emotions (emotions of joy, feelings of peace, security, prosperity) and negative (experiencing the early loss of a parent, etc.). Each memory records the connection between personal life and the life of nature or a significant and expensive natural object.

5 Conclusion

Anthropo-natural interaction fixes a certain way of functioning of the system "man-nature". In this way, the focus on solving a particular problem is demonstrated.

As an example we will give as follows:

- The problem of overcoming complications in the relationship of modern man with nature;
- The problem of conscious denial of the destructive influences on nature;
- The problem of conscious assertion of purposeful interaction with nature to achieve the harmonious functioning of the system "man - nature";
- The problem of conscious assertion of purposeful interaction with nature to achieve the harmonious functioning of the system "man - nature".

The process of interaction in the system "man - nature" is formed at the level of human consciousness. One of the effective ways to harmonize the interaction in the system "man - nature" is education. Educational processes should contribute to the assertion in the minds of modern man of the need to direct the intellectual potential of society to the sustainable development of mankind.

5.1 Suggestion

The main ideas of the evolutionary approach proposed here to the study of the prospects for world education is that transformations are expected in education, which are closely associated with evolutionary changes in the entire civilization process and the interaction of society and nature. Moreover, it will not be just one the "final" model of education of the 21st century (say, only a model of education for sustainable development, which is now being most intensively developed in comparison with other promising models), but an evolutionary series of models and strategies of educational processes and systems, contributing to the formation of a new civilization, ensuring the survival of mankind and the preservation of the biosphere. The future of global education includes at least two "leading" aspects. First, it is the outstripping development of education itself in comparison with other spheres of activity (economic, political, etc.).

Secondly, it is a leading mechanism in the very content of the educational process, its orientation towards a future sustainable society. The "outwardly leading" aspect is logically connected with the "internally leading" content of the educational process: after all, if, say, education remains a lagging conservative system focused mainly on retrospective or momentary conditions, it will never become, in the full sense, an innovative advanced education that realizes the goals and principles of the global transition to SD. That is why it is important to focus attention, first of all, on the internal innovative and advanced mechanisms of the future educational system, turning it into a priority-dominating factor and an instrument of the global strategy of socio-natural development of the third millennium.

5.2 Limitation

The main limitation of the study is small sample and rather simplified research design. However, we put for ourselves the task to outline the issues of education processes in the noosphere, their perception by individuals, for further consideration in the value and motivational field concerning lifelong education.

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LIFELONG EDUCATION AS A FACTOR IN THE FORMATION AND DEVELOPMENT OF VALUE ATTITUDES TO SOCIETY AND NATURE

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Abstract: The article presents the theoretical and empirical results of the research of the formation and development of human values attitude during lifelong education, including preschool education, school education, higher pedagogical education, postgraduate pedagogical education. The research focuses on values as an objective category. The value of education is considered at the global, state, social, regional and personal levels. Human value attitudes are characterized as a subjective category that reveals the connection of human with objective reality (society, nature) through assigned values. During the research, the basis of the processes of formation and development of values in a person at different stages of his education in the lifelong education system is determined. We conducted an experimental study of changes in the values attitude of people of different ages to society and nature. Values belonging to three groups of values were selected for the research. The first group – life values, the second group – cognitive values, the third group – social values. According to the results of the research, the value attitude of modern human are dominated by the connection of human with society in all three groups of values.

Keywords: Cognitive values, Life values, Lifelong education, Social values, Values attitude.

1 Introduction

The lifelong education factor is a significant reason that affects a person's values and changes the level and dynamics of his productivity in the organization of life and activity. In the study, we assign the rank of the factor to lifelong education. The emphasis on value attitude is caused by the urgency of the problem.

The monograph "European and domestic trends in the training of future primary school teachers with e-learning: thesis theory and variable practice" [33] summarizes the data on trends in the formation of the content of education in the EU. These trends include "strengthening the value dimension that serves the formation of democratic values, manifested in the formation of human characteristics that enable successful action and work, aimed at educating in the spirit of democratic values, tolerant coexistence with other peoples and appreciation of European culture and of the world" [33, p. 26].

The context of modern challenges and cooperation in society, which due to information technology is characterized by globality, actualizes, first of all, values that provide mutual understanding, interaction in the system "man – man", overcoming personal crises, preventing conflicts with the social environment, forming a sense of reverse connection with one's own "Self". That is, we have established that the dominance of value attitude in education throughout life refers to a person's attitude to himself as a being who belongs to society.

The process of restructuring the value system of modern civilization, above all, proceeds from the fact that education is a value. Scientists [36, 37] characterize education as a value at the global, state, social, regional, and personal levels. The value of education at the global level is manifested in ensuring the reproduction of civilization in all the diversity of cultures, creating the conditions for wide interpenetration, mutual enrichment and development of cultures. The value of education at the state level is considered in the context of the potential and competitiveness of each state and depends on the quality of reproduction of broad cultural content and opportunities to develop it in new historical conditions. The level of public awareness of the importance of education for the development of civil society and its institutions determines the social value of education. The value of education at the regional level relates to the use of opportunities to build a regional development strategy based on the achievements of education and science, taking into account natural, historical, economic, and national-cultural differences. The value of education at the personal level is manifested in the individual motivation and stimulating attitude of human to the level and quality of own education.

Value attitudes are formed on the basis of the following:

1. Values that are inherent in a particular society in specific socio-historical conditions. These values are related to the general economic and cultural level of development of society.
2. Values that are purposefully and systematically updated at all levels of lifelong learning. Education has a decisive influence on a person, because the educational process "combines past and present to create the future" [37].
3. Values that govern the daily life of a family.
4. Representations and preferences that are based on personal experience and determine the course of the processes of comprehension (rethinking) and acceptance of values.

Lifelong education is aimed at organizing the process of understanding the content of values and cultivating them in self. This process unfolds in stages [36]: 1) the presentation of values in the real conditions of education; 2) the initial assessment of value, ensuring an emotionally positive attitude towards it; 3) identifying the meaning of value and its sense; 4) approval of perceived value; 5) the inclusion of the accepted value attitude to the relevant social conditions, actions, communication; 6) consolidation of values in everyday life.

We also drew attention to the reasoning of the American philosopher E. Toffler, who notes that the circulation of values is faster than ever before in history. "Whatever the content of the values of the industrial era, they will not last as long as the values of the past…" [45, p. 330]. A continuation of E. Toffler's reasoning is the work of scientists in the educational project "Axia", which are summarized in the article "A change of human values during the life as an indicator of the formation of a spiritual being" [32].

The course of the research was aimed at identifying the values that dominate in each of the periods of human life and form the basis for overcoming various psycho-social crises. As a result of the study, six lists of values were compiled, which together reflect the process of forming a person as a spiritual being because of the constant change of values throughout life. The dominant values that guide each of the six groups of respondents, overcoming various psycho-social crises along the way, have also been identified. Scientists of the Axia educational project concluded that at each age, respondents classified different values as "significant and important". In particular, these are [33]:

- Love of parents, faith in their own dreams, toys, parents (their presence), kindness, friendship, sincerity (from 4 to 7 years);
- Friendship, achievements, relationships with parents, parents, education (from 8 to 13 years);
- Love, independence, communication, beauty, creativity, freedom, self-development, honesty, recognition of others as a person (from 14 to 19 years);
- Financial situation, own housing, family, self-realization, career, work, finding the meaning of life and own place in it, hedonism, optimism, family, mutual aid, experience, personal relationships, education, financial independence, psychological stability, patience (from 20 to 35 years);

- Respect, career, work, understanding, family, health, gratitude, tolerance, charity (from 35 to 60 years);
- Family, health, forgiveness, truth, wisdom (from 60 years to the end of life).

As a result of the experiment carried out within the educational project "Axia", the understanding of the essence of the phenomenon "value" was supplemented with ideas about [32]:

- The importance of values for: development of human as a spiritual being; self-development of space as an open system;
- Assigning to the values that are chosen by a person independently, the rank of regulators of his own life;
- The formation of a wide range of values throughout human life;
- Interpretation of existing changes in human values throughout his life as an indicator of formation as a spiritual being.

The results of the research of the educational project "Axia" and the reasoning of the American philosopher Toffler show that the content of values is a dynamic structure in relation to the genesis of development of each individual throughout his life and social development. At the same time, the genesis of the value attitudes of modern man has not been studied given the impact of lifelong education.

2 Materials and Methods

We consider the processes of formation and development of value attitude to oneself as a being that belongs simultaneously to society and nature, in different contexts. The first context is the understanding of value attitude as a subjective category and its consideration through the prism of values. The second context is the definition of classifications of values that are important for conducting this experimental research. The third context is theoretical and experimental data on the formation and development of value attitude to society and nature under the influence of lifelong education.

Publications in specialized editions, monographs in the considered fields, reports, and other secondary sources will constitute the basis for research. The research uses the following methods: theoretical analysis, synthesis, comparison, systematization, generalization, observation, conversation, questionnaires. The research involved 484 respondents from Ukraine in five age groups. In the first group, the respondents of 5 years old were united; in the second group – 9-10 years; in the third group – 16-17 years; in the fourth group – 22-23 years; in the fifth group – 40-41 years.

Research methodology included the following:

- Ideas of Vygotsky's [46] theory of the universal mechanism of formation of higher mental functions and personality. This is the transformation of interpsychic functions into intrapsychic ones.
- Ideas of Leontiev's [27] theory of free circulation of personal meanings (meanings, values, ideas), which connects individuals with each other and ensures their interaction.

3 Results

3.1 Value Attitude as a Subjective Category

Consideration of values attitude through the prism of values

The connection of man with objective reality is revealed through attitude as a systemic formation of personality. Attitude is of great importance for the development of human as a person, because it forms the structural basis that determines the level and nature of the holistic functioning of all components of the human psyche. The selectivity, integrity, and dynamism of the attitude are determined by the needs, motives and orientation of the person, and, moreover, indicates the degree of his activity in action.

Value attitudes, as opposed to attitudes, reveal a person's connection to objective reality, which is built on values, includes value orientations and personal meanings.

It should be emphasized that value is a certain general norms and principles that determine the purpose of human life, give it meaning, determine the direction of activity and motivate human actions [36]. Also, the value indicates the significance of certain material and spiritual phenomena for human (D. Leontiev) [27]. Value is the integration basis for an individual, any social group, nation.

According to Andreeva [5], values are an objective category that serves as a basis for a person to comprehend and evaluate the surrounding social objects and situations, knowledge and construction of a holistic image of the social world.

T. Marchuk points out that values provide a connection between the inner world of man and the surrounding reality. Values have a dual nature: they are social, because they are historically determined and individual, because they embody the experience of a particular subject on the significance of objects, phenomena [30].

According to Kyrmach's [25] generalizations, value is a material or ideal object that has a certain vital significance for a social subject. Value is a regulator of a person's choice of behavior patterns in society. Value is an element of personality structure that is related to interests, needs, abilities, motives, self-esteem; a special concentration of feelings and thoughts embodied in samples of true, good, beautiful. Conscious assimilation of values by the individual does not occur independently. The process of awareness is determined by the peculiarities of the social environment, the level of development of the cognitive and emotional spheres of the individual, the nature and form of pedagogical impact.

The values that a person has realized become personal values for him. These values regulate a person's social behavior, as they represent some of the ideal goals to which a person aspires as an individual. Personal values perform a dual function: 1) act as an internal source of human life goals, express what is most important, supersituationally set the vectors of personality movement; 2) regulate human activity, determining acceptable ways of performing actions (D. Leontiev (1997), G. Andreeva (2003)).

Unlike value (which is an objective category), value attitudes, value orientations, and personal meanings are subjective categories. A person's value attitude influences his social behavior. Personality, psyche and consciousness of man at every moment are the unity of the reflection of objective reality and man's attitude to it. A person's value attitude is a holistic system of individual, selective, conscious human connections with various aspects of objective reality. These are the connections of man with self as a subject of activity, with people and social phenomena, with the phenomena of nature and the world of things. The value attitude of a person is determined by the whole history of human development. Value attitude expresses his personal experience, internally determines his actions, experiences. At the heart of values attitude, there is the personal significance of something for a person, which is established by him as a result of evaluation. A person's high level of values attitude is determined by the level of conscious attitude to the world around him (to society, nature) and the level of self-awareness (conscious attitude to himself).

According to N. Pismenna, the value attitude to a person is a set of value orientations and personal meanings, which consist in the attitude of an individual to himself and to another person as to the highest value. Value attitude directs a person's activity to himself and to another person as the highest values. Also, values attitude guide a person's activity to establish and maintain contact with other people. The value attitude is based on personality traits (love for people, respect, mercy, altruism, kindness, tolerance, sensitivity, etc.) and stable mental formations, which combine views on self and other people, emotionally positive attitude towards other people, which is manifested in the appropriate behavior towards oneself and towards other people [41].

Value attitude is characterized by dynamism, as it develops, changes throughout a person's life under the influence of external and internal factors. The process of formation of values attitude is determined by the age characteristics of the person and the direction of the educational process. The process of development of values is caused by purposeful active human activity to overcome the contradiction between awareness of value and real behavior.

At the heart of the holistic functioning of the human psyche, there is a system of values regarding objective reality (society and nature). This system consists of different types of values, in particular: attitude to self, people, profession, nature. The set of value attitudes that guide human life, make up his value orientations. In the publication "Encyclopedia of Education", value orientations are characterized as a relatively stable system of human interests and needs for a certain hierarchy of values, the tendency to give preference to certain values in different life situations, a way to distinguish personal phenomena and objects by their significance for humans. The system of value orientation is not stable and unchanging [22, p. 991].

Yadov [47] organizes value orientations on two levels: higher level of value orientations - values-goals (more stable value orientations, related to social values); lower level of value orientations - values-means (values that affect the process of achieving values-goals).

Classifications of values that are important for experimental research

Value as an objective category is characterized by Ohneviuk [37]:

1) The degree of approximation to the ideals of beauty, truth, goodness, harmony (the higher the rank of value, the more independent it is of historical conditions, social changes, views and preferences);

2) Quantitative characteristics (determined on the basis of the amplitude of the functioning of value attitude).

The article by N. Kostrytsia summarizes information on the classification of values by the following types [12, p. 63]:

- Life values (life, health, safety, food, water, air);
- Material values (products of labor, cultural objects, equipment, money, production, civil and cultural buildings);
- Spiritual values (good, love, conscience, honesty, humanity, hope);
- Social values (justice, social opportunities, work, national goal, public duty, civil status);
- Political values (freedom, peace, democracy, power, human rights, sovereignty, Constitution);
- Cognitive values (mind, consciousness, education, knowledge, skill).

Classification of values is presented below:

- By the object of assimilation of values (these are material, social, political, spiritual, professional values);
- By the purpose of assimilation (selfish, altruistic values);
- By way of expression (situational, stable values);
- By the role in human activity (terminal, instrumental values);
- By the content of activities (cognitive, subject-transformative, creative, aesthetic, scientific, religious, professional values);
- By affiliation (personal (individual), group, collective, social, democratic, national, universal values);
- By opposite meaning (positive / negative, primary / secondary, real / potential, direct / indirect, absolute / relative values).

Based on the analysis of values in these classifications, we found the absence of the phenomena "nature" and "man" among the values. Instead, values include individual objects of nature (water, air). Regarding the phenomenon of "man", the category of "values" includes the following: values that are the result of human labor (material values); values that regulate behavior in society (social, spiritual, political, religious); values related to professional self-realization (professional); values that determine human development and self-development (cognitive).

Three lists of values for all categories of lifelong learners were selected for the experimental work. This is a list of life values (life, health, safety, food, water, air) to find out the values of nature. This is a list of cognitive values (mind, consciousness, education, knowledge, skills) to determine the value attitude towards oneself. This is a list of social values (justice, social opportunities, work, national goal, public duty, civil status) to clarify the values of society. From each list, respondents could choose only one value, which, in their opinion, is dominant.

4 Discussion

Lifelong education is organized in various educational institutions, including preschool education, school education, higher pedagogical education and postgraduate pedagogical education.

Values attitudes of society and nature begin to take shape under the influence of preschool education. At the age of 5 years, there is a transition from egocentric thinking to decentralization, which allows a person to objectively perceive reality [46]. The ability to think about actions in a situation of moral choice is also formed [34]. The values attitudes of the preschooler are closely related to the action and reaction, are manifested in actions and reactions and are determined by the social environment. The values attitudes of the preschooler are influenced by the emotions.

During this period, the process of formation of values of the child becomes effective when psychological comfort is provided, work is carried out on the formation of children's ideas about moral norms, adequate self-esteem, sufficient adaptive capacity, understanding of the value of health, active and productive life, cognition, education, upbringing. Horbacheva [18] notes that the stay of a 5-year-old child in kindergarten can lose its meaning if the child does not focus on the formation conscious attitude to school as an ideal model of their own future life and the formation of values orientation on learning.

Figures 1 and 2 show the results of experimental work in preschool education. Preschool children have shown a value attitude towards food (life value) and have chosen the value of "mind" among cognitive values.

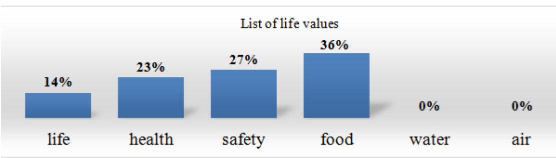

Figure 1 – Results of children of 5 years of age choosing one value from the list of life values

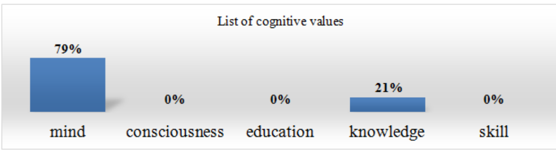

Figure 2 – Results of children of 5 years of age choosing one value from the list of cognitive values

According to Pavelkiv [39], at the beginning of school, transformations take place in the cognitive-value and emotional structures of the child's psyche, which form the basis for further development. The child moves from complete submission to social requirements to their conscious acceptance.

According to Dusavytsky, in primary school, children are able not only to form values, but also to transfer them from one field of activity to another. The author emphasizes that only those values that were formed during childhood, "become psychologically necessary and begin to perform the functions of regulation in all spheres of public life". At the age of 9-10, children are able to make conscious moral choices in a situation of communication with peers [12, p. 33].

Figures 3 and 4 show the results of experimental work in school education. Students aged 9-10 showed a value attitude towards health (life value) and chose the value of "knowledge" among cognitive values.

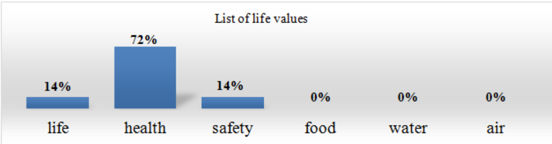

Figure 3 – The results of choice in students' of 9-10 years regarding one value from the list of life values

The development of 9 (10) -year-old students' attitudes towards themselves is evidenced by their choice of knowledge as a personal value (Figure 4).

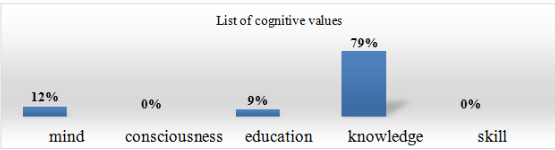

Figure 4 – The results of 9-10 years students' choice of one value from the list of cognitive values

Analysis of the results of the experimental research showed that the value attitude to society was manifested in the choice of "social opportunities" as a means of self-development (Figure 5).

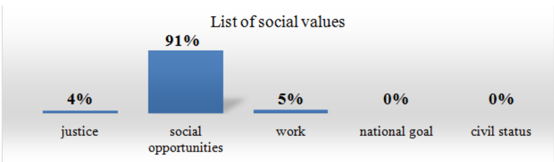

Figure 5 – The results of 9-10 years students' choice of one value from the list of social values

At the age of 12-18, values orient the adolescent among the objects of the natural and social world, guide and correct the process of goal setting. The development of values attitude is significantly influenced by the formation of adolescents' reflection, i.e., the ability to see themselves through the eyes of others. During this period, there is a need for a moral ideal, which for adolescents is embodied in the image of a particular person, literary character, etc.

Analysis of experimental data showed the development of 16-17 years students' values based on the development of reflection. Among the list of life values for students aged 16-17, safety was chosen as a value (Figure 6).

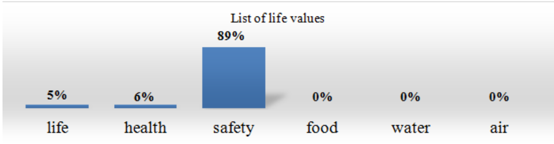

Figure 6 – The results of 16-17 years students' choice of one value from the list of life values

The value attitude of students aged 16-17 in society testifies to their choice of knowledge as a personal value (Figure 7).

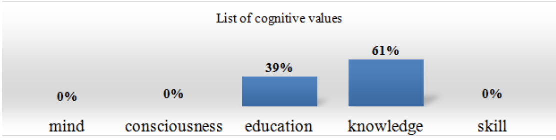

Figure 7 – The results of 16-17 years students' choice of one value from the list of cognitive values

Analysis of the results of the experimental study revealed that the value attitude towards society is evidenced in the choice of the value of "justice" (Figure 8).

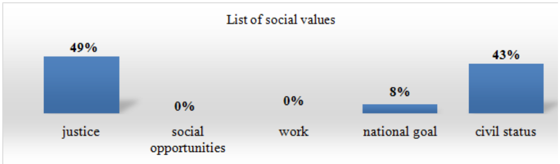

Figure 8 – The results of 16-17 years students' choice of one value from the list of social values

While studying at a higher pedagogical education institution, the development of values should be accompanied by the creation of an educational environment that promotes self-confidence, optimism in determining life and professional goals and prospects, the formation of the ability to objectively assess productivity. It should also contribute to the formation of values in professional activities, conscious and purposeful self-knowledge and self-development, active search for professional meanings.

As a result of experimental activity, it was found that students aged 22-23 years recorded further development of values. Students chose among the life values of life as a personal value (Figure 9).

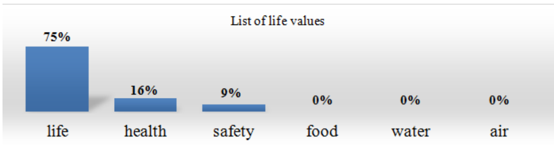

Figure 9 – The results of 22-23 years students' choosing of one value from the list of life values

Under the influence of the formation of professional activity, there were changes in the choice of values from the list of cognitive values. Students chose such values as skill (49% of respondents) and knowledge (47% of respondents) (Figure 10).

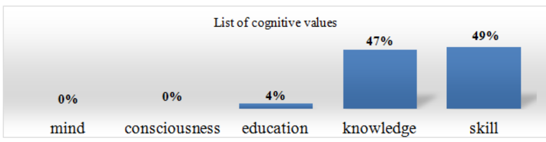

Figure 10 – The results of 22-23 years students' choice of one value from the list of cognitive values

Analysis of the results of the experimental study revealed that the value attitude of students aged 22-23 to society is evidenced in the choice of the value of "work" (Figure 11) as an opportunity for career development.

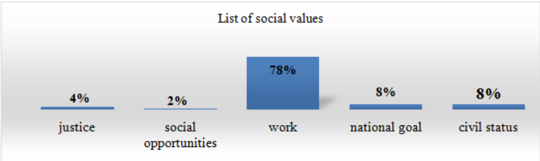

Figure 11 – The results of 22-23 years students' choice of one value from the list of social values

Under the influence of professional activity, in the process of communication with colleagues and study in the institution of postgraduate pedagogical education, value attitude acquire further development. However, the further development of value attitude is significantly influenced by a person's value attitude to the profession, the transformation of pedagogical values into personal values of pedagogical work (A. Markova) (1989) [31], focus on continuous self-educational activities to improve professionalism.

As a result of experimental activities, it was found that the further development of values was observed in teachers aged 40-41 years. Teachers chose life as a personal value and paid attention to objects of nature (Figure 12).

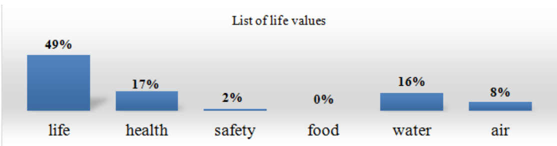

Figure 12 – The results of choosing teachers at the age of 40-41 regarding one value from the list of life values

Under the influence of the formation of professional activity, there were changes in the choice of values from the list of cognitive values. Teachers chose such values as skill (49% of respondents) and knowledge (47% of respondents) (Figure 13).

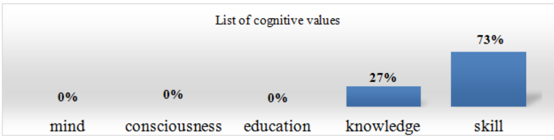

Figure 13 – Results of selection by teachers at the age of 40-41 of one value from the list of cognitive values

Analysis of the results of the experimental study revealed that the value attitude of teachers aged 40-41 to society is evidenced in the choice of the value of "work" (Figure 14) as an opportunity for career development.

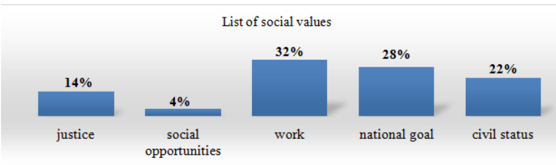

Figure 14 – The results of teachers at the age of 40-41 in choosing one value from the list of social values

During the interviews, it was found out that teachers are focused on society, professional development, constant improvement of professional skills.

5 Conclusion

The development of thinking (Vygotsky) and the formation of the ability to reflect on actions in a situation of moral choice (Mukhina) provide the basis for the formation of 5 years-old child's values attitude to society and nature.

In the first years of school, changes in the child's psyche provide a transition from full submission to social requirements to their conscious acceptance. Children of 9-10 years old are able not only to form values attitude, but also to transfer them independently from one sphere of activity to another.

During further education at school, the development of value attitude is influenced by such factors as: 1) the formation of adolescents' reflection, i.e., the ability to see themselves through the eyes of others and self-awareness as a person who has certain qualities; 2) the emergence of the need for a moral ideal, which is embodied in the image of a particular person, literary character, etc.; 3) education and self-education.

During the period of study in the institution of higher pedagogical education, the development of value attitude acquires the following changes: 1) personal value attitudes are enriched by the value attitude to professional activity; 2) personal values affect the definition of life and professional goals and vision of prospects.

During professional activity, the value attitude of the teacher to a profession promotes formation of personal value attitudes to pedagogical work, professional communication, constant self-educational activity for increase of professionalism.

Analysis of experimental data showed that changes in value attitude are caused by the actualization of certain values, namely:

- Among the values of life: food (at 5 years), health (at 9-10 years), safety (at 16-17 years), life (at 22-23 and at 40-41 years);
- Among cognitive values: reason (at 5 years), knowledge (at 9-10 and 16-17 years), skills (at 22-23 and at 40-41 years);
- Among social values: social opportunities (at 9-10 years), justice (at 16-17 years), work (at 22-23 and 40-41 years).

The value attitude of human reveals the connection of a person with objective reality (society, nature). According to the results of the research, a person's connection with society dominates in terms of values.

The content of education within the system of continuous vocational education should be forward-looking, focused on the urgent problems of society, of each individual person.

One of the main intentions of modern education is to create in the younger generation the fundamental principles of those values that traditionally act as stimuli of human life and activity that are of lasting importance. The system of values that form the axiological aspect of pedagogical consciousness includes: (a) values associated with the assertion of a person's role in the social sphere; (b) values that satisfy the need for communication; (c) values that focus on the self-development of a creative individual; (d) values that allow for self-realization; (e) values that enable the satisfaction of practical opportunities.

The goal of value-oriented education is the upbringing of a cultured person who has interrelated natural, social, and cultural essences.

The search for the values of modern education should reflect not only the idea of preparing a growing person for maturity, which presupposes the assimilation of knowledge, but also the idea of involving a person in an active continuous process of discovering and mastering the world. The values of modern lifelong education should take into account the continuity of the humanistic traditions of world and national education; combine high technologies, differentiation and variability with identity, uniqueness, a person's faith in own capabilities; use the achievements of different cultures and traditions to form not so much a specialist as a person who sympathizes and empathizes.

The main limitation of presented study is small sample and simplified research design. However, we put for ourselves the task to outline the issues for further consideration in the value and motivational field concerning life-long education.

The other limitation is the only country for consideration – Ukraine, where accompanying social factors can influence result. However, the required scope of journal article does not allow expanding the current study for other regions, which will be the subject of our future research.

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Primary Paper Section: A

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EFFECTIVE EDUCATION IN THE CONDITIONS OF NOOSPHERE EXISTENCE OF MANKIND WITH OBJECTIVE AND VIRTUAL REALITIES

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Abstract: The article presents the theoretical and empirical results of the research of effective education, which is organized in the conditions of noosphere existence of mankind with objective and virtual realities. Effective education is analyzed as a complex formation that simultaneously appears as a socio-cultural institution, as well as system, process, and result. According to teachers and students of pedagogical institutions of higher education, effective sociability, effective activity, effective analysis will contribute to the organization of effective learning in the noosphere of human existence with objective and virtual realities.

Keywords: Education, Effective education, Effective education as a process, Effective education as a result, Effective education as a socio-cultural institution, Effective education as a system, Noosphere.

1 Introduction

Traditionally, education is seen as an open system that is subject to external influences (economic, social, cultural, etc.) and internal (within the educational system). In the article "A change of human values during the life as an indicator of the formation of a spiritual being" [4] external influences on human development are analyzed in two contexts:

1. Evolution of Universe. According to the theory of self-development of the Universe, the origin of human is a consequence of the evolution of the Universe, which develops, self-preserves and self-organizes according to the laws of the open system [7].
2. Evolution of the Mind. According to the reasoning of the philosopher Gorak (1997), the human individual is called to live by the cosmic evolution of the Mind. From the moment of its appearance, the individual is a condensed potential of the powerful flow, the spiritual organizing principle of the self-development of the Universe. But human becomes capable to realize his purpose in space only in society. The formation of society should be seen as, first of all, the realization of human ability to think and spirituality, "and not life support, because the latter for human is derived from the former" [3].

At the same time, the problem of the influence of the process of evolution of the biosphere, as a result of which the noosphere was formed, on education is not considered.

2 Materials and Methods

The analysis of education is carried out with an emphasis on the meaning of the word "effective", using the polysemantics of the phenomenon of "education" as a socio-cultural institution, as a system, as a process, and as a result.

Attention is focused on the leading ideas of Vernadsky's (1977) theory of the noosphere, the organization of an effective learning process in the conditions of the noosphere existence of mankind with objective and virtual realities.

Experimental research concerns the establishment of the qualities of a teacher, on the availability of which the organization of effective learning depends in the conditions of noosphere existence of mankind with objective and virtual realities. Conclusions are formulated that have theoretical and practical significance for understanding effective education as a socio-cultural institution, as a system, as a process, and as a result in the noosphere.

Publications in specialized editions, monographs in the considered fields, reports, and other secondary sources are employed for this research. The research uses the following methods: theoretical analysis, synthesis, comparison, systematization, generalization, observation, conversation, questionnaires. The experimental research involved 1510 respondents from Ukraine, of whom 1,004 were future teachers and 515 were teachers. The experimental research was conducted for two years. Systematization and classification were used for data analysis.

3 Results and Discussion

In dictionary sources, the essence of the phenomenon of "effective" is explained by three contexts:

1. Process (the one which leads to the desired results, consequences, gives the greatest effect or causes the effect) [1].
2. Result (relative effect, effectiveness of the process, operation, project, defined as the ratio of the result to the costs that led to its receipt) [1].
3. Interdependence (the ratio of the useful effect (result) to the cost of obtaining it) [1].

As shown in Figure 1, effective education is a complex formation that simultaneously appears as a socio-cultural institution, and a system, and a process, and a result.

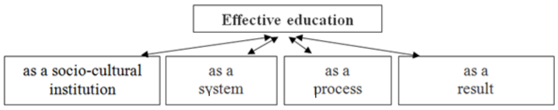

Figure 1 – The phenomenon "effective education" in the context of polysemanticism

The phenomenon of "effective" has become widespread in the European educational experience in the phrases "effective school", "effective teacher", "effective learning".

Also, the phenomenon of "effective" began to be used in the phrases "effective education", "effective educational institution", "effective teacher", "effective learning process" to reflect the functioning of modern education as a continuous process that lasts throughout life.

The analysis of effective education as a socio-cultural institution, first of all, concerns the development of mankind and the full functioning of the noosphere. According to Vernadsky [9], the noosphere is a stage in the development of the biosphere, the noosphere was formed as a result of the "explosion" of scientific thought [8]. This "explosion" was caused by the intensive development of science and the introduction of scientific results in human labor.

Thus, in the conditions of the noosphere existence of mankind, reality has become both an objective reality and a virtual reality. Thanks to the global information space, effective information interaction was formed without taking into account the spatial location of people, provided quick access to global information resources, met the needs for information products and services, and increased the role of information and knowledge in various spheres of life (political, economic, social, cultural, etc.).

In the conditions of constant development of information society and knowledge society in the noosphere, there are new opportunities for further "explosion" of scientific thought of the 21st century for rapid spread of scientific results to cultural, industrial, socio-economic, political, and educational processes of regional, state, and planetary scales. Effective education must take into account the numerous processes that accompany the functioning of the noosphere. Among these processes:

1. Changing the value system. According to Toffler, today the circulation of values is faster than ever in human history. Also, the American philosopher predicts a rapid change in values and their short life compared to the values of the past [6].
2. Change of values during a person's life. At different ages, a person refers to the category of "significant and important" different values [4].
3. Changing the rate of increase in the amount of knowledge in the modern world, which, in turn, is accompanied, on the one hand, by certain limitations in the ability to quickly master them, and, on the other – by the rapid "half-life" of acquired competencies.
4. Change in the context of the noosphere vision of the essence of man and the establishment of its understanding as a noosphere and cosmoplanetary being, for which the decisive actions are self-regulation, self-actualization, self-realization, self-development, self-improvement, etc.

Thus, effective education is a socio-cultural institution (Figure 2), focused on the processes of socialization and inculturation of each person to live in new conditions, with new challenges and active involvement in the further production of economic and social innovations that will shape the noosphere of the mid-21st century (Figure 2).

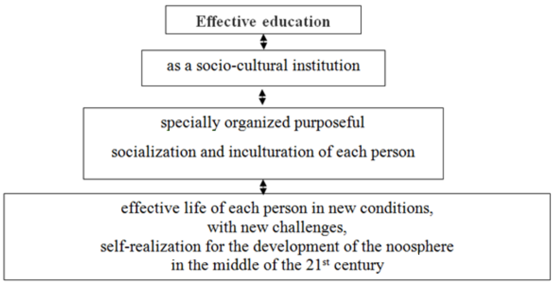

Figure 2 – The essence of the concept of "effective education" as of a socio-cultural institution

The analysis of effective education as a system of educational (state and non-state) institutions of different levels and profiles of activity actualizes issues related to the functioning of the system of continuing education (Figure 3). In this context, effective education is characterized by integrity, continuity, predictability, flexibility, adaptability to changes in social conditions and, at the same time, stability.

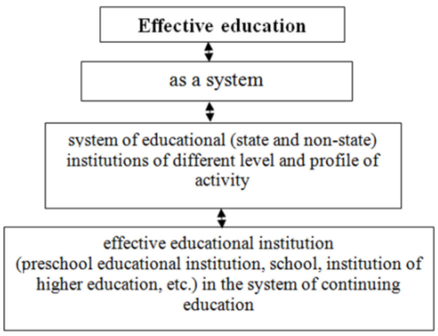

Figure 3 – The essence of the concept of "effective education" as a system of continuing education

Effective education, which functions as a system of continuing education, should be aimed at the future, and, therefore, at preparing everyone for self-realization in the new, only partially predictable socio-economic conditions of life.

In this context, effective education should contribute to the formation of a personality that:

- Realizes the value of learning and self-learning, education and self-education;
- Internally motivated of the processes of self-improvement and self-formation of social living conditions in noosphere conditions;
- Ready to attach its own intellectual potential to the formation of human potential of the region, state, noosphere;
- Sees himself in new role manifestations, namely: 1) I - a significant resource of the production system of the noosphere; 2) I - the object/subject of management; 3) I - a person who has cognitive interests, dominant values, ways of behaving in different situations, a certain attitude to work, focus on lifelong learning, etc.

Thus, effective education as a system of continuing education should serve the formation and development of the human-subject of various aspects of noosphere life, namely: social, economic, cultural, educational, political, etc. Effective education should provide a simultaneous focus on the development of society and on the development of the individual. This is achieved through the processes of constant elevation of level in the following:

- Training (level of existing level of competences);
- Education (the level which determines the actions that are adequate to the constant changes, the growth of emotional and intellectual load on the person, accompanied by end-to-end situations of choice and constant feelings of uncertainty of the future);
- Learning (ability and willingness to learn quickly);
- Development of personal qualities (in particular, the level of responsibility, initiative, creativity, sociability, independence, intelligence, curiosity, decency, self-criticism, etc.);
- Quality performance of educational and professional activities independently or in a team, in accordance with the conscious and accepted mission of the institution, organization, noosphere life.

The functioning and development of effective education as a system of continuing education is ensured by the functioning and development of effective educational institutions. Significant factors that distinguish effective education as a system of continuing education that operates in the noosphere existence of mankind with objective and virtual realities are:

- Permanent formulation of educational proposals based on forecasting the future for the advanced functioning of the system of continuing education;
- The organization of training on the basis of conscious student' acceptance of the intellectual challenge as opportunities and conditions of own development, development of inclinations, abilities and talents;
- The use of objective and virtual realities for the learner to know his own inner world;
- The use of objective and virtual realities to practice actions for self-regulation, self-actualization, self-development, self-improvement, self-realization as a noosphere and cosmoplanetary being and actions to create a job for self;
- Constant monitoring of the progress and difficulties of the student;
- Organization of education with taking into account noosphere challenges, transformation of the labor market, implementation of various directions of technological progress.

Effective education as a process (Figure 4) is a complex formation that combines the processes of learning and self-learning, education and self-education, development and self-development of each person as an individual. The processes provide for the full realization of the internal potential of each participant in the educational process to ensure the succession of generations, the preservation of cultural norms with a focus on the future state of culture in the noosphere.

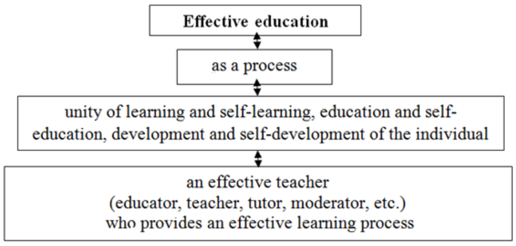

Figure 4 – The essence of the concept of "effective education" as a process

An effective teacher who organizes an effective learning process, appropriately combining objective and virtual reality, provides effective education as a process. The effective process of learning in the conditions of noosphere existence of mankind with objective and virtual realities must be carried out in compliance with four conditions:

- Transition from learning based on memory and knowledge oriented to the past to learning based on thinking and knowledge oriented to the future;
- Transition from an educational route throughout life to an educational route with an individual trajectory of creativity in life;
- Transition from the perception of the student as an object of pedagogical influence to his perception as a subject that transforms the external pedagogical influence in self-influence;
- Transition from the mechanism of interactive transfer of knowledge to the mechanism of their joint generation in the process of creative cognition of the noosphere existence of mankind with objective and virtual realities.

Effective education as a socio-cultural institution, as a system of continuing education, as a process that is the unity of learning with self-learning, education with self-education, should be aimed at achieving a result at each level of education. The overall result contributes to improving society for noosphere progress and economic, social, cultural functioning of man in the new socio-economic conditions (Figure 5).

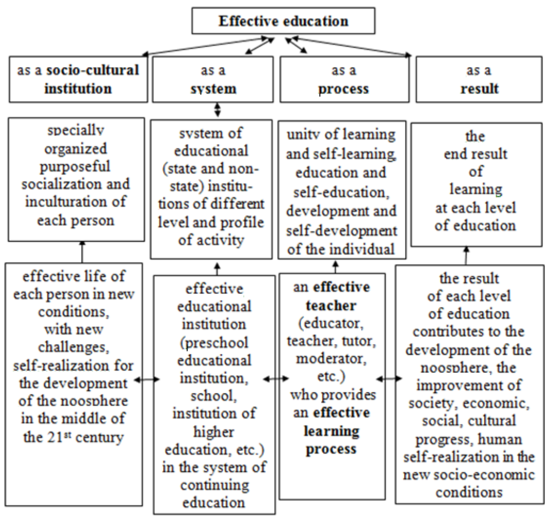

Figure 5 – Functioning of effective education

In the European dimension [2, 5], an effective teacher is distinguished by the possession of competencies and the formation of communicative, organizational, and psychological qualities. In our opinion, competencies in the conditions of noosphere existence of mankind with objective and virtual realities are a dynamic formation that is constantly brought into line with the challenges that are relevant to a particular person. Taking into account the dynamics of the world, it is expedient to indicate only directions that will determine a person's conformity to noosphere existence.

These are effective learning and self-learning that:

- Provide the greatest effect in the development of man as a noosphere and cosmoplanetary being, which is aware that its actions give rise to a number of "cause and effect";
- Cause effects, on the one hand, in the acceptance of the dynamics of the noosphere existence of mankind, and, on the other - cause the emergence of internal readiness for permanent development for compliance with new challenges;
- Provide the greatest effect of human self-realization on the basis of competent self-management of own intellectual and emotional-volitional resources, responsible management of necessary resources of the noosphere in order to make a personal contribution to the process of improving the noosphere existence of mankind.

The experimental part of our research was aimed at clarifying the opinion of respondents about the communicative, organizational, and psychological qualities needed by the teacher, who will organize effective learning in the noosphere existence of mankind with objective and virtual realities.

Respondents had to choose from the list of communicative qualities only one quality, which, in their opinion, will most help the teacher to organize effective learning in the conditions the noosphere existence of mankind with objective and virtual realities.

Respondents were offered the following list of communicative qualities (Figure 6):

1. Insight of the teacher (understanding what lies behind the words of the student, identifying what makes him say so, predicting the further development of events and building relationships on this basis during training);
2. Pedagogical tact (adherence to the culture of communication, attitude to students as individuals who have their own opinion, experience);
3. Effective sociability (effective organization of communication in objective and virtual realities and effective communication in objective and virtual realities with the greatest effect from communication or with the emergence of the desired effect during communication).

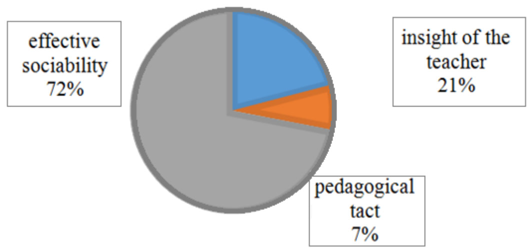

Figure 6 – Respondents' choice of communicative quality that will help the teacher to organize effective learning in the conditions of noosphere existence of mankind with objective and virtual realities

The analysis of the results of the respondents' performance was supplemented by a conversation, during which it was found that, according to 72% of respondents, effective sociability, which aims to obtain the greatest effect from communication or the desired effect during communication, includes insight and pedagogical tact of the teacher. In their absence, the desired effect cannot be obtained.

Respondents were also asked to work with a list of organizational qualities and choose only one quality that, in their opinion, will most help the teacher to organize effective learning in the conditions of noosphere existence of mankind with objective and virtual realities.

Respondents were offered the following list of organizational qualities (Figure 7):

- Leadership (the ability to make responsible decisions in important situations; the ability to use innovative approaches to solve the problem; the ability to make optimal efforts to achieve the goal);
- Effective activity (ability to act on the basis of well-thought-out actions, identified risks, anticipated consequences, moderate focus on the greatest effect of actions or with the emergence of the desired effect during actions performed independently, in group or team);
- Organization (ability to self-organize, ability to plan own activities and the activities of the group, team).

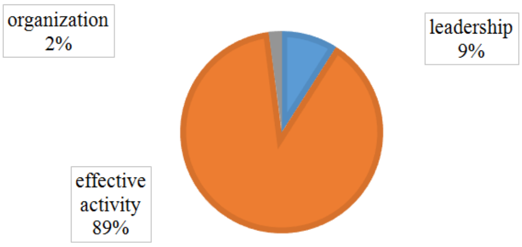

Figure 7 – Respondents' choice of organizational quality, which will help the teacher to organize effective learning in the conditions of noosphere existence of mankind with objective and virtual realities

According to respondents, effective activity includes leadership and organization. Respondents were also asked to work with a list of organizational qualities and choose only one quality that, in their opinion, will most help the teacher to organize effective learning in the conditions of noosphere existence of mankind with objective and virtual realities.

Respondents were offered the following list of psychological qualities (Figure 8):

- Reactivity (the fastest, most correct and optimally appropriate response to changes in situations in the educational process);
- Responsibility (to students, society for the quality of learning, education and personal development);
- Effective analysis (building activities based on planning a sequence of actions to achieve the goal, on process analysis, using own creative research, reflective thinking).

Figure 8 – Respondents' choice of psychological quality that will help the teacher to organize effective learning in the conditions of noosphere existence of mankind with objective and virtual realities

According to the respondents, analyticalness determines the responsibility and reactivity in the actions of the teacher.

4 Conclusion

The following conclusions can be formulated based on the conducted research:

1. Effective education simultaneously appears as a socio-cultural institution, and a system, and a process, and a result.
2. Effective education represets a socio-cultural institution focused on the processes of socialization and inculturation of each person for the formation of the noosphere in the middle of the 21st century.
3. Effective education is a system of continuing education, aimed at continuous preparation of each person for self-realization in a rapidly changing world.
4. Effective education is a process is an educational route with an individual trajectory of creativity in life.
5. Effective education is a result is a creative knowledge of the noosphere existence of mankind with objective and virtual realities.
6. According to teachers and students of pedagogical institutions of higher education, in the conditions of noosphere existence of mankind with objective and virtual realities, the organization of effective learning will contribute to the following:

- Effective sociability (effective organization of communication in objective and virtual realities and effective communication in objective and virtual realities with the greatest effect from communication or with the emergence of the desired effect during communication).
- Effective activity (ability to act on the basis of well-thought-out actions, identified risks, anticipated consequences, moderate focus on the greatest effect of actions or with the emergence of the desired effect during actions performed independently, in group or team);
- Effective analysis (building activities based on planning a sequence of actions to achieve the goal, on process analysis, using own creative research, reflective thinking).

In the conditions of the noosphere existence of mankind, reality has become both an objective reality and a virtual reality. Under these conditions, effective education must be organized taking into account the impact of a number of changes. These are: 1) change in the system of values; 2) change of values during a person's life; 3) change in the growth rate of knowledge in the modern world; 4) change in the context of the noosphere vision of human essence and the establishment of its understanding as a noosphere and cosmoplanetary being.

Effective education as a system of lifelong learning must ensure that everyone is constantly prepared for self-realization in a rapidly changing world. Effective education as a process must take into account a number of transitions. These are: 1) the transition to learning based on future-oriented thinking and knowledge; 2) the transition to the organization of the educational route with an individual trajectory of creativity; 3) the transition to the perception of the learner as a subject of pedagogical influence, which transforms the external pedagogical influence into self-influence; 4) the transition to the mechanism of joint generation of knowledge in the process of creative cognition of the noosphere existence of mankind with objective and virtual reality. Effective education as a result should contribute to the development of the noosphere, the improvement of society, economic, social, cultural progress, human self-realization in the new socio-economic conditions.

The limitation of the research is the only country for consideration – Ukraine, where accompanying social factors can influence result. However, the required scope of journal article does not allow expanding the current study for other regions, which will be the subject of our future research.

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KEY STRATEGIES AND TASKS IN THE PROCESS OF PROFESSIONAL TRAINING IN MODERN EDUCATION

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Abstract: The creation of an innovative educational environment will help prepare a new type of specialists who have competencies that contribute to the positive development of their professionalism with a focus on personally significant areas of their self-education and self-education. The article reveals the modern content of the concept of “professional education”, filling it with a new meaning caused by the development of new technologies, the widespread use of technology. It is shown that today vocational education is a purposeful way of human socialization. The influence of the national research university, the most important element of the national innovation system, on the socio-economic development of the regions in frames of nation-states, specialized industries and the vocational education system is considered. The main directions of the development of the market for higher education services as one of the main resource-forming segments of the state's economy on the scale of global trends have been investigated. It is shown that the system of higher education of the countries of the world represents the state social capital.

Keywords: Professional education, Research University, Social capital, Specialist.

1 Introduction

Socio-economic innovations and new technologies have radically changed our lives in recent years. This has become one of the main prerequisites for revising the education system, which is a strategically important sphere of human life, ensuring its economic growth and competitiveness. In the knowledge economy, vocational education began to acquire a priority value, which was transformed into a commodity and became an important factor in the progress of society. As many researchers rightly point out, education in many countries is undergoing a profound internal transformation. Not only its methodological base that has developed over the centuries is changing, but also the role of education in the modern world, the attitude of people towards it are changing, value accents within education are shifting [19]. The objective process of commercialization (consumerization) of education cannot be stopped. In this regard, increased requirements are imposed on knowledge, which has become an important source of competition, because, as a commodity, they have their own value.

The commercialization of modern vocational education in the context of market relations in educational sector continues. One should agree with the opinion of many experts that this process has a lot of disadvantages, the most important of which are the following: the value of technical knowledge increases due to the devaluation of humanitarian knowledge; there is a demand for knowledge that can be applied ‘here and now’, bringing quick results, solving specific applied problems. In this regard, it should be said about the exteriorization of knowledge, when, in the conditions of informatization of society, computers and machines influence education, which leads to the standardization of any knowledge.

Meanwhile, the strengthening of global processes, the transformation of society, constantly accelerating scientific and technological progress are contributing to the change in the requirements for vocational education. Instead of a narrow specialization, a requirement for broad professionalization is being formed, which should be carried out at a high general education and polytechnic level. Significant changes in the sphere of material production, caused by the development of new technologies in our knowledgeable age, the widespread use of information technology, will dictate their requirements for the vocational education system. The modern production process is constantly becoming more complex, thereby causing the growth of the intellectual saturation of the labor activity of workers and other specialists. The vocational education system is not just a channel for training highly qualified specialists, but it is designed to take into account the prospects for the development of various sectors of the country's economy, respond to the growing requirements for the personal and professional qualities of specialists and reflect them in the content and forms of education. In this context, N.V. Nalivaiko rightly notes that “the task of any education is to familiarize a person with the cultural values of science, art, morality, law, economic relations, etc., necessary for a person in his social development” [2, p. 32].

The main goal of professional (vocational) education is the preparation of a qualified employee, a specialist of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in his profession and oriented in related fields of activity, capable of effective work in his specialty at the level of world standards, ready for permanent professional growth, social and professional mobility. The defining trends in the modern development of the vocational education system, which will allow a future specialist to be competitive in the labor market, are continuity, integrativity, diversification, standardization, democratization and pluralization of education and its fundamental nature, as well as humanization, regionalization, and integration with production and science [21].

However, the existing system of vocational education has come into certain contradictions with changes in the social, economic, technological, and educational guidelines of modern society. In this regard, the need arose for new approaches to modeling the system of primary and secondary vocational education, providing the training of qualified specialists who meet the modern requirements of production, economy, and society. A successful transition to a knowledge-based economy and society must be accompanied by a process of continuing education, interpreted as “a comprehensive learning activity” carried out on an ongoing basis with the aim of improving knowledge, skills and professional competence. Namely high professional training becomes a factor in the social protection of a person in the new economic conditions. The task of vocational education is not only the formation of knowledge, skills and abilities, but also the development of the ability to adapt to changes in technology and labor organization.

2 Materials and Methods

The methodological and theoretical foundations of the study were gnoseological provisions on the universal connection and development of phenomena and processes of the surrounding world, a dialectical approach that allows revealing the essence of pedagogical phenomena in their interconnection and interdependence, based on a system of principles (objectivity, unity of historical and logical, theoretical and empirical, personality and activity) and general scientific approaches (systemic, complex, predictive, procedural and functional), and also axeological, comparative, and other methodological approaches used by pedagogical science.

When studying the content of vocational education, it is necessary to take into account the requirements of the country's economic and social development, scientific and technological progress, the goals and objectives of vocational education, and the strategic guidelines of vocational pedagogical education. The process of the emergence and development of new features in the content of vocational education is of no less importance.

The method of theoretical analysis and synthesis allows determining the problem of any research based on the study of the issue in practice and science, to compare the various points of view available on the content of education, to determine which scientific data should be relied on when studying the topic, which scientific facts and provisions and in which areas sciences must be taken into account and taken into account in the conclusions and proposals.

The methodological basis of the study was made up of the following elements: a systematic approach that allows considering a pedagogical phenomenon as integrity and contributing to the construction of the educational process on the principles of continuity and integrity; personality-activity approach, which recognizes activity as the determining condition for the full development and self-development of a person in a professionally oriented educational process; a meaningful approach that requires referring to the content of the phenomenon, identifying its elements and the interaction between them.

The research uses theoretical analysis of scientific materials, systematization and structuring of selected information, generalization of the obtained results, systematization.

Systematization and classification were used for data analysis. A qualitative change in the content of vocational education is an increase in its scientific and theoretical level and the role of professional training in the vocational education system, the relationship between theoretical and industrial training, ensuring the relationship between education, training and industrial activity.

3 Results and Discussion

In modern society, a number of contradictions arise between the knowledge and skills that students receive in the learning process, and the requirements that the informational post-industrial society imposes on graduates. This situation did not arise yesterday, but gradually formed under the influence, on the one hand, of the development of society in the second half of the 20th – early 21st century, and on the other, under the influence of the processes of differentiation of the social institution of education in the same period.

Most of the researchers who in the second half of the 20th century created futurological theories of the development of society (Bell, Gelbraith, Toffler, and others) believed that higher education should become the main social institution of the new reality. This theoretical attitude contributed to the formation of a great interest in institutional processes in higher education, the ever-increasing need for which was proclaimed as the main social feature of post-industrial society. At the same time, the very social institution of higher education began to transform, and the processes of differentiation were growing in it. The first wave of differentiation of higher education, which is attributed to the 50-60s of the last century, largely depended on economic needs and the development of new high-tech industries. When it became clear that the development of a new post-industrial society required specialists oriented directly to work in production, the so-called “non-university sector” of higher education was created, which included new types of educational institutions with a shorter period of study [1]. The emerging tertiary education sector offered society broad vocational education programs and trained specialists of a certain qualification level. Orientation to practice made it possible to quickly meet the needs of the economy and society, to which the universities of the mid-20th century could not, but rather did not want to respond. The “non-university sector” quickly fulfilled its purpose: on the one hand, it allowed to quickly adapt to the level of development of society; on the other hand, it promoted social changes within higher education, which has since become widespread.

Based on the characteristics of the “ideal profession”, it can be seen that vocational education should not only form labor professional skills, but also contribute to the awareness of professional values, ethics, morality, which should help the graduate's integration into a professional group, professional subculture [20].

Representatives of the business community also show an interest in the functioning of the social institution of vocational education. They invest in future workers through financial support of institutions of secondary and primary vocational education, updating their material and technical base, providing sites for industrial practice and internships, participating in the preparation and adjustment of curricula. Employers should contribute to improving the content of national and secondary vocational education, raising graduation standards, focusing on the international level of quality. Thus, among the latest requirements for a graduate of vocational schools, competency requirements come first – the increasing role of the employee's analytical function, the ability to introduce and maintain new technologies, and the use of modern methods of product quality control.

Modern higher professional education is significantly different from higher professional education that existed recently. The peculiarities of modern university education make it possible to observe the strengthening of the process of level and profile differentiation of university education, when the university began to draw up its own (author's) curricula and plans, students got the opportunity to implement their own education in different ways: to study simultaneously in two specialties. According to the concept of multilevel training, a person should receive higher education not in a narrow specialty, but within a certain direction. Each direction, on the one hand, is included in one or another area of knowledge, and on the other, it includes a specific set of possible training profiles.

The category “vocational education” has a wide meaning and is used to designate any educational system focused on training, advanced training, and retraining of specialists, regardless of the level and profile of the education received. Receiving vocational education is associated with certain stages or stages [12]:

- The stage of achieving elementary and functional literacy, when initial knowledge, skills and abilities, ideological and behavioral qualities of a person are formed at an accessible, minimum necessary level, which are necessary for subsequent, wider and more profound education;
- The stage of achieving general education goals, at which a person acquires the necessary and sufficient knowledge about the world around him and masters the most general ways of activity (skills, abilities) aimed at cognizing and transforming certain objects of reality;
- The stage of professional competence, which is associated with the formation (on the basis of general education) of professionally significant for the individual and society qualities that allow a person to realize himself in specific types of work, corresponding to the socially necessary division of labor and market mechanisms to stimulate the most productive and competitive functioning of an employee of a particular qualification and profile;
- The stage of mastering a widely understood culture, when a person not only realizes the material and spiritual values that were left to him as a legacy by previous generations, but is also able to adequately assess his personal participation in the development of society, contribute to the continuous culture-forming process of both his own society and civilization in general;
- A stage in the formation of the individual mentality of the person, those stable, deep foundations of the worldview and human behavior that give the personality the property of uniqueness in combination with openness to the continuous enrichment of own mental values and the ability to all-round self-realization in the mental spiritual space of mankind.

Professional education is a purposeful way of socialization of a person, since it involves both obtaining a general, secondary, higher education (bachelor's, master's) and mastering the knowledge and skills of a certain professional activity. At the same time, vocational education contributes to the development of a person's natural abilities and their subsequent implementation in the chosen field. Vocational education becomes real when it is accompanied by persistent study, obtaining knowledge in a specific subject, as well as the formation of skills in the chosen specialty. Professional education requires a skillful and harmonious combination of education, training, and the acquisition of practical skills. For example, polytechnic education, being a kind of professional one, is focused on acquainting students with the basic principles of organizing modern production, waste-free, ecological and clean technologies, on teaching the skills of working with computer technology and modern tools of mechanized and automated labor.

As it was mentioned above, strengthening global processes, transformation of society, tirelessly accelerating scientific and technological progress contribute to changing the requirements for vocational education. Instead of a narrow specialization, a requirement for broad professionalization is being formed, which should be carried out at a high general education and polytechnic level [10].

Recent attempts to rationalize the study and comprehension of the current theory and practice of university education make it possible to single out some areas of educational activity, which, taken together, create a model of the current state of vocational training. It is clear that it is rather difficult to give an exhaustive picture of such a dynamic system as domestic education; therefore the proposed model cannot be accepted unconditionally. Its main components can be the following:

1. Changing the nature of education itself, which is designed to help a specialist to solve new, non-standard professional, personal and socially significant problems of modern life;
2. Development of new directions for training specialists, opening of new specialties, development of existing programs with a focus on the needs and priorities of the development of society;
3. Close connection with fundamental science, interdisciplinary approach to learning;
4. Early professionalization and specialization;
5. Competitiveness of education;
6. Intensive saturation with the most up-to-date information;
7. The use of the latest technical teaching aids;
8. The use of cognitive and personality-oriented technologies for training specialists, which will lead to the activation of their cognitive and intellectual activity;
9. A variety of didactic tools, allowing correlating the goals of learning and the individual potential of learners;
10. Emphasis on improving the suitability and practical effectiveness of education;
11. Observance of the principle of personal individualization of training, when each student realizes his own needs for knowledge and gets the opportunity to subsequently integrate them in their professional activities.

The experience of professional education shows that a new alternative to a partial change in the existing system can be the use of mechanisms traditionally developed for the field of business management, in particular, based on the international standard ISO 9001: 2008. As defined by the International Organization for Standardization, a quality standard (ISO 9001) is a defined set of requirements combined to meet the quality assurance needs of a given situation. That is why the methodological basis for assessing quality is formed by state educational standards, which are the standard of minimum requirements for the qualifications of a graduate of a vocational education institution. To achieve success in training highly qualified specialists, it is necessary to establish an effective management system. The ISO 9001: 2008 Quality Management System (QMS) is a practical tool to help an organization determine the path to quality management.

Analysis of modern theories of development allowed us to identify five main relevant principles of the process of sustainable development of an educational institution [16]:

1. The principle of the leader's leadership and consistency in achieving management goals based on an understanding of processes and facts, staff involvement;
2. The principle of collegiality, transparency, professional pluralism in solving problems;
3. The principle of continuous improvement of the educational space of an educational institution;
4. The principle of reflection and focus of the educational process on the formation of a socially mobile, self-organized, self-realized personality of a future specialist, endowed with a culture of professional activity.

The type of university that has emerged in Europe over the past two hundred years basically develops Humboldt's ideas about a research university. The search for truth in the process of research, its transmission and dissemination in the learning process, the formation of a personality with a high intellectual culture in the process of education are the main tasks of the university. All three of these tasks are closely related. At present, the role of knowledge and information in the socio-economic development of civilization has significantly increased, their transformation into one of the key factors of economic well-being and competitiveness, in turn, has caused the rapid growth of information and telecommunication technologies, which make it possible to spread new knowledge at an unprecedented rate, contributing to the globalization of the world economy, causing changes in the labor market. The actively introduced science-intensive technologies qualitatively change the requirements for universities and encourage them, while maintaining their main target orientation, to significantly transform their activities and organizational structures, and master new functions. Now the economy requires not ‘faceless’, thoughtless performers standing at the assembly line, but creatively thinking, active specialists who constantly replenish their knowledge for the accelerated development of new generations of technology and production processes.

The traditional concept of training and education, based on a simple transfer of the amount of knowledge, skills and abilities, is being replaced by a new one that highlights the formation of an active stock of key competencies of students on the basis of their independent creativity.

Greater cognitive abilities are required from managers and employees, the economy is becoming less and less “machine-intensive” and increasingly more “knowledge-intensive” [3]. The growing economy of the post-industrial era requires highly qualified specialists with versatile skills and enhanced abilities for rapid learning and adaptation, which necessitates not only learning, but “comprehending the learning process itself and adapting and creating again and again” [18].

The main characteristics of the new techno-economic paradigm, called the information-technological paradigm, can be summarized as follows: information as a subject, and not only as a means of labor; the comprehensiveness of the effects of new technologies, their network logic, the flexibility of processes, organizations and institutions generated by the flexibility of information technologies, technological convergence. These naturally lead to the fact that production processes and products in many industries are becoming more complex and high-tech [4, 9]. This means that the process of training a specialist at the university should also ‘become information technology’, including scientific knowledge and knowledge of production technology.

The importance of scientific knowledge in this process is so great that two previously independent complex systems – “science” and “production” – are combined into a single larger system “science – production” – a complex evolving system with a high intensity of accumulation and application of new knowledge. An important place is given to the task of integrating science, education, and innovation as one of the decisive factors in the development of the economy and society based on knowledge.

As a result, the traditional concept of training and education, based on a simple transfer of the amount of knowledge, skills and abilities, is replaced by a new one, highlighting the formation of an active stock of key competencies of students on the basis of their independent creativity [17]. At the present stage of development of society in general and university education in particular, it is not enough to form only knowledge skills, which are too insignificant in themselves and cannot meet the requirements of modern production – to organize and solve the production situation in a mobile and flexible manner. At the moment, it is important not only to have knowledge as such, but to have certain personal characteristics and be able to find and select the necessary knowledge at any time in the huge repositories of information created by civilization [5]. This is possible if the training is carried out by highly professional teachers involved in scientific research in the relevant fields, and this means that the training of specialists, especially of the highest qualifications, should take place not only at lectures in university classrooms, but also during practical work in research departments, innovative firms. manufacturing high-tech products. At the same time, the knowledge gained quickly becomes outdated, and the education process must continue constantly, throughout the entire human life. Higher education can be understood as the initial preparation of a person to participate in modern production activities by equipping him with the appropriate competencies.

Usually, in discussions about higher education, the emphasis is made on the formation of a scientific view based on knowledge of the laws of nature and social development, as well as on professional training [15]. This is how two trends in vocational education, characteristic of the era of transition to a post-industrial society, arose and are developing – the integration of all its levels (initial vocational, secondary vocational, higher vocational, postgraduate vocational training and retraining) and the development of a system of multi-stage vocational education, as well as various forms of production – university training, when during the entire period of preparation or starting from the time of specialization, students alternate between studies and work in the scientific and production departments of the university.

The new quality of education has become the main direction of modernization of the university education system, stimulating universities to intensively search for effective teaching methods and technologies. For higher professional education, society outlined a humanistic paradigm focused on a model of sustainable development, on the self-worth of the individual, on a humane attitude towards human and nature, on the reflection in the educational process of natural tendencies in the development of education: fundamentalization and technologization, strengthening integration and deepening its differentiation. In these conditions, the priority of progressive pedagogical ideas, new teaching models and modern technologies for managing the quality of educational processes, modernization of the university system of vocational education is obvious.

In the process of modernization of education and professional and methodological training of specialists, the educational system is put forward as a methodological and theoretical base, serving the student as a model in solving complex theoretical and practical problems of professional training. For this, various pedagogical innovations are being introduced, the key features of which are: 1) knowledge of the future world and creation of the present; 2) theory of practice; 3) the admissibility of many options when solving educational problems; 4) a plurality of evaluation criteria (correctness, usefulness, safety, efficiency, spirituality) when analyzing the results; 5) harmonious co-development of a person with the world around him [6].

Due to a number of conditions, among which there is the sharply increased cost of full-fledged higher education along with a decrease in its state funding, one of the main directions in solving this problem has become the commercialization of certain types of university activities – part of educational services, applied R&D, etc. This is reflected in the concept of the so-called "entrepreneurial university", which is rapidly and widely spread in developed countries. The European Academic Network of Deans holds conferences and projects discussing this issue, the European Consortium of Innovative Universities has been created, etc. At the same time, it is emphasized that an entrepreneurial university is still not a market enterprise [14]. The main thing here is to change the model of organization and management of activities: a transition from relying on state budget funds to multichannel financing based on an independent search for sources of additional funds.

However, in our opinion, it is not worth reducing all the variety of options and directions for reforming the activities and structures of universities in modern society only to their commercialization in the face of a lack of public funding. This process is much broader and has deeper roots, which lie primarily in the change in the nature and dissemination of knowledge, in the change of the dominant paradigms of science and education. The main reason for the profound transformation processes that most civilized countries are going through today is the sharply accelerated progress of knowledge and, as a result, the gradual transition to a new technical and economic paradigm of social development.

We can say that a modern university is not only a higher professional school, focused on the training of highly qualified specialists with deep professional and fundamental training, and a center for fundamental scientific research, but a complex multidisciplinary structure that organically combines educational, scientific and innovative activities and brings a real contribution to increasing regional and national competitiveness.

From this point of view, an entrepreneurial university is not a commercial organization that sells educational services and research results, but the main supplier of qualified human capital, scientific and technological solutions, created on their basis by firms – in short, a key element of the innovation system in the emerging knowledge-based economy. Perhaps, for the first time in the entire history of modern civilization, knowledge has turned from a purely spiritual life phenomenon into an effective tool for achieving high economic efficiency and improving the quality of life [7]. Universities, as its main sources and distributors, acquire the functions of the supporting structures of this new economy.

The main thing in the popular today concept of "university complex" is the underlying process of integration, and synergetic combining not only by levels of education, but also by spheres of activity – educational, scientific, innovative. The latter logically provides for close interaction of universities not only with other institutions of general and vocational education, but also with industrial enterprises of their own and other regions. This is especially true for technical universities. Partnerships between universities and industry can develop in the field of training, and in the field of research and development, and in the creation and production of innovative science-intensive products. On the basis of close partnerships of this kind, real educational and scientific-innovative university complexes arise – both in the form of a single legal entity (if innovative enterprises are part of the university as its structural subdivisions), and in the form of an association of legal entities, if the university plays the role of a center, around which industrial enterprises and business structures group in need of qualified specialists, new technologies and developments.

In turn, this provides an increase in the quality of training specialists based on increasing the role of university science, using its results to improve education and the development of new high-tech products, real integration within the university of education, science and innovation. This will increase the level of students' learning through their mastering not only theoretical knowledge, but also research and innovation-entrepreneurial skills, raise the status of the teaching staff through the commercialization of their intellectual developments, use the funds received from this to improve the material and technical base of teaching and science, use the production base of enterprises cooperating with the university for educational and research purposes, to increase the prestige of the university as a whole as not only a supplier of qualified personnel, but also a developer of high technologies [11].

As a result, such important results are achieved as improving the quality of education based on the integration of educational, scientific, and innovative activities, the concentration of all stages of the innovation cycle within the framework of innovative structures controlled by universities (which reduces development time, reduces costs and increases the profitability of activities), consolidation of efforts of universities, regional authorities and interested enterprises and organizations in enhancing innovative activities in the regions.

The latter seems to be especially important. In the current political and economic situation, universities must actively establish ties with local authorities and the business community, not only in terms of offering their intellectual products, but also in terms of generating demand for them. Forming an innovative culture and incentives is one of the primary tasks of universities as centers for the production and dissemination of knowledge. Namely the higher educational institutions, through their main product – qualified specialists can influence society to the greatest extent, instilling a certain culture and value system.

However, it should be borne in mind that in order to fully implement this task, higher education must itself develop such a culture in itself. The development of the desire for professional and personal self-improvement, creative thinking, breadth and flexibility in the perception of the world in scientific and pedagogical workers is an indispensable condition for the formation of these qualities in students.

4 Conclusion

Consequently, a modern university must meet the basic criteria of a research university, in which teachers and students, in the process of transferring (transfer) knowledge, participate jointly in scientific and project activities, that is, they receive and apply new knowledge.

New knowledge obtained in the course of fundamental and exploratory research is implemented within the stages of a complete innovation cycle along the specific trajectories. In this context, a research university is a university that provides the following [8, 13]:

1. Administrative and structural, regulatory and legal, scientific and methodological, financial, economic and material and technical unity of scientific and educational activities based on innovative principles of organization and management;
2. Development of the structure and infrastructure of innovative activity in the field of science and education adequate to external conditions;
3. Implementation of fundamental and applied research and experimental and design developments in priority areas of development of science and technology, critical technologies at the federal level;
4. The balance and interconnection of the stages of fundamental and exploratory research, applied development, the demand for R&D results and their implementation in production, staffing, marketing and technical support for promoting the final product to the market;
5. Forecasting and active formation in the region or in the industry of labor markets, educational services and high-tech technologies with the aim of advancing personnel, scientific and technical support of the national economy and priority industries;
6. Providing a wide range of variable educational programs and services of various levels, forms and content, including training through the participation of students in research and development;
7. Cooperation and implementation of end-to-end educational programs with specialized educational institutions of various levels;
8. Deep integration of scientific, technical, educational and innovative activities with specialized industrial enterprises and scientific organizations;
9. Participation of representatives of the specialized industry, branch and academic science in collegial and expert-analytical management bodies of the university;
10. The presence of long-term contractual relations with strategic partners of the university in the main scientific and educational areas of activity: targeted training of specialists and highly qualified personnel, implementation of R&D and their further support at the enterprise, including advanced training of personnel for the development of new product samples or new technologies, the creation of joint structures of scientific and educational or innovative profile, material and technical support for scientific and educational processes;
11. Protection of intellectual property rights in the field of science and education, their commercially beneficial use for all participants in scientific, educational and innovative activities.

The most important task of the research university is the development of mechanisms and infrastructure for contractual and institutional integration of scientific and educational activities with industry and academic research institutes, design organizations and high-tech enterprises. This task can be successfully solved if the research university develops as a multi-structured (in the form of partnerships and infrastructure) scientific and educational (in the main types of activities), innovative (in the type of management) university complex, which includes effectively operating integrated scientific and educational structural units.

A research university, as a leading center for obtaining and disseminating knowledge in an industry or region, should provide services to various social groups of society (applicants, undergraduate and graduate students, students of advanced training and retraining courses, teachers of educational institutions of various levels, employees of partner enterprises, graduates). Consequently, a research university should be a continuing education university providing educational services to various social and age groups of society.

The university needs to track the professional careers of its graduates and, as a constantly developing center of new technologies, to promote their professional and career growth through regular training. By interacting on a long-term contractual basis with large companies – strategic partners, a research university can and should perform the functions of a corporate university, providing targeted training of specialists, including graduates, and their subsequent career growth.

Thus, the National Research University is an innovative university with deep integration and a developed infrastructure of scientific, educational and innovative activities, which ensures sustainable development, quality and demand for higher professional education and scientific research based on the acquisition, application and commercialization of new scientific knowledge.

The successful solution of tactical problems of reforms in the higher education system presupposes the modernization of its leading components: the teaching standard, organizational and managerial structure, content and technology of teaching, quality control of training and profile use of graduates. Changes in all of the listed components in higher education should be carried out taking into account modern requirements and prospects for the development of production, the relevant branches of science, technology, as well as on the basis of accumulated experience, the achievements of theory and practice of higher education with the preservation and development of all positive aspects. This means that the following can be named as the main characteristics of the information technology paradigm of modern university education in terms of the formation of professional competencies:

1. Equal opportunity to receive educational information for everyone and everywhere;
2. Taking into account the individual abilities and the level of pre-university training of the student;
3. Transition from the “student to knowledge” principle to the “knowledge to student” principle;
4. Drawing up an individual educational trajectory, a student's training program by choosing modules of the training course system;
5. Choice of a teacher (preference for the teacher who most potentially meets the needs of the student; this mainly concerns promising models of the organization of the educational process, when training is transformed into educational consulting);
6. High quality of education; introduction of various models of professional education as a prerequisite for adequate development and self-development of a future specialist;
7. The ability to seamlessly integrate with open educational systems;
8. Competitiveness of a graduate in the labor market.

All this will require a qualitative update of the content and technology of teaching students subjects and disciplines with a focus on developing students' competence as the basis of professionalism.

Further research should imply, in our opinion, the program for the implementation of the anthropological approach in the philosophy of education, in which the conceptual foundations of personalistic anthropology should be presented, as well as filling the personalistic methodology in education with modern ideas of phenomenology and hermeneutics.

The limitation of the study is the absence of empirical research. However, we did not set such task when initiating this study. Our aim was to outline the problem, describe state of the art and suggest overall professional and philosophical basis for designing a solution.

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MODERN EDUCATIONAL TECHNOLOGIES IN THE EDUCATIONAL PROCESS IN HIGHER EDUCATION INSTITUTIONS

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Abstract: The article offers a presentation of the results of the review and systematization of scientific information on the theoretical foundations of the development and application of educational technologies in universities. In this regard, it can be argued that innovative education as a whole is not a specific educational model, but a fairly broad principle of adequate use of newly discovered potential learning opportunities. An innovative approach in education is determined through the ability and willingness of leaders and teachers to design and model the educational process required by the university using various educational technologies based on knowledge of their potential capabilities. This is what makes the learning process at the university technological, i.e., predictable and as close as possible to the planned results.

Keywords: Competence, Educational technologies, Innovative education, Learning, Personality-oriented education.

1 Introduction

Modern trends in education determine the change in approaches to the organization of the educational process in higher education. The creation of a single educational space, the introduction of a system of level education necessitate a reorientation of the pedagogical process towards the implementation of new approaches to the organization of the educational process at the university [2].

The interest of scientists and practitioners in the selection, design, implementation, and evaluation of the effectiveness of educational technologies at the university is confirmed by an increase in the number of publications that offer a variety of points of view on their use in the educational process, educational communication, as well as professional and personal development of students. The search for the most effective means of training a new generation of specialists for a scientific and technological breakthrough has increased the importance of systemic scientific information about modern educational technologies used in higher education.

In these conditions, the problem of the development of the personal potential of students is most acutely actualized: the revealing of their capabilities, creative abilities, activity and independence, self-awareness and self-realization in various types of activity. In psychology, the focus of scientists is on the problem of the personality, and the focus of pedagogical science is on the creation of educational technologies designed to help the formation and harmonious development of this personality.

The problem of technologization of education is connected with the issues of increasing the productivity of training and education of future specialists. The active use of technologies in educational practice, according to experts in the field of education, allows [12, 13, 22]:

- Improving the quality of the educational process, making learning more comfortable (the efficiency of the educational process increases due to the presentation and assimilation of more information per unit of time, self-organization of educational activities; the position of all subjects changes: the measure of responsibility for educational results and the process of achieving them, as well as accessibility educational materials and other information, freedom of choice of methods and conditions for the development of educational programs);
- Optimizing the costs of providing the educational process (a more efficient educational process reduces the burden on the teacher and student, optimizes resources, reduces the time for reproductive work, reduces the relative costs of publishing printed educational materials);
- Raising the level of the general culture of the younger generation in working with information, technology, and people, on themselves, making them successful and tolerant in life and profession.

In science, there is no unambiguous interpretation of the term “educational technology”, which is largely due to the complexity of the problem and the multidirectional ways of implementing the technological approach in educational practice. As it is known, the concept of “technology” was originally used for planning and more successful achievement of educational goals [3].

According to UNESCO (1986), teaching technology is a systematic method of creating, applying, and defining the entire process of teaching and assimilating knowledge, taking into account technological and human resources, which aim to optimize the forms and methods of organizing the educational process [19].

In the process of educational practice, there is an evolution of technologies, which is closely related to the very process of development of the education system, the course of social and scientific and technological progress, the requirements of society and the labor market. So, in the world educational practice, educational technologies that are in tune with the time appear, which then turn into the category of basic and traditional ones.

It is very important that the concept of “technology” has gradually become so broad that practically any systems, processes, approaches, methods, forms and means of organizing educational activities are included by researchers in this concept, and are often put on a par with it, although they at all are not identical. This leads to the fact that one concept is easily replaced by another, while the concept of “technology” loses its original meaning. Initially, technology is an algorithm of purposeful and strictly sequential actions of the teacher and the student, ensuring the achievement of the intended result.

The technological effectiveness of the educational process is to make the educational process fully manageable. The main features of technologies are as follows: a detailed description of educational goals, a step-by-step description (design) of ways to achieve the desired results, the use of feedback in order to adjust the educational process, the guarantee of the results achieved, the reproducibility of the educational process regardless of the teacher's skill, the optimality of the resources and efforts expended [1, 3].

At the same time, it should be noted that in each specific situation in the educational process, the role of a higher school teacher changes – he must be able to choose a teaching strategy, ensure the optimal and efficient solution of vocational training problems, use technologies aimed at preparing competitive graduates who are ready for continuous self-education and self-realization in a rapidly changing environment. Moreover, the teacher must be able to choose exactly those teaching technologies that are most appropriate in a given situation and ensure high efficiency of their implementation in work with students.

Currently, the ideology of personality-oriented education has received the greatest development and understanding. It is understood as an educational process, designed and implemented in order to: develop the cognitive and affective spheres of the individual; identification and development of creative, social, and communicative abilities; the formation of the abilities and needs of the individual in self-education, self-development, actualization and realization of personal socially significant potential. However, for the most part, existing educational technologies are essentially information-perceptual and are based on an explanatory-illustrative method, as a result of which they turn out to be inadequate to the ideology of personality-oriented education. This is the main contradiction that this study was undertaken to resolve.

2 Materials and Methods

To solve the set tasks, theoretical and empirical research methods were used:

- Methods of analysis of the content of scientific sources, monographs, articles, dissertations on problems related to the problem of this research; practical experience;
- Methods of pedagogical diagnostics – the method of expert assessments;
- Methods of pedagogical modeling – a systematic analysis of professional activity, professiography, pedagogical design.

The methodological basis of the research is formed by the psychological theory of activity created by the psychological and pedagogical science; psychological concepts of assimilation of knowledge and methods of activity; the concept of an activity-based approach to learning; the concept of an informational approach to learning; the concept of a systematic approach to teaching and pedagogical research; the concept of a technological approach to learning.

The methodological foundations of the research are psychological, pedagogical, and methodological studies of problems associated with teaching students: features of educational activities, the problem of the content of education and the generalization of knowledge, training in solving professional problems, the problem of activating independent educational activities, developing education.

3 Results

Often, the problem of measuring the effectiveness of education is limited to determining the quality of assimilation of knowledge, although it is obvious that the concept of the effectiveness of a particular educational system largely depends on the pedagogical concept in which the given educational system functions – in this context, we consider it more appropriate to talk about the pedagogical effectiveness of educational technology.

The question arises: is the potential of various educational technologies the same in solving the problems of student-centered education? What criteria can be used to assess the pedagogical effectiveness of these technologies from the standpoint of personality-oriented pedagogy? The study of these issues is not only an urgent problem of pedagogical theory and practice, but also an important social task, since we are talking about the implementation of the personal and social goals of modern higher education.

Experts believe that pedagogical technology is a system of design and practical application of pedagogical laws, goals, principles, content, forms, methods and means of teaching and upbringing that are adequate to this technology, which guarantee a sufficiently high level of their effectiveness, including subsequent reproduction and replication [4, 9, 15]. Pedagogical technology is characterized by two fundamental points: clear planning and design of the educational process, the guarantee of the final result.

Most of the university teachers argue that the educational process in a modern university gravitates towards search and research technologies, providing for situational design, game modeling, the inclusion of educational tasks in the context of life and professional problems [17]. At the same time, all teachers unanimously note that the main form of search activity is dialogue, during which the content of the educational problem is determined and the ways of solving it are analyzed.

70% of teachers believe that the strength of the implementation of search and research technologies is the students' understanding of their activities, which allows them to rebuild their actions, experience, motives and needs. They note that it is important for a teacher, in the process of observing students, to create their "cognitive portrait", including the features of motivational-need, emotional and operational aspects of educational activity [5].

Educational technology is characterized by the following positions: based on specific philosophical, methodological concepts of the author; is designed in accordance with a specific pedagogical concept; represents a technological chain of actions and operations, built in accordance with the target in the form of exactly the expected result; functions as an interconnected activity of the teacher and students based on the principles of didactics – individualization and differentiation; ensures the optimal potential of human and technology; uses communication, dialogue; it is planned by the teacher in stages. The consistent introduction of elements of technology should be replicated by any teacher and ensure that all students achieve the planned results. A necessary component of pedagogical technology is diagnostics, which includes criteria, indicators, and means of measuring results.

As it is known, any technology inevitably acquires a creative character due to the uniqueness of the personality of the teacher and the personality of each new student – from schoolchild to university student: his age, abilities, psychological characteristics, culture of behavior, different levels of knowledge and skills, competencies. Therefore, having a clear structure of actions, elements of creativity will inevitably exist within the content components of each pedagogical technology.

Thus, the development of a teaching technology by a teacher is always a creative process aimed at the all-round development of a personality, consisting in the analysis of goals, opportunities and the choice of forms, methods, and teaching aids that ensure the implementation of an effective educational process. The peculiarity of creative specialties lies in their individuality: the teachers, in their individual approach, expresses and develops certain abilities to the best of the personal characteristics of creativity, worldview, giftedness, imagination.

From all this, it follows, in our opinion, that the concept of "technology" in pedagogical science is considered in a special way. Of course, those researchers are right who, in the definitions of pedagogical technologies, with all the clarity and consistency of the teacher's actions, predict not a guaranteed, but only a sufficiently probabilistic result. As for creative universities, in addition to the probabilistic result, the very path of advancement to it will not always be strictly logical and clearly programmed in time and space.

At the same time, the system design of each of the components of educational technology is based on the following methodological approaches and principles [12, 16, 18, 23]:

- An integrative approach that allows at the level of the target and control components to coordinate the achievement of various goals within a single educational process, and at the level of content and control components – to form a system of transdisciplinary knowledge, skills and abilities that provide a high level of professional competence in the field of science-intensive production;
- A personality-oriented approach aimed at the development of specific personal qualities of a future specialist, which determine the readiness for creative professional activity;
- A differentiated approach, taking into account the initial level of preparedness, personal motivation and the formation of creative qualities at each separate stage of the educational process;

- The principle of developmental education, which allows the learner to reach the maximum level of his development at each stage of the educational process;
- The principle of synergy in the organization of educational activities, which consists in the fact that the effect of the complex application of all elements of developing educational technology should significantly exceed the possible total effect of the use of its individual elements.

Obviously, more or less strict reproducibility of pedagogical results can be achieved only if the educational process is based on more or less strict psychological and pedagogical laws, the action of which regardless of the characteristics of the situation. At the same time, attempts to build a didactic theory on the basis of such “strict” laws constantly encounter serious difficulties.

At the turn of the 20th and 21st centuries, interest in pedagogical technology in international science and educational practice intensified, and the perspective of its consideration changed somewhat. The development of pedagogical technologies began, which operationally prescribe the goals and actions of the educational process no longer “from the teacher”, but “from the student” [20].

The point is that, unlike traditional methodological developments intended for a teacher, pedagogical teaching technology offers a project of the educational process that determines the structure and content of the student's activities. This opinion about the difference in methodology and pedagogical technology seems to be justified, but not flawless.

Apparently, it is more correct to speak of a “technological approach in didactics and subject methodologies” than of “pedagogical technology” as a special section of pedagogical science as a whole (or didactics). As the analysis of many sources shows, both approaches – both traditional for didactics (methods) and “technological” – are based on the same methodological premises, on the results of the same scientific research and, moreover, may involve the use of the same forms, methods, and means of teaching. In this case, the features of the technological approach to learning are as follows [24]:

- It is strictly aimed at increasing the efficiency of the learning process;
- Relies on the idea of diagnostic goal-setting in teaching, which is new for didactics and subject methods;
- Proceeds from the priority of self-education over education and, accordingly, the goals of the student over the set goals of learning from the outside – the “goals of the teacher”.

The technological approach to the organization of the educational process changes the forms of interaction between trainers and students, as well as students with each other. The traditional forms of active and interactive innovative learning are replacing the traditional ones [9]. Changing the goals, content and forms of training has a significant impact on the nature of communication between the teacher and the student, on the atmosphere of their interaction. Partnership, equality of individuals in choice, actions, responsibility, a positive emotional background – all this is becoming the permanent dominant of relations corresponding to the digital age.

At the same time, it is necessary to emphasize that the technologization of the educational process has serious limitations, since it carries with it serious risks. The natural boundaries of technologization, beyond which it turns into evil, are determined by sociocultural values accepted in society, in a particular educational institution and shared by each teacher.

By now, it is becoming increasingly more obvious that the super-rationalized technologies that “guarantee” the result in the field of education:

a) Can hardly be developed both at the theoretical-methodological and at the operational level: trying to embody in the personality structure a certain part of the total social experience, we are trying to algorithmize the process of interaction (i.e., dialogue, understanding and mutual completion) of two highly complex self-organizing systems - human and culture, which seems to be fundamentally impossible;

b) Can be dangerous, since the reduction of the field of internal random deviations (fluctuations) in the system makes it impossible for the mechanisms of self-organization of society [10].

In any case, it is important to remember that “spontaneity, uncontrollability are fundamentally important and unavoidable for education and in education” [8], and the results of the educational process are of a probabilistic nature and, therefore, cannot be “guaranteed” in the full sense.

4 Discussion

At the same time, we note that the modern period of the development of pedagogical knowledge is characterized by an extreme degree of inconsistency. On the one hand, a huge mass of pedagogical information, both theoretical, methodological, and applied, has been accumulated, concerning almost all sides and spheres of pedagogical activity; on the other hand, this mass risks becoming critical, due to the impossibility of its productive use due to heterogeneity and contradiction (up to mutual exclusion) of many pedagogical ideas, provisions, concepts, categories, terms, technologies, procedures, and techniques.

The priority of pedagogical knowledge and the need to master it among students has noticeably changed, which has led to a haphazard acquisition of this kind of knowledge, and as a result, a decrease in the level of professional and pedagogical competence of graduates of a higher pedagogical school. All this determined the importance of developing the need for future graduates of the university in mastering pedagogical knowledge and professional skills. The need arose for a qualitative renewal of the educational process in the university, which entailed a change in the target attitudes of students and, in particular, in relation to the content and study of a number of disciplines.

On the one hand, the normal functioning of an educational institution of any level and type is possible only under the condition of maintaining the stability of the content of education, provided that the general structure of the system and the established links between its elements are preserved over a long period; on the other hand, the education system and each of its links individually can successfully perform their functions only if the structure, content, organization and methods of work are sufficiently mobile, fully meet the requirements of today and carry a certain reserve for the future.

Renewal is possible due to many factors, one of which may be the factor of systematization and structuring of pedagogical knowledge on a fundamentally new basis. The urgent problem of systematization periodically translates into attempts to streamline the main pedagogical categories and terms, concepts and systems, technologies and methods. However, it should obviously be admitted that attempts related to the search for grounds for the systematization of pedagogical knowledge in the so-called one-dimensional space with the help of “intra-pedagogical” procedures and methods can hardly be considered successful.

Unfortunately, most of the methodological pedagogical research of the previous years was aimed at finding general patterns, creating universally applicable theories, and systematizing pedagogical knowledge in a one-dimensional space.

In some practical publications, both in the form of reports and monographs, it is shown that the effectiveness of an educational program can be achieved if the design of all educational and normative documentation (curriculum and programs of basic educational disciplines), as well as the main elements of the educational process (of all types industrial practice, course and diploma projects, research work) is carried out using the principles of systems analysis [14]. When designing curricula, it is proposed to introduce three basic modules - natural science, information-computer, humanitarian-economic, the information content of each of which will allow combining fundamental knowledge with the objects of professional activity and stimulating the process of forming transdisciplinary knowledge, skills, and abilities [20].

A special role in the proposed educational technology is assigned to individual types of educational activities, which make it possible to deeply differentiate the learning process and implement the ideas of developing student-centered learning. Thus, when designing programs for industrial practices, they made it possible to include, along with general ones, strictly differentiated individual tasks and tasks of a research nature, intended for students who, according to the identified qualities, intellectual abilities, are most predisposed to professional activities in the relevant field.

The specifics and types of methods, forms, and technologies of teaching that a teacher can choose in order to form the competencies of students is presented in the "Bank" of technologies (Table 1), compiled on the basis of studying the innovative experience of educational institutions.

Table 1: Bank of educational technologies

Technologies	Forms of education	Methods of education
Modular learning technology - the organization of the educational process for the full mastery of the content of educational programs based on independent training modules, taking into account the individual interests and capabilities of the subjects of the educational process	Consultation lecture. Lecture-press conference. Problematic lecture. Problem workshop. Seminar using the method of analysis of specific situations. Independent work	Solving situational tasks. Presentation method. Independent work. Consultation. Individual work
Technology for the development of critical thinking - the organization of the educational process, in which students check, analyze, develop, apply the information received in order to develop cognitive skills and abilities	Lecture-conversation. "Lecture for two". Lecture-provocation (with planned errors). Seminar using the case method. Seminar-debate. Debate seminar. Seminar "round table"	Brainstorm. Solving situational tasks. Presentation method. Demonstration method. Discussion. CSR technology. Case method
Information technology - special methods, software and hardware (film, audio and video tools, computers) for working with information	Lecture-press conference. Lecture show. Visual lecture	Presentation method
Differentiated learning technology - the organization of the educational process at various planned levels, taking into account the interests and abilities of students	Problematic lecture. Problem workshop. Lecture research. Lecture-provocation. Debate seminar. Seminar-debate. Seminar using the heuristic (Socratic) method. Lecture show (illustration)	Portfolio defense method. Method of projects. Small group report. Case method. Self-esteem. IDZ. CSR technology. Multilevel learning technology. Technology of complete assimilation of knowledge
Game technologies - a set of methods and techniques for organizing the pedagogical process in the form of specific game models	Lecture-situation. Lecture-provocation. Role-playing workshop. Seminar using a business game. Seminar using blitzigry. Seminar using debate	Role-playing (role play). Business game: educational (blitz game, mini-game), production, research. Organizational-activity game: organizational-mental, modeling, project. Simulation game. Debate. Game design
The technology of project-based teaching - a flexible model of the organization of the educational process in a vocational school, focused on the creative independence of the individual in the process of solving a problem with the obligatory presentation of the result	Consultation lecture. Lecture-show (illustration). Lecture-press conference. Lecture-interview. Problem workshop. Seminar Using Case Analysis Method	Solving a problem (production) situation. Solving situational (production) tasks. Presentation method. Demonstration method. Project protection method. Portfolio method
The technology of problem-based learning - the organization of the educational process, which involves the creation of problem situations and the organization of active independent activities of students to resolve them, as a result of which there is a creative mastery of knowledge, skills, skills and the development of thinking abilities	The technology of problem-based learning is the organization of the educational process, which involves the creation of problem situations and the organization of active independent activities of students to resolve them, as a result of which there is a creative mastery of knowledge, skills, skills and the development of thinking abilities	Brainstorm. Heuristic dialogue (heuristic conversation). Discussion. Educational research. Solving a problem (production) situation. Solving situational (production) tasks
Portfolio technology - search, accumulation, and systematization of information about the results of educational and cognitive activities of students in an "individual folder", which is used to demonstrate, analyze, and evaluate the results	Lecture using portfolio items. Lecture using the case method. Seminar using portfolio elements. Seminar using the case method	Portfolio protection method. Case method. Method of working with information databases. Portfolio protection mini-conferences. Portfolio exhibition
Technology of learning in cooperation - the organization of the educational process based on the principles of cooperation in temporary teams or small groups in order to obtain a high-quality educational result	Lecture-conversation. Lecture-dialogue ("lecture for two"). Lecture-interview. Lecture-discussion. Lecture-provocation (with planned errors). Contextual professional lecture. Seminar „round table"	Interview. Conversation. Discussion. Brainstorm. Small group report. The "saw" method. Pair work. Team training. Small group teaching
Contextual learning technology - a system of didactic forms, methods and means aimed at modeling the content of the future professional activity of a specialist	Lecture-show (illustration). Visual lecture. Lecture for two. Lecture-situation. Contextual scientific lecture. Context informational lecture. Lecture with a planned context of professional mistakes. Visual lecture. Seminar using the case method. Seminar-conversation	Analysis of specific (production) situations. Method of working with information databases. Business game. Case method. Information Modeling. Role playing. Group survey Discussion. Brainstorm
Interactive technologies - ways to enhance the activities of subjects in the process of interaction (learning in the process of communication)	Interactive technologies - ways to enhance the activities of subjects in the process of interaction (learning in the process of communication)	Brainstorm. Debate. Presentation method. Demonstration method. Work in pairs. Group work. Case method. Business game. Self-esteem. Study discussion. Aquarium
Distance learning	**Network technology -** the study of a course (academic discipline) through electronic teaching materials posted in the learning environment using a computer connected to the Internet. **CD-technology -** the study of a course (academic discipline) presented to the student in the form of an autonomous e-learning system and an electronic version of teaching materials on a CD-ROM. **Case technology -** the study of the course (academic discipline) presented to the student in the form of a printed educational and methodological complex	
Social educational technologies	Social engineering. Volunteering. PR technologies. Fundraising. Debate. Flash mob. "Brainstorm". Training. Technology of upbringing of a socially active person (public organizations, student council, student parliament, student center)	

5 Conclusion

The use of modern educational technologies in the educational process of the university opens up new opportunities in terms of implementing the principles of didactics (individualization and differentiation of teaching), activates the cognitive activity of students and their creative abilities, stimulates consciousness, creates conditions for the transition from teaching to self-education. Increasing the competence of teachers in the most effective use of information, communication and interactive technologies, in the creation and development of a universal educational sphere, stimulating the formation of a new culture of pedagogical thinking is the task of modern higher education [6].

However, it is not enough to proclaim the creation of an innovative educational complex at a university, it is not enough to create some conditions for the development and application of innovative educational technologies in the educational process - it is necessary that innovative behavior becomes not the 'lot of the elite', but mass practice in the teaching environment.

Innovative teaching technologies are built mainly in line with the personality-oriented approach and rely on the active cognitive position of the student (in line with the activity-based approach). An approximate generalized model of innovative learning provides:

- Active participation of the student in the learning process (and not passive assimilation of information);
- The ability to apply knowledge in real conditions (for example, during practice);
- Presentation of knowledge in various forms (and not only in text form);
- Approach to learning as a collective rather than individual activity;
- Emphasis on the learning process, and not on memorizing information.

The movement from "traditional" to "innovative" teaching technology is, in any case, a movement in the direction of changing (improving, strengthening, developing) certain characteristics of the traditional university educational process, i.e., towards unlocking its untapped potential.

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Primary Paper Section: A

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DIVERSIFICATION OF SOURCES OF FINANCING HIGHER EDUCATION: THE EXPERIENCE OF REFORM IN EUROPEAN COUNTRIES

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Abstract: The exacerbation of the shortage of financial resources in the current global challenges has necessitated increased efficiency in the financing of higher education institutions. Along with the increase in funding, diversification of sources and transformation of funding mechanisms for higher education systems have become topical issues. The study attempted to identify the internal structure of public funding for higher education in Europe concerning funding mechanisms. According to the results of clustering of European countries based on coverage of the population with higher education and public spending on higher education by one undergraduate, eight clusters were identified, four of which are unique and contain one country (Greece, Cyprus, Turkey, Luxembourg). Four other clusters cover countries with: incomplete public funding for higher education; state protectionism in the financing of higher education; specific forms of state funding for higher education; strategic state priority in financing higher education. The general patterns of financing higher education in European countries, the experience of expanding funding sources, efficient use of financial resources and granting autonomy to universities, which can be taken into account in the process of higher education reforms in countries with transformational economies.

Keywords: Europe, Funding, Funding mechanism, Funding sources, Higher education.

1 Introduction

The modern system of higher education is in the process of constant transformation. Funding for higher education in different countries is a priority area of the state and regional authorities. At the same time, the national features of higher education financing formed over many years in most countries under the influence of globalisation processes and financial and economic crises are undergoing significant reforms. These changes are mainly influenced by globalisation processes. The impetus for active reforms of the higher education system was the global financial crisis of 2008, after which there was a tendency to find ways to increase cost-effectiveness against the background of reduced budget expenditures on higher education. With the exacerbation of global challenges and constant changes in the financial situation in the world, the general approach to financing higher education institutions in developed economies is to increase spending efficiency and at the same time increase the level of independence (both in spending and managing own resources), as well as stimulating higher education institutions in the direction of developing their strategies for further development, making efforts to expand/diversify funding sources.

There are more than two hundred national higher education systems in the world, which indicates a significant variety of approaches to their funding. During the so-called Great Recession caused by the coronavirus pandemic, there has been stagnation or even a relative reduction in the share of public funding for higher education concerning total budget expenditures or national gross domestic product (GDP). This encourages governments and higher education institutions themselves to develop actively other channels of funding, alternative sources of funding. Therefore, the analysis of the development of the main forms of financing higher education in modern conditions in European countries is relevant, which is the direction of this article.

2 Literature Review

Scientific and practical principles of financing higher education in different countries are the subject of a significant amount of research. In particular, several publications are devoted to improving the mechanisms of financing higher education in conjunction with modern globalisation processes [3], [4], [17], [20], [21]. The experience of organising and financing higher education in some countries of the world is characterised in detail, for example, Australia [6], China [3, 5], Russia [30], the USA [19, 31, 36], etc. Attention is also paid to the peculiarities of the development of higher education and the patterns of its funding in different regions of the world. In particular, the mechanism of financing higher education in European countries is often the only object of study [7, 10].

Despite the close systems of value priorities, socio-cultural features, mostly a single economic space, national funding mechanisms for higher education in European countries are quite diverse. All the variety of mechanisms for budget funding of European higher education institutions is implemented as follows [1, 2, 10]:

- The amount of funding depends on the set of indicators achieved by the higher education institution (number of students, number of graduates, volume and results of research work, etc.) (most European countries);
- According to the funding formula, the budget of the higher education institution is agreed with the funding body (Great Britain, Germany, Spain, Malta, Estonia);
- The amount of funding is determined by the funding body as a result of cost estimates by higher education institutions for previous periods (Denmark, Iceland, Norway, Portugal);
- The amount of funding is determined on a contractual basis between the funding body and the higher education institution to achieve reasonable strategic goals (Austria, Belgium, Bulgaria, Greece, Denmark, Iceland, Romania, Slovakia, Finland, France, Czech Republic);
- The amount of funding is determined on a contractual basis between the funding body and the higher education institution, taking into account the need for specialists in relevant specialities (Bulgaria, Estonia, Latvia, Lithuania).

In general, with certain modifications to determine the amount of budget funding for higher education institutions in European countries [9], [10], [11], [18], [27] a budget is formed, which is agreed with the funding body using mechanisms: application, executive contract, justification of strategic goals or other conditions and relevant documents. Following the listed mechanisms, the volumes of budgetary financing of educational activity by the institution of higher education are formed. Research activities of higher education institutions are also funded by budget funding. In most European countries, special funds are created for this purpose, which allocates funds on a competitive basis.

Indirect financial support in the form of tax benefits (deductions, discounts, etc.) also plays an important role in supporting consumers of higher education services [13]. Socially responsible business is involved in the implementation of state and regional programs for the development of higher education at the regional level [23].

At the level of the Council of the EU, the European Commission and Pan-European events, recommendations are increasingly being made on the advisability of expanding funding for higher education based on the results achieved [12]. Increasingly, it is a question of ensuring the financial stability of universities, increasing the efficiency of their funding. Governments encourage activities aimed at generating income from universities through cooperation with business, concluding contracts for the provision of various services. In many countries, such additional income becomes significant in the revenue structure (about 10% of total university budget revenues).

The general patterns of higher education funding in different countries, the experience of expanding funding sources, their effective use and granting autonomy to universities show a wide diversification of funding sources and expanding financial autonomy of higher education institutions, which is an important factor in improving financial resources.

3 Materials and Methods

General and specific scientific methods based on a systematic approach were used in the research process. In particular, the method of generalisation was used to determine the general patterns of financing higher education in European countries. Initial data for statistical confirmation of the identified patterns of financing of higher education in Europe were obtained from official sources [26, 28, 32]. Cluster analysis was used to group European countries according to the peculiarities of higher education funding. Among the wide set of methods of cluster analysis, the method of finding trout concentrations was chosen as one that allows determining the "natural structure" of a group of objects with a small error in their large set [29, p. 5].

At the beginning of the method implementation of the rationing of the initial data was carried out. The initial data are formed by groups of indicators: the share of the population covered by higher education, % of the total population; the amount of public expenditure on the training of one undergraduate for higher education, UAH. Next, the Euclidean distances between objects are calculated and the corresponding matrix is formed. Then in several iterations, there is a search for condensations in hyperspheres based on the matrix of Euclidean distances. The sum of interclass distances between objects is used as a criterion for the quality of clustering.

4 Results

The coverage of the country's population with higher education may well depend not so much on the level of development of higher education, socio-cultural traditions and sources of its funding, but on the age structure of the population. Thus, in Europe, the share of the population covered by higher education in 2018 ranges from 0.93% (Malta) to 6.87% (Greece), with an average value of 3.72% of the total population (Table 1). The share of the population covered by higher education is mostly around 3% and national governments are making every effort to ensure that this share does not decrease. Existing exceptions are most often due to the age structure of the population (Malta, 0.93%) and its active involvement in educational tourism.

In general, there are several countries for which educational tourism is common and directly subsidised by the national government. Thus, higher education, given its impact on future economic growth and the importance of private sources of funding, is becoming one of the most profitable areas of the economy. At the same time, it should be borne in mind that the diversification of organisational forms of higher education, the spread of short educational programmes and lifelong learning programmes significantly affect the growth of the population involved in the higher education system.

Table 1: General quantitative characteristics of the development of higher education in Europe and its public funding

According to the countries	The amount of public spending on higher education		Coverage of the population with higher education		
	In general, million euros	% to GDP	Population, thousand people	Share of population covered by higher education,%	Number of students per research and teaching staff in European countries
Austria	5702,54	1,71	8822,27	3,79	13,8
Belgium	5869,08	1,45	11398,59	4,17	15,3
Bulgaria	374,04	0,81	7050,03	3,26	11,5
Greece	1198,05	0,62	10741,17	6,87	38,7
Denmark	6862,42	2,45	5781,19	4,60	15,6
Estonia	226,62	1,14	1319,13	3,28	12,8
Spain	10809,04	0,93	46658,45	3,33	12,3
Italy	12266,15	0,75	60483,97	3,07	20,3
Cyprus	241,81	1,16	864,24	4,74	22,0
Latvia	1114,09	0,69	1934,38	3,33	16,3
Lithuania	282,08	0,75	2808,90	4,12	14,4
Luxembourg	190,88	0,46	602,01	0,93	4,4
Malta	128,97	1,25	475,70	2,75	9,4
The Netherlands	11323,28	1,59	17181,08	4,94	14,6
Germany	36935,74	1,25	82792,35	3,54	12,0
Norway	7759,06	2,11	5295,62	5,13	9,4
The UK	31149,64	1,44	66273,58	3,13	15,4
Poland	5094,04	1,08	37976,69	3,82	13,8
Portugal	1497,55	0,80	10291,03	3,14	14,3
Romania	1223,58	0,72	19533,48	2,66	19,8
Serbia	422,33	1,16	7001,44	3,49	24,2
Slovakia	404,64	0,79	5443,12	2,48	11,4
Slovenia	397,03	0,95	2066,88	3,06	14,4
Turkey	42259,94	1,59	80810,53	5,81	25,1
Hungary	991,92	0,80	9778,37	2,69	11,5
Finland	3362,37	1,66	5513,13	5,00	15,3
France	27115,26	1,23	67026,22	3,05	16,2
Czech Rep.	635,01	0,70	10610,06	2,88	15,0
Sweden	7927,23	1,79	10120,24	3,81	10,1

The effectiveness of higher education systems depends on the effectiveness of the use of scientific and scientific-pedagogical staff, the intensity of their involvement in the educational process. As a rule, the number of students per teacher is correlated with the coverage of the population with higher education. Thus, in Cyprus, 4.74% of the population is covered by higher education and there are 22 higher education students per teacher, in Turkey – 5.81% and 25 students, respectively. However, the mathematically significant dependence "the number of people covered by higher education → the number of students per teacher" is not different. On average in Europe, there were 15.3 students per teacher. The workload per teacher is much lower in Luxembourg, slightly lower in Malta, Norway and Sweden.

Public funding of higher education in the vast majority of developed countries dominates over private [24]. For example, in the Netherlands, Germany, Finland, and Sweden, the state pays 100% of the cost of higher education, in New Zealand 96%, in Canada 89%, in the United Kingdom 88%, and so on. Among the sources of funding for higher education in European countries is dominated by public funding, the volume of which is constantly growing. In Europe, public funding for higher education per undergraduate in 2018 ranges from 1,624.25 euros/year (Greece) to 3,486.17 euros/year (Luxembourg).

The average state expenditure on training one higher education undergraduate in Europe in 2018 is 10,920 euros. However, both the indicators of higher education development in Europe and the amount of its funding are distributed quite unevenly. There are also some regularities regarding the distribution of public funding for higher education (in % of GDP) by European countries and the amount of such funding. Rather, the amount of funding depends on the volume of GDP production, the degree of wealth of the country. Thus, in Luxembourg 0.46% of GDP is spent on higher education, with a small population, higher education covers 0.93% of the population, the cost of providing education to one higher education student is the highest in Europe – 34086.16 euros/year.

The study attempted to identify the internal structure of public funding for higher education in Europe and its distribution. The clustering of European countries by the share of the population covered by higher education (% of the total population) and the amount of public expenditure on the training of one higher education student revealed a high level of heterogeneity in their dispersion (Table 2).

Table 2: Results of the cluster analysis of European countries on the coverage of the population with higher education and the amount of public funding of one undergraduate *

Cluster number	The composition of the cluster	Cluster centre	
		Share of the population covered by higher education,% of the total population	The volume of public expenditures for the training of one higher

			education undergraduate, euro/year
1	Greece	6,872	1624,25
2	Bulgaria, Estonia, Italy, Spain, Latvia, Lithuania, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Hungary, Czech Republic	3,175	3863,29
3	Austria, Belgium, Latvia, Sweden, Malta, Germany, the United Kingdom, France	3,395	13915,15
4	Cyprus	4,742	58907,71
5	Ireland, Iceland, the Netherlands, Finland	4,732	12563,44
6	Norway, Denmark, Switzerland	4,865	27192,26
7	Turkey	5,816	8998,17
8	Luxembourg	0,932	34086,16

The four European countries form four separate clusters: Greece, Cyprus, Turkey and Luxembourg. Of these, three (Greece, Cyprus, Turkey) have a higher secondary education enrolment than the average, and the cost of training one undergraduate with higher education is much lower than the average. Luxembourg forms the cluster in which the share of the population receiving higher education is the least significant (0.932% of the total population), but the cost of training one undergraduate at the expense of the budget is the highest. These four clusters are the exception rather than the rule in public funding of higher education.

The following patterns of state funding of higher education can be identified for the other clusters:

- Cluster 2 (Bulgaria, Estonia, Italy, Spain, Latvia, Lithuania, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Hungary, Czech Republic) – countries with higher education, lower than secondary and low public funding. The main share of this cluster is formed by the countries of the post-Soviet space, small population and catching up with economic development (the conditional name of the cluster is "incomplete state funding of higher education");
- Cluster 3 (Austria, Belgium, Latvia, Sweden, Malta, Germany, the United Kingdom, France) – developed countries where traditional higher education formats are largely state-funded. At the same time, the models of financing higher education are specific, and the share of the population covered by higher education is higher than the average (conditional name of the cluster “specific forms of state financing of higher education”);
- Cluster 5 (Ireland, Iceland, the Netherlands, Finland) – high level of higher education coverage and significant public funding for the education of one undergraduate (conditional name of the cluster "state protectionism in higher education funding");
- Cluster 6 (Norway, Denmark, Switzerland) – high level of higher education coverage and a very high level of funding for training of one higher education undergraduate (conditional name of the cluster "strategic state priority in higher education funding").

Private funding for higher education in European countries is also important (Table 3).

Table 3: Private financing of higher education expenditures in European countries, 2018 *

According to the countries	The amount of private expenditure on the training of one undergraduate for higher education, Euro	The ratio of private costs for the preparation of one undergraduate to the state,%
Austria	15951,29	93,57
Belgium	11066,10	89,66
Greece	1833,83	112,90
Denmark	14753,13	57,14
Estonia	5050,18	96,49
Ireland	8303,13	61,86
Iceland	8190,67	72,46
Spain	5991,43	86,02
Italy	5292,27	80,00
Latvia	17523,07	101,45
Lithuania	2277,49	93,33
Luxembourg	29640,15	86,96
The Netherlands	9229,16	69,18
Germany	10094,49	80,00
Norway	24370,77	85,31
The UK	5221,01	34,72
Poland	2924,99	83,33
Portugal	4051,81	87,50
Slovakia	2279,81	75,95
Slovenia	5942,04	94,74
Turkey	6791,08	75,47
Hungary	3295,10	87,50
Finland	10278,12	84,34
France	11842,85	89,43
Czech Republic	2671,61	128,57
Switzerland	22956,70	88,24
Sweden	14922,77	72,63

In the vast majority of European countries, private funding is as important as public funding or is close to public funding. On average, private financing of higher education expenditures by one undergraduate in 2018 in European countries is 84.03% of public expenditures, maximum – 128.57% of public expenditures (Switzerland), minimum – 34.72% of public expenditures (the United Kingdom).

5 Discussion

The amount of funding for higher education and the quantitative performance of higher education institutions directly depends on the organisation of the funding mechanism. In the work [22, p. 58] four basic European models of budgetary financing of higher education are distinguished:

- *Model A.* The main source of financial resources in this model is budget funds, which are transferred directly from the state to higher education institutions. The institution of higher education undertakes to train the necessary specialists at the established prices for educational services. This model minimises the state's expenditures on higher education, ensures its efficiency in terms of meeting social needs and reduces the costs of higher education. A similar model of financing higher education is used by England, Germany, France (cluster 3);
- *Model B.* The main source of funding for higher education is also budget funds, but higher education institutions receive funds on a competitive basis, and it is the higher education institutions that compete with each other, not its undergraduates. Competitive indicators do not concern the results of higher education institutions, but the purchase of educational services. This model is used by Sweden (cluster 3);
- *Model C.* The amount of funding for higher education is based on objective quantitative indicators of institutions: the number of students, the number of graduates, the number of defended dissertations, the number of publications, the quality of courses, etc. These indicators relate to the performance of higher education institutions. This model is used in the Netherlands (5th cluster) and Romania (2nd cluster);
- *Model D.* Budget funds for financing higher education are distributed through a system of certificates, which are distributed directly among entrants. The applicant submits his / her certificate to the higher education institution, if the tuition fee is higher than the value of the certificate, the applicant pays the additional tuition fee (Finland, 5th cluster). Mostly the costs of higher education are borne by the undergraduates.

Graphically, the relationship between models of financing higher education from the budget in European countries is reproduced in Figure 1.

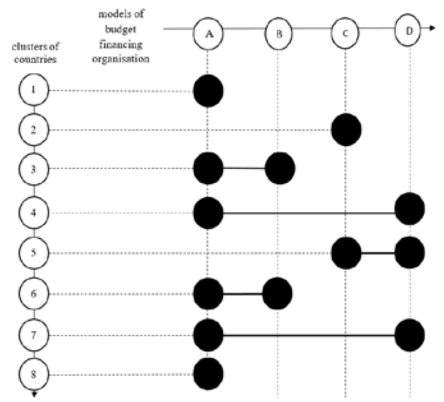

*Figure 1 – Relationship between models of budget financing of higher education in European countries and their cluster distribution **

Of course, the presented scheme reproduces the most common cases of the connection between the mechanism of budget financing of higher education in the country and its belonging to a particular cluster.

Each country has its characteristics in the implementation of the funding model. For example, Switzerland (cluster 6) uses the B funding model, but the source of funds is not only public financial resources, but also funds from local cantonal budgets, corporate funds, charitable funds, and so on. Moreover, Switzerland is currently reforming its system of financing higher education, gradually shifting it towards model A.

In Greece, model A is implemented with the diversification of funding sources, but budget funds for higher education are spent mainly through targeted programs (ISKED, ERASMUS, Leonardo da Vinci, Grundtvig) [5, p. 86-88], and programmes for higher education, lifelong learning, acquiring new competencies based on secondary education, etc. are widely presented. The funding mechanism provides a combination of funding for education from the budget for those students who have best passed the central exam [15, p. 37] and private funding, for those students who have passed the Öğrenci Seçme Sinavi – student selection exam. In Cyprus (cluster 4) there is also a combination of models A and D, but they are implemented differently. The vast majority of indigenous Cypriots receive funding for higher education costs from the state, while foreign students (and their number is quite significant) pay the cost of education themselves. Model A is being implemented in Luxembourg, and public funding accounts for more than 90% of all education expenditures [34, p. 64].

Diversification of funding sources for higher education institutions is a global trend in meeting their financial needs. In most countries of the world, higher education institutions have financial autonomy, which helps to attract additional financial resources to meet the needs of research, improve the quality of educational services.

The quality of higher education and its accessibility for the population of the country depends on the amount and mechanism of funding. According to the European Commission on Higher Education, the main source of financial resources for higher education institutions is public funds [14]. However, the availability of sufficient funds for higher education to finance higher education is one of the most important factors in its decision – to enter a higher education institution or not. According to the comparative report of the European network Eurydice "Tuition fees and support systems for students in higher education in Europe 2020/2021" the problem of creating a perfect mechanism for financing higher education exists in 38 countries and 43 higher education systems [8].

6 Conclusion

Current trends in the development of higher education involve diversifying the forms of its organisation and funding with the introduction of increasingly specialised educational programmes. Higher education has become an important factor in the development of national economies and an important factor ensuring their competitiveness. At the same time, the growing shortage of financial resources in the context of today's global challenges has led to the need to ensure the effectiveness of the functioning and financing of higher education systems, which has determined the transformation of their financial security. In the context of globalisation, the higher education systems of different countries are developing rapidly, governments of developed countries are actively supporting indirectly national education systems and individual universities in foreign markets, adopting special programmes to promote academic mobility, funding marketing activities and weakening or strengthening immigration policy.

The generalisation of the experience of European countries in the implementation of various financing mechanisms to improve the efficiency of budget use shows the use of various mechanisms of public funding of higher education allocated to higher education institutions and their active encouragement to attract financial resources for effective functioning and development. In general, the focus of funding mechanisms on the diversification of funding sources, the dependence of funding on the performance of higher education institutions and the ratio of educational programmes and labour market demands. Public and private spending on higher education in Europe is equivalent, but how it is used are national. The gradual increase in funding from various sources in all European countries does not lead to the unification of funding mechanisms and reduce their diversity.

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MODERN APPROACHES TO PEDAGOGICAL WORK WITH GIFTED CHILDREN IN PRIMARY EDUCATION: THE EXPERIENCE OF MODERN PEOPLE'S REPUBLIC OF CHINA

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Abstract: The issue of working with gifted children in China became one of the pedagogical problems in China only in the second half of the twentieth century under the influence of Soviet pedagogical science. Most of the time, only a child's success in education was considered to be an indicator of giftedness, and, as a result, the opportunity to enter a university, party organisation, army, etc., that is, social success. Giftedness as an independent category (without a component of social success) has not been considered by Chinese scholars. Today in China there is a clear system of selection and work with gifted children, which in its structure almost copies the Soviet or American one: the initiative in the development and demonstration of gifted children belongs to parents who take the child to clubs and extracurricular activities. achieving their first results and achievements. After that, the child enters the state system of work with gifted children, which involves either their development in specialised educational institutions (sports, music, choreography, technical and including boarding schools) or this process is under close supervision of the school (in the case of social, empathic and communicatively gifted children). Since both non-formal education and work with gifted children in the Western sense of these concepts are new realities for China, these aspects have not yet been reflected in the state system of teacher training. The article attempts to fill this gap.

Keywords: Education, Chinese society, Gifted children, Opportunities, Pedagogy.

1 Introduction

The system of training teachers in the country traditionally trains "universalists", whose knowledge and skills will be sufficient to work with any category of students, and narrow specialisation is acquired during the first year of work. It was found that the main and promising forms of training future teachers to work with gifted children in modern China are training in the workplace, training abroad, social practice in non-formal education institutions during the period of specialised pedagogical education, self-education and training of future teachers in international educational corporations working in the non-formal education sector, such as Cambridge, Maggie, TOEFL, ESL, etc.

Gifted children are always seen as a national heritage for the formation of the intellectual, sports, creative elite of any nation. Recently, the whole world was struck by the so-called "Chinese miracle", when in just a few years the country has moved from a "developing country" to a recognised world leader in a lot of key aspects: economic and overall intellectual development, sport and scientific achievements, education and culture, creativity, etc. In the last decade (stable since 2003), Chinese athletes have risen to the top of international competitions and Olympiads, and Chinese students have become winners and prizewinners of recognised scientific events, especially those related to the exact sciences. The country's leadership considers this to be the result of planned pedagogical work with gifted children and youth, which began in the country with the beginning of the Policy of Reforms and Openness (1984) and has provided China with sufficient human and human resources to reform and introduce high technologies in all areas of social and technical life of the country [4].

2 Materials and Methods

Focus on China's equality in agriculture, industry, technology and trade with the rest of the world, which was identified as a task for the development of the Chinese state at the First Plenum of the CPC Central Committee of the XII convocation (1982), has led to significant changes in methods and forms of pedagogical work in the country as a whole, as well as to the emergence of targeted pedagogical work with gifted students and youth as a special activity of Chinese teachers, which should go in two main directions: identification of gifted children (especially in rural areas) and development of special programmes to help gifted children and support their development [36].

Chinese culture, pedagogy, education, and public opinion have developed their concept of the "giftedness" of children, which largely defines the place of gifted children in modern Chinese society and the legal field. As for the Chinese education system, its main slogan in this aspect has long been: "there are no talentless and incapable, but there are those who make little effort." Therefore, curricula in the country were developed without taking into account the phenomena of "talent", "giftedness", "pedagogically neglected", "poorly educated", etc., and synonyms for the word "gifted" were "diligent" and "hardworking". [13] But today, both in the public consciousness and at the legislative level, there are qualitative changes for several reasons:

The Chinese community in its mass (especially in cities) has become more financially viable, and the economy - sustainable, which provides an opportunity for both society as a whole and the parents of each child to develop the humanitarian sphere;

The emergence of a large number of institutions and organisations that provide educational services have significantly intensified the education market in China and today provide many opportunities and forms of additional educational services and make the child more competitive in the labour market in the future;

The state and public order for a "highly cultured, educated, multifaceted person who can and is able not only to master the latest technologies in production and live in New China - the world's leading economy" [5] requires parents to prepare their children from an early age for such a mission, and the state contributes to this by providing opportunities in the sector of both formal and non-formal education, grants and quotas for training, specialised funding programmes at the national and local levels, the autonomy of educational institutions in choosing a specialisation and programme components, etc.;

Educational opportunities of the child (those that parents can afford) as a factor of pride and arrogance of their family, an indicator of the social status of the family is a vestige of the policy "1 family - 1 child", which was proclaimed by the Government in 1997 and makes the field of additional and non-formal education in China as one of the most profitable and dynamically developing in the country [7]. Attending by a child in the city on average 3 (and in rural areas - 2) institutions of additional education per week (clubs, sections, volunteer classes, additional classes in the municipality, community, formal education, etc.) is an indicator of good child care by parents and prospects of the child for further education in secondary and high school;

1. Increasing divorces, parents employment (unlike in Ukraine, the Chinese consider it normal to move to other provinces and regions of the country if they are offered better working conditions) and raising large numbers of children by grandparents' generation (social orphanhood, which is an unrecognised problem in Chinese society today, and seen only in the perspective of "a person must first realise himself/herself as a professional – and then as a person" [12]), who, incidentally, recognise that their level of education and development does not meet modern standards and requirements in the country, forces the older generation look for alternative ways of "making" their grandchildren" busy";
2. The use of the phrases "education for gifted children", "gifted child", "school for the talented", "Montessori/Gestalt pedagogy/Waldorf school/Confucianism/author's methods" and others are very popular in China today in non-formal

education (especially if foreigners are involved in the reproduction of the educational process) because it gives a sense of "special features of the child" to her parents and relatives. [1, 11, 15, 16].

3 Results and Discussion

According to a survey conducted by the Chinese research organisation of Ar Wei University (Second University of Foreign Languages, Beijing) among residents of Beijing, Shanghai, Guangzhou, Wuhan, Chang Shi, Xi'an, Chengdu and Harbin, half of the children aged 4 to 12 attend various clubs in their spare time, and families with children under the age of 12 spend an average of 2,000 yuan (about $ 300) a month on various sections for their children. Families living in big cities like Beijing or Shanghai spend even more (up to 5,000 yuan – about $ 700). Of all children who attend extra classes/clubs, 48.9% spend 1-2 hours a week on them, 33.8% – 3-5 hours a week, 7.3% – 6 hours or more. This is the time of the lessons themselves, not including the time spent on getting to the place.

The survey shows that there are many types of clubs that children attend: from the most popular, which today are a must-have (English – 63.9%; aesthetic orientation (drawing, music lessons, choreography (European and ballet), the study of traditional Chinese aesthetic and ethical norms) – 53.8%), physical culture and sports (Chinese dances, wushu, Chinese martial arts, European sports, Taijiquan breathing exercises – 41.7%) and more exotic (preparation for the International Mathematical Olympiad – 8, 4%, traditional Chinese carvings – 5.3%), as well as sections on swimming, development of logical thinking, writing, playing Chinese checkers Guo and many others [3].

It should be noted that today in China, the number of classes and extracurricular activities attended by primary school students is an indicator of the inconsistency of parents in their parental responsibilities. Chinese society believes that attending additional classes, clubs, sections, etc. is also "a sign of responsible attitude of parents to the child, their efforts to ensure a decent future, and the state – a highly qualified person, a specialist capable of advanced technology [22]." However, it should be noted that the child's achievements in non-formal education are not recognised or replaced in a formal one and are solely personal achievements of the child, as well as the implementation of the efforts of parents.

Researchers note that all parents whose children attend various clubs and sections in their free time can be divided into several main groups:

1. Advanced parents (37.7%) are those parents who believe that in the future society there will be a very high competition, and the more skills and abilities their child will have time to master, the more competitive they will be;
2. The second group of parents (23.9%) is more concerned about the social recognition and development of their children's talents. They believe that for a child's development it is necessary to attend creative classes, where the child, firstly, can be provided with qualified assistance in the development of talent, and secondly – attending the club in some way "legalises" the child's creative efforts in the eyes of parents, relatives and society;
3. The third group of parents includes those who seek to help their children develop talents in those areas in which they are interested. These parents define their child in those sections and clubs in which the child wants to be engaged. Unfortunately, according to the survey, this is the smallest group and is 4.1%;
4. The forth group includes parents who send their children to certain clubs only because the children of their neighbours/friends/colleagues attend them and they do not want their children to be worse (17, 3%);
5. The fifth group (6%) includes those parents who see in sections and clubs the opportunity to give their child the communication they lack in the family (especially for those families where there is 1 child and the parents themselves were also one child in their families). These parents believe that it is becoming increasingly difficult for children in China to communicate with each other because they are limited in their peer-to-peer topics, such as school or computer games. Therefore, many parents see a way out of the situation by attending clubs;
6. The sixth group (11%) includes parents who dream of seeing in their children those who they have not become, or, conversely, that children attend the same clubs as their parents did. These parents usually give their children to those clubs and sections that are of primary interest to them. Unfortunately, this practice of self-realisation through the child while levelling the interests of the latter is due to the social tradition of the Chinese (children should follow their parents) [28].

Chinese society has a dual position on gifted children: on the one hand, all parents want their child to be recognised as gifted and invest a lot of money in interest groups, extracurricular activities, children's clubs, etc., and on the other hand, unlike others, Chinese society does not consider it necessary to support state and education initiatives to enable gifted children to finish school early and enter higher education through the need for changes in legislation that should precede this initiative: early school leaving means starting working early and possibly retirement, additional benefits or restrictions due to the physical age of such an employee, other cases that must be provided by law and "inscribed" in it. In addition, Chinese society fears that children and adolescents themselves will not be psychologically and physically ready for the amount of information that this type of work with the gifted ones provides. Also uncertain is the issue of granting the status of "gifted" and "talented" child (criteria and competencies of the authorities), etc. Therefore, the possibility of early release for gifted children (leaping over a study year, externship and other forms) is very interesting for Chinese theorists and is actively developing in specialised pedagogical and methodological literature, but meets with harsh criticism in the media and society. This problem can be quite a challenge for Chinese society and legislation given the population of China and the number of children and young people who could potentially receive such status.

Today, the experts in scientific and social practice of PRC on gifted children in PRC are conducting their research in three main areas, which are defined in the "Strategic Plan for Reform and Development of National Education of China 2010-2020":

- Clear definition of the concept of "giftedness", harmonisation of the conceptual apparatus of the pedagogical and normative (legislative) field and making adjustments to the current legislation of the PRC at all levels;
- Creation, approbation and correction of a single system of measures for the search and selection of talented children and youth at the national and local levels;
- Creation of a system of practical pedagogical work with gifted children and youth [25].

As for the definition of "giftedness" in modern scientific and pedagogical thought of the PRC and approaches to this social reality, Chinese science has chosen the basic direction, which is related to the "g-factor (general) concept" or "theory of general giftedness". General giftedness determines the level of achievement in a wide range of activities. The concept of general giftedness largely intersects with the concept of intelligence. Thanks to the research of D. Guilford, P. Torrence, D. Bogoyavlenskaya, and others, the idea of 2 types of general talent has become entrenched in world scientific thought: intellectual (in a more specific sense – to the subjects of the exact cycle) and creative (to the subjects of the humanities). The high level of development of general abilities determines a wide range of activities in which the child can achieve great success [6]. It can be assumed that the theory of general talent, developed by S. Rubinstein, penetrated the PRC and the USSR in the mid-50s of the twentieth century, when Soviet specialists worked there, helping the Chinese to develop all spheres of life, pedagogy and other humanities, including. Due to the fact that the external manifestation and measure of a child's giftedness for the Chinese has always been a success in school (and later – the social success of man), the very provisions of this concept are most consistent with the Chinese perception of giftedness.

Today, the Chinese system of pedagogical work with children and youth is mostly based in its practice on the concept of general talent and its purpose is to select students who have a high g-factor, giving such students preferences about the place of study. Indirect dominance of this approach to the concept of giftedness in China is facilitated by the fact that formal education is the only form of educational service in the country that has social and legitimate significance, and excellent performance in all school subjects is not only an indicator of giftedness but also a guarantee for her to obtain the opportunity to enter a prestigious higher education institution (also public) and employment (preferably – in the civil service). The child's achievements (excluding art (music, graphics and drawing) and sports) are additional skills that do not have much social recognition (and, consequently, values) until the gifted person gains recognition at least regionally. The development of such additional abilities is also at the expense and initiative of parents.

It should be noted that today Chinese scientific thought has expanded the range of issues it considers in the aspect of working with gifted children: new approaches, models of practical work are being introduced, albeit slowly, but the concept of giftedness is being revised. For example, such practising educators as R. Li, R. Jie, Z. Rao, F. Zhao, L. Lu, and F. Liang in their publications introduce the concept of "communicative" or "social" talent into the Chinese scientific space to characterise people with high social responsibility, those who show high social activity (which has always been and is a priority of Chinese society), high organisational skills [17]. Communicatively gifted children are a special category of gifted children, as the processes of working with such children are systematic in the process of obtaining general education and do not involve the exclusion of communicatively gifted children from the children's team for further transfer to specialised institutions or classes. The Chinese education system is interested in the early detection and development of such children, as they are later considered to be the personnel reserve of the party and social movements of the country [33].

Also, close in its idea and one that organically complements the dominant concept of g-giftedness in Chinese theory and practice was the three-ring model of H. Renzulli, whose first analysis appeared in China in the late 90s twentieth century and was critically considered by Chinese experts in 2010 (it was recommended to introduce and study in Chinese universities and expand its provisions on practical measures for the selection and work with gifted children in the country [24]) due to the large number of Chinese young people studying abroad and also foreigners from among the professors who were invited to teach in the RPC. Appropriate and suitable for use in Chinese pedagogical practice were the provisions of the threefold model of giftedness Renzulli on the intersection of three human qualities: high ability, determination and creativity in defining the concept of giftedness, as it corresponds to the Chinese nation's notions of diligence and perseverance, under certain conditions, it is possible not only to compensate, but also to exceed innate talents (traditional Chinese concept of giftedness: we have no ungifted, but only those who do not make enough efforts) [18]. Also in use in Chinese practice was the "School Model of Enrichment" for the development of children's talents in school, which was proposed by Renzulli in 1978 as a summer camp programme, and then became part of the practice of working with gifted children and students of many countries around the world. The programme's position that "children with high abilities can only turn their abilities into talent when their environment encourages them" [20] naturally correlates with the provisions of China's approach to raising children and youth in a country where public education prevails, a centralised support system and motivating young people etc. [2]

Indirectly, the modern concept of giftedness in China also includes the provisions of the "Munich model" of K. Heller, at least on the typology of types of giftedness. She expanded the list of talents that have dominated Chinese pedagogy and psychology since the 1950s: scientific (sciences), creative (humanities and arts), and sports [21]. Following Heller, the modern concept of giftedness also recognises the following types of the giftedness of the child and students which need to be developed in the school, and, therefore, are socially recognised and in-demand:

- Intellectually gifted – their ability to sciences exceeds the average. This type of talent also includes children who show abilities and skills in computer science, programming, etc.;
- Humanitarianly gifted – school subjects of the humanitarian cycle and such creative directions, literature, journalism, journalism, rhyming, etc. In this area of talent (as opposed to artistic talent), it is welcome to mix styles and types of literary art that have traditionally been characteristic of certain eras, creative search and mixing of forms. However, the child's productivity (number of written works), age, social themes of works and reflection of purely Chinese socio-cultural values, especially in the genres of fantasy and poetry, are also recognized as a qualitative indicator of a child's talent. Another factor in a child's literary talent is the ability to write their works in Chinese and a foreign language (be almost a "translator" of their literary works, which are published in two languages and can promote Chinese themes in the world);
- Socially gifted – social giftedness covers a wide range of social relations at the level of "man – man", involves the innate ability to establish contacts, understand human behaviour, quickly and accurately express judgments about people, understand and predict other people's behaviour and build quality interpersonal relationships. Socially gifted people are characterised by a high level of intelligence, developed intuition, understanding of the feelings and needs of others, the ability to empathise, bright sense of humour that helps them get in touch with other people and like them [23]. Social giftedness is an integral part of leadership as a personal characteristic of a person, which is the subject of special attention of the system of pedagogical work with children in China today. The PRC uses the most modern methods of finding and developing socially gifted children, as it sees in them the potential that meets the social order of Chinese society and the party for socially active managers who will be able to lead the nation, make the socially balanced decisions. Socially gifted children are considered to be a personnel reserve of the party and public organisations, social movements of the country [34];
- Artistically gifted – drawing, graphics, visual arts, music. It should be noted that the development of this sphere of talent is based on imitative positions, not on the child's creative abilities: high quality of imitation of works of Chinese classics and established canons is appreciated and recognised (speed of fingering when performing musical works of famous Chinese and foreign composers, writing paintings in the manner of famous artists, etc.). Chinese scholars also include the ability to write beautiful hieroglyphs to this type of talent. On the one hand, hieroglyphics has always been considered as a form of traditional Chinese graphic art, and on the other hand, today Chinese educators note a decrease in the number of young people who can write "by hand" and who want to do so due to the dominance of typing on computers and mobile applications. Due to this tendency, hieroglyphic art and in general the ability of young people to perceive and use handwritten fonts of hieroglyphs are dying out [36];
- Psychomotor gifted – it is an analogue of sports talent. Physical development has always been valued in China, and sports (both foreign and purely Chinese) are the norm. Sports talent is determined by Chinese experts through the number and consistency of positive dynamics in achieving sports results. It should be noted that psychomotor gifted

children today also include those who have achievements and skills in dance and choreography. For dance-gifted children, the clear performance of dance movements while performing choreographic compositions is more valuable than one's creative vision of dance. Modern trends in dance art (hip-hop, twerk, Zumba, disco, etc.) are not considered dance art and important for the child's recognition of dance talent are his achievements in classical ballet, Chinese national dances (classical) or dances of minor nationalities of the PRC [27].

It should be noted that the traditional pedagogy for the PRC is an exclusive type of work with gifted children, which involves their upbringing and education in specialised educational institutions, mostly boarding schools (especially for the artistically and psychomotor gifted). However, socially gifted children study exclusively in secondary schools and general education institutions. The teaching staff has to select such socially gifted children and monitor their development in this regard. Usually, such children are appointed and recommended to student self-government bodies, to the positions of teacher's assistant, to class assets, to pioneer and party organisations, etc. [35].

The ideas of H. Renzulli and K. Heller today are the resources that organically complement the traditional for China concept of comprehensive human talent, which was formed under the influence of Soviet scientists in the 50s of the twentieth century. Also, in the active analysis in the scientific space of modern China, the following should be mentioned:

1. The concept of Alice Paul Torrance, the main idea of which is the position that successful children are not those who are well educated and not those who have a high IQ. These conditions may be present, but they are not the only conditions. Torrens' concept of giftedness has a triad: creative skills, creative abilities, and motivation. In Chinese scientific literature, creative motivation refers to a child's inner need to create and create beauty in combination with the material and social bonuses [26] provided by parents and the school (in the early stages, before the school is recognised as gifted in a particular field) and the state (later). Mostly considered in the perspective of working with creatively gifted children;
2. D. Feldhusen's concept of giftedness, which complements H. Renzulli's model with the concept of "I-concept" and self-esteem. It is similar to the Renzulli model, but has its characteristics: the category of general abilities includes creativity and its motivation of another type - the motivation to achieve. This concept is "close" to the Chinese in the perspective of the implementation of civic (social) education in the country and its position of self-esteem as a representative of the Chinese nation and country. As for the "motivation to achieve" the Chinese are traditionally focused on achieving results in any action, rather than the process of its passage;
3. "Multifactor model of giftedness" by F. Monks, who supplements the provisions of the theory of J. Renzulli with the main officials of the micro-environment (family, school, peers), as if they add to the recognition of that development of the giftedness of the child. This model is brought up to the so-called "dynamic" as if one looks at the giftedness not as a static, but as a dynamic characteristic, it is assumed that it is socially sharpened by this factor, which can be developed, so the lack of giftedness, I will put in the child. Being a social nation, the Chinese ceramicists (even in the historical process) gave more respect to the development and development of the nation as a whole, than to the processes, related to a particular personality, respecting whether a person is a product and a representative of society. It is understood that "skill forms that unique personality" [9] in the PRC is considered to be one of the fundamental ones, and the model is also given its place in the process of renewing the scientific concept of "giftedness" in the modern PRC [14].

As for the Chinese state system of pedagogical work with gifted children, its main forms in formal education can be summarised as follows:

- Higher education classes for gifted children;
- Boarding schools for gifted children;
- A system of competitions and tests for gifted children and young people.

It should be noted that the expansion of forms of work with gifted people in the country today is at the level of finding and selecting talented youth by activating the non-formal education sector: a large number of private schools, clubs, additional primary schools and extracurricular education institutions, sections etc. All the above forms of work with children in the non-formal education sector in the country are considered exclusively additional and cannot act as an alternative to formal education institutions in the country.

Concerning the sector of formal education, we can note the emergence of practices of author's methods, which are used to develop certain abilities of young students in primary and further school education. However, given the specifics of China as a state system and the dominance of the vertical system of organisation of the educational process, any author's methodology planned for use in Chinese schools must be approved by the Ministry of Education of China as a final instance. Before that, the method must be described, its effectiveness and expediency proved theoretically (usually in comparison with the methods which have been already used), to be discussed in the relevant departments and universities of the provincial level, and so on. After agreeing on the theoretical aspects of the new methodology, the author is provided with an experimental site from peer schools in different provinces (usually 7 to 15) and a 5-year trial period. If during this period the results of classes taught by the author's method tested are consistently higher than the results of classes studied by traditional methods (the criterion is the achievements of students in the state annual exams), the method is allowed for use and its study is introduced into the teacher training programme and teacher training programmes in getting a higher qualification [32]. Given such a complex process, China today uses a relatively small number of Chinese authoring techniques in the formal education sector. Foreign author's methods and pedagogical schemes are used exclusively in the non-formal education sector. Over the past 15 years, only 3 author's methods have been introduced into the active pedagogical practice of China [29]:

The Rhymed Literacy Method was first introduced by Liaoning Province Primary School Director Jiang Zhaocheng in 1986 and was recommended by the Higher Teacher Education Committee for use in public schools in China in 2017. This method improves China's traditional literacy method (direct learning) and allows a 6-7-year-old child to recognise more than 2,000 hieroglyphs in one year with the usual approach to the educational text. The effectiveness of this method has increased the quality of education fivefold compared to previous ones [10];

The Situation and Emotions Method, which has been tested in 10 schools in China for the past 20 years, has been recognised as one of the most effective methods for developing a child's potential in Chinese kindergartens and primary schools. This method of the score was proposed by the famous Chinese teacher Li Jilin and is based on the theory of suggestopedia of the Bulgarian researcher G. Lozanov. The method of situation and emotion is used in working with children in the process of learning languages and social sciences. It stimulates the feelings and emotions of students, activates their cognitive activity. The method of situation and emotions is aimed at cultivating feelings and emotions and thus has a beneficial effect on the child's consciousness, acts as a filter that rejects negative emotional factors and preserves positive ones. It also provides a positive emotionality to the child, promotes the training of creative thinking of students and fosters their adaptability [8];

The method of trial learning (trial-based learning method) was proposed by Qi Xuehua scholars and practitioners in 2000 at a conference at Zhejiang Pedagogical University and approved by the Higher Education Committee of the Ministry of Education of the People's Republic of China in 2016. It is often used in mathematics and training thinking from different fields of knowledge (mostly sciences and technical subjects). This method emphasises the importance of trying in the learning process because through trials and errors people learn about the world.

4 Conclusion

"Both educators and students should focus on the trial-based learning method to be able to learn so that fear of error does not lead to an important discovery not being made," said Li Minqiao [30], chairman of the Higher Education Committee. Trial learning differs from the acquisition of knowledge, skills, abilities by students in principles and approaches to the learning process itself (not obtaining knowledge from the teacher, but extracting it from their practice), which is also innovative for Chinese pedagogical practice [19].

It should be noted that the above-mentioned author's methods are not aimed exclusively at gifted students, but are recommended for use "for the development of creative and intellectual abilities of Chinese children and youth in general." [31] Solving the current problems of formal education in teaching children hieroglyphs, increasing their adaptability, forming a positive attitude to learning as an activity, etc., these authorial approaches significantly expand the tools of teachers in particular with gifted children.

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Primary Paper Section: A

Secondary Paper Section: AM

MANAGEMENT ORGANIZATION OF FINANCIAL-ECONOMIC SECURITY OF CORPORATE INTEGRATIVE DEVELOPMENT OF SERVICE ENTERPRISES

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Abstract: The article is devoted to the theoretical substantiation and development of methodological support for the organization of financial and economic security management of corporate integration development. The semantic analysis of the concepts of economic security and integration development is carried out. By correlating the results of such analysis with systematized factors of the start of the integration process, the content of the concept of corporate integration development is determined and the logic of economic security management of corporate integration development of service enterprises is substantiated. This justification is made using the methodology of system dynamics. The list and content of the stages of the organization of corporate integration development management are identified. The orientation of the stages to achieve complementarity of business processes of the participants of the integrated association of enterprises allowed developing a scheme of coordinated generation and using of integrated resources of corporate financial and economic security of enterprises in the service sector.

Keywords: Corporate security, Economic security resource, Enterprise development, Integrated business associations, Management organization.

1 Introduction

The development of the national economic system is impossible without creating appropriate conditions for the sustainable and safe operation of enterprises and other economic entities [18]. This raises a number of issues that need to be addressed in a coherent way and relate to different areas of research and knowledge. Ensuring the sustainable development of the enterprise usually requires it to accumulate significant potential, take advantage of market positions and gain an advantage in competition. For most companies, these conditions cannot be met on their own, so they join their own kind of integration or cooperation association [20].

The emergence of corporate integration associations (CIAs) solves some of these problems, although it leads to fundamentally new threats to economic security. Such threats apply both to the CIA as a whole and to individual participants involved in integration. Moreover, ensuring sufficient resilience and overcoming all threat factors will limit development processes, as overcoming all possible contradictions in the functioning of CIA (especially contradictions between current and desired operating conditions) will eliminate the start of development processes. Accordingly, there is a problem of creating such mechanisms of economic security management, which would be integrated with the management of CIA and promote their development. The solution to this problem is complicated by the existence of a fairly wide range of types of integration associations, each of which requires the development of its own principles of organization of development management and ensuring its economic security.

2 Materials and Methods

The solution of these problems correlates with the significant scientific achievements of leading economists. The main difficulty is, firstly, the lack of unanimity of scientists in defining both the concept of “economic security” and the concept of “integration development” and even “corporate integration association”. Secondly, the stated scientific problem involves the coordinated application of these concepts in the formation of the contours of economic security management of corporate integration development, which significantly expands the subject area of research [21]. At the same time, while a lot of research is devoted to the separate consideration of the components of this management process, their coordinated presentation in scientific papers is quite limited. Third, the study of economic security of the enterprise intersects with a number of threat factors that change their nature in relation to development processes and in the case of the beginning of the integration of enterprises [19]. In the case of such interaction, it is possible to strengthen the influence of individual threat factors, as well as to reduce the impact by increasing the potential for counteraction to it in an integrated association. It is also possible that specific threats will arise for the corporate integration association as a whole. In this regard, systematization of factors of start of integration processes, as each of such factors will be connected with own set of threats to economic security of development of CIA, presented in Table 1, is of particular importance.

Next, we note that the decision-making management of the enterprise to engage in integration and cooperation relations must be carried out taking into account their impact on the level of its economic security of operation and development. In this case, if we turn to the interpretation of economic security Kurkin [9] as “the degree of security of attracting all the necessary resources needed to create consumer values” [9, p. 127], it is possible to provide correlation in the context of the resources available to the enterprise parameters of the start of the integration process and the features of maintaining its economic security. Belkin [1] generally emphasizes the existence of a corporate resource of economic security, as “sources of objective and subjective conditions of operation, as well as means and opportunities for self-preservation” [1, p. 185]. Accordingly, the desire to join such a resource of economic security can be seen as a factor in starting the integration process.

Table 1: Systematization of factors of the integration process start

Generalized characteristics (semantic feature) of the start of the corporate integration process	Factors, incentives, and reasons for starting the integration process	Authors				
		O. Williamson [17, p/. 169-171]	Yu.B. Ivanov [6 p.. 50]	P. Gottschalk [4, p. 195]	Butyrkin 2, p. 3747]	I.Yu. Michurina [11, p.126-135]
Resources and competencies (resource management practices)	Unique raw materials purchased on the market and necessary for the work of CIA	+	+			
	Similarity in terms of resources	+	+	+		
	The complexity of reproduction and the value of the resource					
	Overcoming distortions in the distribution of factors of production					
Adjacency of goals and similar interests	The presence of compatibility of goals and intentions	+	+	+	+	
	Common interests and specificity of production stages					
	Convergence of expectations of different participants of CIA					
	Overcoming the “ticketless problem”					
Differences in experience and access to different knowledge	Availability of different knowledge and experience	+	+	+	+	
	Combining special knowledge					
	Development of social capital					
	Minimize the cost of acquiring information					

Availablity of shared commitments and expectations	The emergence of mutual obligations between the participants in the integration interaction	+	+	+		
	Expected duration of the relationship and frequency of joint operations					
	Neutralizing negative effects and increasing market power					

It is clear that the study of Kurkin [9] reveal only one aspect of the definition of economic security, especially when the issues of organization of economic security management of enterprises become increasingly more relevant. There is a fairly wide range of researchers, whose developments determine the content of the concept of economic security and determine the features of its management. Focusing on such developments, it is possible to identify the main areas of manifestation (contexts of consideration) of economic security, a generalized presentation of which is given in Table 2. One should note the shown compliance of the concepts of economic security given in Table 1 to generalized signs of the start of the integration process.

Table 2: The results of semantic analysis of the concept of “economic security”

Semantic feature of the integration factor from Table 1	The concept of awareness (a key aspect of interpretation) of economic security	Author					
		M.V. Kurkin [9]	D.V. Belkin [1]	I.P. Otenko [12]	S. V. Kavun [7]	Z.S. Varnaliy [16]	L.S. Shulzhenko [15]
Resources and competencies (resource management practices)	State of resources	+	+	+	+	+	
	Competitive advantages						
	Availability of a security resource						
	Potential for countering threats						
Adjacency of goals and similar interests	Protection / security	+	+	+	+	+	+
	Sustainability of activity						
	Process						
	Ability to achieve goals						
Differences in experience and knowledge	Reliability / capability	+	+	+	+		
	State of resources						
Availability of shared commitments and expectations	Measure of harmonization	+	+	+	+		
	Strategic interest						
	Ability to survive						
	Harmonization of interests						

Analyzing Table 2, let us note that, to some extent, such factors of the start of the integration process as “experience and knowledge” “fall out” of the existing concepts of interpretation of economic security. At the same time, in the knowledge economy, experience and knowledge represent one of the main types of resources. So, on the one hand, they can be combined with such a factor in starting the integration process as “resources and competencies”. On the other hand – the importance of this factor determines the relevance of its separate consideration.

We also note that unfortunately most of those presented in Table 2 researchers focus on separate consideration of enterprises. Accordingly, it is necessary to conduct research on the peculiarities of the organization of economic security management in the case of integration of enterprises. It should also be assumed that the content of each of those listed in Table 2 concepts will to some extent be subordinated to the variety and accepted form of integration interaction of enterprises.

The purpose of the article is to develop theoretical and methodological support for the organization of corporate integration development management by the criterion of compliance with the desired level of economic security of life of development actors.

3 Results and Discussion

The basis for achieving the goal of the article is the correlation of those specified in Table 1 factors of the start of the integration process and given in Table 2 concepts of defining economic security. Here we put forward the hypothesis that forming the contours of corporate integration development management should take into account all of the above mentioned in Table 2 concepts of identification of economic security of enterprises. Under this condition, within the management of corporate integration association, several decision-making centers will be allocated, each of which to some extent intersects with one of those presented in Table 2 concepts to determine the content of the concept of “economic security of the enterprise”. Acceptance of this hypothesis allows determining the following logic of corporate integration development management.

Development, within the research by Kuchin [8, p. 7-14], is interpreted as a set of purposeful and irreversible qualitative, quantitative, and structural changes in the economic system. Therefore, such changes should be carried out in compliance with a given level of economic security. At the same time, there should be an increase in the effect of the integration interaction of CIA participants. Since development also involves the transition between the individual stages of sustainable operation, according to Gvishiani [5], it is necessary to distinguish between the economic security of individual states of use of security resources (current state and the state arising from the expansion of interaction) and the economic security of transformational transitions. Graphic representation of this logic is given in Fig. 1.

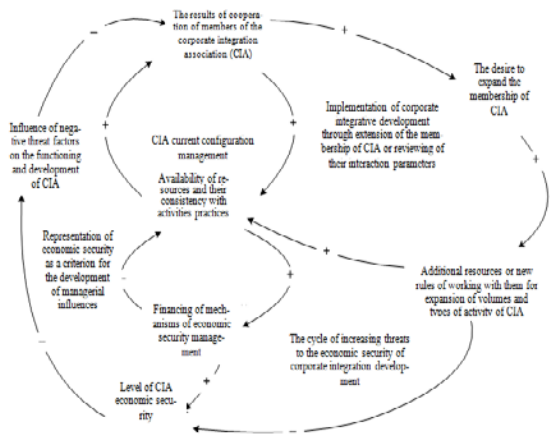

Figure 1 – The logic of economic security management of corporate integration development

Therefore, focusing on the presented in Fig. 1 visual representation of the logic of economic security management of corporate integration development, we propose the stages of organization of such management. At once we will pay attention at the fact that it is not impossible to consider stages of the organization of management of economic safety without reflection of their interrelation with stages of the organization of management directly to integration development and management of corporate integration formation as a whole. The basis for determining the composition of the stages of the organization of management will be presented in Table 3 generalized presentation of the list of such stages in the works of leading economists.

Let us note that the basis of the Table 3 stages are based on the statement of Raichenko [14] on the representation of the organization both as one of the functions of management, and as the definition of relations and elements of the management system, and as a process of establishing the structure of the management system and regulating relations between its elements. Another advantage of the proposed in Table 3 approach is that each of the aggregate stages of the organization of management presented in it is correlated with that specified in Table 2 concept of identification of the concept of economic security. Namely in the case of such a correlation, the imposition of the criterion of economic security on the processes of activity and management of KIO is realized, as it is declared in Figure 1.

Table 3: Generalized presentation of the stages of organization of enterprise management

Concepts of defining the concept of “economic security”, which correlate with a certain stage of management	The aggregation of stages of the organization of management of the enterprise offered	Characteristics of the stage in the existing research on the organization of management	Authors			
			vanov, Pilipenko [6, p 64-69]	Raichenko[14]	Latfulin [10]	Prigozhin [13]
1	2	3	4	5	6	7
Ability to survive, security	Defining the subject of management and the principles of its work	Justification of the specifics of the subject of management and the conditions of its work	+	+	+	
		Formulation of principles of development and implementation of managerial influences				
		Defining the rules of formation of objects and subjects of management	+			
State of resources, sustainability, process	Formation of architectural and hierarchical representation of the object of management	Defining dependencies for the combination of object and subject of management	+			
		Formation of hierarchy of divisions	+			
		Development of a model of the control object	+			
Ability to achieve goals, competitive advantages	Formalization of strategic goals and guidelines	Development of a system of goal setting (goal trees) of the subject of the object	+			
		Determining the logic of reconciling the interests of the company and all stakeholders	+			
		Coordination of goal setting with the functions and parameters of the control object	+			
Harmonization of interests, reliability, potential for countering threats, process	Coordination of levers and tools within a single control mechanism	Forming a management mechanism as a set of methods for developing and implementing managerial influence	+			
		Creating a system for implementing management functions	+	+		
		Development of tools, techniques and ways to achieve goals	+			
		Forming the order of organization of the management process in the form of sequences and feedback loops	+			
Measure of harmonization (optimization of the distribution of management functions), potential for countering threats (personnel component)	Organizational and institutional regulation of the enterprise management mechanism’ work	Development of relationships in the form of organizational management structure	+	+		
		Content filling and distribution (optimization of distribution) of managerial functions between divisions of the enterprise	+			
		Development of a management process model (regulation of managerial influence)				
		Regulation of the work of performers	+	+	+	
		Distribution of management functions by elements of the organizational structure of management				
Availability of security resources, strategic interest	Assessment of compliance with efficiency criteria and resource provision	Assessing the relevance of management influences and feedback to each other	+	+	+	
		Development of criteria for evaluating the effectiveness of the implementation of managerial influences				
		Construction of the control system of the control apparatus				

It is clear that both the management process and its organization will have some differences for corporate integrated associations. In turn, the processes of economic security management and development management will also have certain peculiarities. Therefore, focusing on those presented in Table 1 and Table 2 approaches to understanding the logic of economic security of integration development, as well as presented in Figure 1 approach to the organization of management of such security, we can determine the corresponding change in the content presented in Table 3 stages. Characteristics of such stages are given in Table 4. Thus, directly, the list presented in Table 4 stages is based on the specified in Table 3 their aggregate representation. Also, Table 4 reveals the content of the stages of management organization and presents the links between them in terms of elements of Figure 1.

Table 4: Characteristics of the stages of organization of security management of corporate integration development

Stage of management organization	Operational management organizations		Organization of development processes management	
	Organization of the management of the functioning of the corporate integration association	Organization of management of economic security of CIA functioning	Organization of corporate integration development management Organization of corporate integration development management	Organization of economic security management of corporate integration development
Defining the subject of management and the principles of its work	Determined by the type of association. It comes down to choosing one of the types of corporate center for [3]	Separation of CIAs responsible for economic security as part of the corporate center	Institutional structure of the corporate center and senior management of CIA participants	Regulation of certain security tasks for the institutionalized subject of integration development management
Formation of architectural and hierarchical representation of the object of management	Description of the business model, processes and institutional relationships and relationships of CIA participants using one of the standards of architectural description of systems	Description of the composition, parameters of use and distribution by participants of the CIA of the corporate resource of economic security	Development of a promising business model with the definition of new resources and practices for working with them, which should be involved in CIA	Description of the parameters of the formation of the corporate resource of economic security in the future. Estimation of its distribution according to perspective CIA architecture
Formalization of strategic goals and guidelines	Formation of a consolidated list of goals and principles of interaction	Assessment of the level of economic security by areas and consolidation of the	Assess the consistency of development goals and the level of their perception by individual members of the	Assessment of potential threats to economic security when changing the vector of CIA goals. Consideration of

	of the members of the integration association	list of threats to activities	association	goals in terms of security threats
Coordination of levers and tools within a single control mechanism	Formation of levers and management tools. Their distribution by KIO participants depending on the option of building a corporate center	Adding to the levers and tools those responsible for maintaining the desired level of economic security	Expansion of the indicators with indicators of control over the course of transformation processes accompanying development	Allocation of levers of influence on safety of transformation processes and their distribution (together with tools) among all participants of integrated integrity
Organizational and institutional regulation of the management mechanism	Formation of a matrix of organizational and functional projections. Distribution of management functions by levels of hierarchical construction of CIA	Imposition of safety criteria on management functions and distribution of safety requirements by levels of CIA formation	Determining the features of the implementation of management influences to ensure the transition of CIA to a new state of resource use	Institutional design and consolidation of the roles of CIA participants in mutual support of economic security of transformational development processes
Assessment of compliance with efficiency criteria and resource provision	Assessment of resource dependence of management processes. The share of costs for the management mechanism and the degree of efficiency of decision-making	Reliability of the management mechanism as a share of threat factors, the effect of which was determined and leveled for the CIA	The level of implementation of tasks for the development and implementation of the program of change. Adherence to the pace of organizational change	Assessing the ability of the corporate center and management of CIA participants to perform their assigned roles to support development security

The result of the passage of specified in Table 1 stages will result in ensuring complementarity of practices and business processes of the members of the corporate integration association. In this case, taking into account those specified in Table 2 features of each of these stages, will impose a criterion of economic security for each current and future practice of CIA participants with corporate resources, and for change the list or content of such practices. Namely in this case, it becomes possible to implement mechanisms to support the economic security of the operation and development of individual enterprises and their integration. The security of development is ensured through the formation of a resource of economic security in the future.

4 Conclusion

Thus, the article presents a theoretical justification and developed methodological support for the organization of economic security management of corporate integration development. Proof of developments is based on the semantic analysis of the concepts of “economic security”, “integration development”, and “management organization”. Correlation of the results of such analysis allowed formulating a list of stages of the organization of economic security management of the corporate integration process and determining the logic of each of the proposed stages. The peculiarity of the development is to take into account the criteria of economic security in the implementation of each of the stages of management. The reflection of the specifics of the implementation of the stages is differentiated for the processes of functioning and development. The logic of imposing the criterion of economic security on the process of development management is reflected using the methodology of system dynamics and the application of resource-competence approach to strategic management of the enterprise.

However, it is necessary to conduct further research in such areas as: identification of the features of the implementation of the declared in Table 2 management functions with a detailed consideration of the features of the implementation of each of the functions in the development of the corporate integration association; expansion and development of an approach to the quantitative calculation of criteria for the effectiveness of the organization and conduct of management activities; determining the features of the application of certain tools for the implementation of managerial influence in terms of types of corporate integration. All this determines the prospects for further development of the authors’ research.

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THE USE OF THE TERM “PATTERN” IN MUSICAL CULTUROLOGY

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Abstract: The study of patterns of socio-cultural level on the material of musical creativity, which in both Ukrainian areas of the interwar period played a significant role in influencing individual consciousness and served as manifestations of national consciousness and worldview, allowed comparing different layers of socio-cultural life and detail the idea of the processes of that time – consolidating and confronting, local and national. The purpose of this research is to understand the reasons for the introduction of ideological patterns in Ukrainian music of the interwar period and an attempt to adapt the term “pattern” in the field of cultural studies of a particular artistic situation based on different research profiles. In addition to such fundamental principles, it was necessary to rely on an interdisciplinary approach. As a result, historical-stylistic, systematic, genre-stylistic, semantic, comparative, and executive methods are involved in the arsenal of this research. In the historiographical approach, synchronistic analysis proved to be valuable, which allowed comparing unrelated opuses and concepts of different areas as part of the supranational cultural and historical integrity. The following conclusions follow from this investigation: neither ideological patterns nor any others can be reduced to genres or correlate in scale with the factors that influence the development of a particular trend, in particular – genre and style. Identifying patterns in this area is based on comparing options for their embodiment in specific images in different genres and styles. Significant prospects for the systematization of information flow to study the realities of musical culture are revealed.

Keywords: Myth-making, Mythology, Pattern, Traditions, Ukrainian culture.

1 Introduction

The study of cultural and artistic processes and phenomena that have common mental sources, but flow or exist in different state and social conditions, for some time already belongs to the problems of different areas of culturology, sociology, art history of post-socialist countries. More recently, some of them have been united by the term “pattern” borrowed from English-language literature. An illustrative argument for the recent nature of this borrowing is that in some cases the term “pattern” is avoided when translating from foreign sources. For example, even the title of Mircea Eliade's work “Patterns in Comparative Religion” (1958) is translated as “Essays on Comparative Religion”. At the same time, the change is preserved in the translation of the author's preface: “This, and this only, is what I mean by calling this book “Patterns in Comparative Religion”; what I intend is to introduce my readers to the labyrinthine complexity of religious data, their basic patterns, and the variety of cultures they reflect [7]. The translator in this to some extent changes the meaning of what is said (in the language of the published translation): “In this, and only in this sense, this book can bear the name of the “Treatise on the History of Religions” in that, we want to say, the extent to which it introduces the reader into the complex interweaving of religious facts, acquaints him with the underlying fundamental structures and with a variety of cultural circles to which they belong” [14, p. 8].

2 Materials and Methods

In the approach to understanding the action of patterns in specific cultural and historical conditions, the authors of the article have studied a significant array of scientific papers.

First of all, we are talking about the possibility of considering patterns in the chosen problem-thematic area (it was not yet fully established in musicological culturology terminological borrowing), for that the theoretical foundation of the article is formed from works in which relevant views were expressed. The works such as A. Kravchenko's “Pattern” (2000), “A. Kroeber and K. Kluckhon: Pattern Theory in Culture” by S. Lurie (2005), “The Concept of Pattern in De Bono” by V. Kolesnik (2006), “Analysis of the Categories *Pattern* and *Metapattern*” by D. Yevzrezov, B. Mayer (2006), “Definition of the pattern in the aspect of folklore” by I. Hryshchenko (2011), “Pattern as an object of study of cultural anthropology” (2017) by T. Zaidal. Some scholars, such as I. Leonov “Evolution of the term “pattern” in culturological knowledge: from concept to scientific category” (2011), “Thematic pattern of cultural and historical reality of transition” (2012), “Patterns of cultural and historical Process: Paradigmatic Thematic Analysis” (2010), “Worlds of Macrohistory: Ideas, Patterns, Gestalts” (2013) and G. Suchkova (“Pragmatic Aspects of Speech Interaction. Patterns of Communication”) (2008), “Patterns of Consolation in the System Social Variants of Language” (2009), “Pattern of Communication as a Type of Emotional Communication” (2010), devoted a series of articles and monographs to this problem. Within this discussion, purely cultural perspectives matured. These are, for example, the methodological considerations “Idea as a pattern: to the question of approaches to the study of culture” by L. Pendiuryna (2008) [4] and “Artistic pattern as one of the main categories of culturology” by S. Matiazh (2011) [4], and also the use of classical theses to study the sacred symbolic and semantic planes of world culture (“The concept of the celestial pattern of M. Eliade and his interpretation of ideas about death and the afterlife” by Mikhelson (2003) [5].

3 Results

Various scholars, turning to the study of patterns in the legacy of their predecessors, opened important methodological and theoretical perspectives. For example, D. Testov in the article “The concept of pattern (pattern) and communicative foundations of Bateson's anthropology” (2016) in the context of communication theory departs from the interpretation of the pattern in the sense of redundancy, and instead reinforces it as meaning as a synonymous with sense. As a result, the scientist points to the improvement of the principles of anthropological observation and description, the development of differentiation patterns of cultural systems, their recognition and construction.

The direction of such research is largely due to the importance given to the term itself from a fairly wide range - structure, scheme, template, sample; shape, model; diagram; nature, practice, etc., which are applied according to the context in different scientific fields. Such diversity, on the one hand, encourages the identification of clear correspondences of the term in the scope of factual material. On the other hand, it draws attention to itself in terms of typological logic in relation to the scope. Therefore, the proposed article is primarily aimed at identifying in the scientific literature in general (and culturological in particular) classifications of patterns closest to the author's concept of interpretation. On this basis, it seems important to clarify the directions of understanding the patterns in the previously outlined theoretical basis necessary for the methodological development of the study of the manifestations of patterns in the cultural and artistic sphere of society’ functioning.

The dynamics of the formation of modern interpretations of the term in this area is almost extremely analyzed in the work of Fritjof Capra “The Web of Life” (“Web of Life. A New Scientific Understanding of Living Systems”, 1997). It traces the prehistory of the modern vision of the “pattern” from ancient times. Naturally, the scientist's attention was focused on those powerful impulses to develop the theory of patterns in various fields, which were carried out in the last century. Thus, biologist Ross Harrison made a fundamental and promising step: he combined the concept (form) and the relationship “as two important aspects of the organization” in the concept of the pattern as a configuration of ordered relationships” [3, p. 27]. On this basis, it was stated that the patterns “are not the probabilities of objects, but the probabilities of relationships” [3, p. 30], and is what gives matter form.

The concept of pattern has received significant development in the field of Gestalt psychology. Representatives of this science argued that “living organisms” perceive things not as isolated elements, but as integrated perceptual patterns – significant organized wholes that reveal properties that are missing in their parts" [3, pp. 31-32]. It is significant that as the analogy of such an action, scientists in this field considered the musical theme, because when it was performed in different tones, the loss of its essential features did not occur. It is noticeable that the patterns are used as standard patterns in such a musical style as minimalism. The technique of composition in it is to manipulate the simplest pitch and rhythmic cells (actually patterns) with slight differences in them. Examples of "working with patterns" as constructive elements of the musical space are present in the works of T. Rile ("In C"), S. Reich ("Piano phase"), J. Adams ("Shaker loops" and "Harmonium"), A. Piart (Fratres, 1977), and other composers. In Ukrainian musicology, a review of the development of this technique in world art, the principles of composition and basic literature are covered in the article by O. Sierova "Minimalism and the Ukrainian musical space". In addition to minimalism, in the field of music, the pattern is considered to belong to the compositional strategies of the electronic industry, which means a programmed set of consistent sounds of different parts. Thus, in tracker music, this term refers to a table that defines the order and mode of playback with a certain range of samples on several channels.

Shortly afterwards, one of leading cyberneticists Norbert Wiener took a step from understanding patterns as "connections and controls inherent in animals and machines to the general idea of the pattern as a key characteristic of life" [3, p. 53].

In all fields, the term is somehow related to certain "repetitive elements" with a wide range of applications – from repetitive patterns or graphic patterns (such as arabesques or sea bass, which as genres have a long history in the art of music) to an effective way of solutions and designing computer programs. There are also more specialized interpretations, such as stereotypical behavioral responses or sequences of actions or combinations of sensory stimuli within objects of the same class in psychology. Some scholars consider its meaning even more eloquent than the concept of "model". Others, in this kind of "scheme-image", reveal the effect of a certain mediating idea or sensory concept, "through which in the mode of simultaneous perception and thinking, patterns are manifested as they exist in nature and society" [15, p. 56]. Therefore, the statement in the field of cognitive psychology that each of the organs of perception (feelings) perceives patterns in accordance with its characteristics, is logically transferred to the perception of different patterns by different societies or groups.

Interesting one and provocative to updating the interpretation of the pattern is, again, the interpretation of Fritjof Capra, expressed in the book "The Tao of Physics": "In the process of collision, the energy of two particles is redistributed and forms a new pattern, and if the kinetic energy of the collision is large enough, the new pattern may include additional particles that were not in the original particles" [2, p. 46]. The scientist also uses the concept of "cyclic patterns" as a subclass that operates not only on the basis of regularity, but also patterns of renewal or growth of properties. The validity of the transfer of the properties of a mathematical phenomenon in the sphere of culture is proved by the statement of Capra that "throughout the pattern the distance between adjacent ridges of the oscillation wave is not the same" [2, p. 90]. Thus, renewal can occur with a certain difference in time intervals, and, therefore, he believes it possible to consider the "package of waves" not only as "patterns in space" but also "oscillating pattern in time" [2, p. 91].

Moreover, he provides an example from such a fundamental philosophical and mystical source as the Book of Changes. In this case, it is about hexagrams – "cosmic archetypes that represent the patterns of the Tao in nature and human life. Each was given its own name and was accompanied by a short text called the "Decision", which stated how to act in accordance with the space pattern in this case. Later, each hexagram was provided with another short text, in which the meaning of the scheme was revealed in several, exclusively poetic lines. The third text explains the meaning of each line, using language that is extremely rich in mythological images, which are sometimes difficult to understand" [2, p. 64]. This example not only confirms the above-mentioned principle of renewal, but also the huge range of manifestations and actions of patterns in the surrounding world. After all, scholars' understanding of one of the truths is in Yi Jing – "(Natural) laws are not external forces in things; they embody the harmony of movement inherent in things themselves" [2, p. 130] – so far it can be hypothetically applied to the laws of action of patterns in culture. Moreover, the scientist states: "In order to understand the phenomenon of self-organization, you must first understand the importance of the pattern. The idea of a pattern of organization – characteristic of a particular system of relationship configuration – has become the object of cybernetic systems thinking and has remained a central concept ever since. From a systemic point of view, the understanding of life begins with the understanding of the pattern" [2, p. 77].

The considerations of the eminent philosopher, culturologist and one of the main scientific authorities in the field of the study of the sacred – Mircea Eliade – unfolded in the same direction. He insisted that patterns of thinking (ideograms, mythograms, natural or moral laws, etc.) are evidence of hierophany in human life [7, p. 31]. Eliade also used the terms "archetype", "prototype", "motive", "transcendental model", and others to denote patterns.

Consequently, patterns are given not only an organizing function in socio-cultural and determinative – in individual life: they are the embodiment of ideological and worldview regulations. Significant influence on the development of the theory of patterns in culturology was made by the works of J. Lotman, who came close to the development of problems of culture as a kind of program of social and individual behavior. In particular, in the article "Symbol in the system of culture" a prominent scientist first pointed to the presence of structural position in each semiotic system, without which it is not complete, because some essential functions are not implemented [13, p. 191].

At the same time, he believed that directly linking these positions (or mechanisms) to the concept of "symbol" was impractical. The symbol must be distinguished from reminiscence or quotation, because in them the "external" plan of content-expression is not independent, but is a kind of sign-index, which "indicates a broader text to which it is metonymically related" [13, C 191]. These causal relationships, which go beyond linearity and the mechanisms for regulating them with sufficient adequacy, are applied to the modern understanding of the pattern. For example, the ideas of the scientist can be felt in the following statement of M. Chernysh: "…It would be fair to talk about the presence of many signs and symbols in the depths of any culture. …From them it is possible to allocate those which express its feature and uniqueness. Therefore, by the sign-symbolic code of a certain culture we will understand not all its sign and symbolic forms, but those that adequately represent its cultural invariant and directly correlate with its core value" [4].

It should be noted that such representatives are namely patterns. However, it is necessary to point out another feature that is related to the understanding of the symbol and the pattern. This is "the ability to preserve in a condensed form only extensive and significant texts" [13, p. 192], which J. Lotman identifies with symbols. At the same time, the same work points to the cardinal difference between them: "a symbol never belongs to any one synchronous slice of culture – it always permeates this slice vertically, coming from the past and going into the future.

The memory of a symbol is always older than the memory of its non-symbolic textual environment" [13, p. 192]. Therefore, the identification of symbols and patterns, as well as understanding their functions in each case and in systemic perception is a conceptual issue in the study of the outlined issues: "If we can understand culture, we can understand why everything is done, how everything is understood" [17, p. 27].

4 Discussion

In many recent studies and characteristics of cultures, there are terms that are used in a synonymous series of this concept. In particular, O. Ivanov in the work "Cultural space as a space of patterns of behavior and thinking", to the main definitions of culture includes "patterns, models, accepted, approved and disapproved ways of behavior" [9, p. 21]. Given that the other two types capture "knowledge, skills, beliefs, customs, ideals, values, everything that helps people organize, order their lives and social relations", as well as "a system of socially significant activities and their products" [9, p. 21], he put forward an interesting interpretation of cultural space in the presence of patterns. This scholar believes that in the most general form, cultural space as an "ensemble of social positions" is formed of five layers. In addition to the "social positions" themselves, these strata form the corresponding patterns of activity and patterns of behavior and thinking, material and spiritual products of realized patterns [9, p. 22]. On the same basis, the patterns of use of cultural values are singled out [9, p. 23] and the understanding of one of the main tasks in the analysis of cultural spaces is proposed – "to study its fullness with certain components, establish their quantity and quality, the dominance of one over the other…, the real and potential connections between them" [9, p. 23].

Multiple semantic interpretations of patterns were discovered in the first landmark work in the development of the theory of this problem area – "Patterns of Culture" (1959) by American anthropologist and culturologist Ruth Benedict. In it, the "pattern" is identified with the "model" and is important properties of the main core of culture, the key to understanding its morphology and ethos. This quality is defined as a common, unifying cultural theme. According to the scientist, this determines the configuration and ratio of elements of any culture and even their content and differences with other cultures: "Every human society has once made such a selection of its cultural guidelines. Every culture from the point of view of others ignores the fundamental and develops the insignificant. One culture has a hard time grasping the value of money, while for another it is the basis of daily behavior. In one society, technology is incredibly weak, even in vital areas, in another, just as "primitive", technological advances are complex and subtly tailored to specific situations. One builds a huge cultural superstructure of youth, the other – death, the third – the afterlife" [1, p. 36-37]. But at the same time understanding the specifics of a particular pattern, which integrates different elements and, therefore, each time a new content is formed, the scientist thought possible only in the holistic context of culture itself, given its "psychological" integrity through distancing. Psychological (mental) basis led to the similarity of the pattern of personality' development.

Preliminarily, we can assume that this property will be productive in the study of established forms of musical genres in a certain chronological period: because in such a way of life, which affects the external forms of behavior, not only aesthetic but even hidden ethical priorities of social groups and individuals in specific cultural, national, etc. conditions reveal. That is, genres and their stylistics may be important markers for cultural studies. Also in this context, it is worth mentioning the assumptions of Capra about the differences in the waves of patterns, but with the confirmatory statement of Svetlana Lurie Svitlany Lurie: "National character research was a review of the relationship between culturally defined values and patterns of behavior. However, the study of the frequency with which certain values or pattern-determined algorithms of behavior manifest themselves in culture remains the task of determining the frequency with which some personality models may manifest among members of culture. To define the national character as the sum of the studied cultural patterns of behavior, it is necessary to link culture with the character" [14, p. 262].

The influence of the concept of R. Benedict was manifested in the fact that he proposed a way to study different cultures on the basis of determining the principle of their organization, as well as identifying the defining goal for its patterns. At the same time, under the influence of psychological theories based on the identified features, Benedict distinguished cultural types of two regions, which she studied, as Apollonian (moderation, limiting emotional expression and violence) and Dionysian (going beyond the ordinary). The scientist believed that culture completely determines the components identified with it [1, p. 47].

Another representative of American anthropology, Alfred Kroeber in Configurations of Culture Growth (1944), continued to develop the idea of the pattern as an internal model of culture. But he emphasized that the same pattern may have different meanings, but not change, while only being filled with different material [10, p. 298]. This indicated the lack of complete fusion of content and form, and, therefore, the possibility of exchanging fragments of the model itself. It is important that such an understanding is fundamentally related to the understanding of the genre in music as a "stable type of musical structure that has a certain, historically formed specific content" [11, p. 74]. Moreover, among the main interpretations of the musical genre, there is a wording using the term "model": "ideal abstract and typological model or invariant, regarding which certain groups of works can be compared and determined" [11, p. 74]. Such a model or pattern "is an abstract scheme developed by cross-classification on the basis of many samples, similar aesthetic, constructive, communicative, other functions and linguistic and expressive features (image, composition and style)" [11, p. 74], and, therefore, it really reveals the process of filling the model with different material.

Thus, in the philosophical, culturological, art, and other scientific literature of the humanities, there are a significant number of types of patterns (only in one source – the article "Social Systems" by Parsons – patterns of action, citizenship, law, moral duty, information and values are named). The concept of methodological patterns as basic theoretical and methodological ideas was formulated [16, p. 195] – "the most significant conceptual models", which are "expressed by one structural methodological idea, that can permeate many separate scientific studies, scientific schools, theories… One theory can combine two or more patterns" [16, p. 195]. This is due to the spheres of their functioning as certain value systems in public life and culture, as well as socio-cultural activities of the individual. According to Leontiev's systematization, value is manifested in the unity of three forms that constantly flow into each other: "strictly speaking, namely the transformation of value from one form to another is the way of its existence". Values are social ideals (interpreted as the original form of values; "concentrated manifestation of collective experience… in the form of an ideal, i.e., the idea of perfection"). The following hierarchical links are objectively embodied values and personal values, because "objective embodiment takes place through the activities of people…, in the structure of personality motivation" of which they function [12].

Ideological aspects in these systems determine the hierarchy of sacred values (including ethical, ethnic, socio-cultural, artistic), which determine the positioning of patterns.

Bypassing the differentiation of the term according to the subject of study, we highlight some judgments that are expected to be used in cultural, sociological, and artistic interpretations of certain processes and periods. In particular, it is worth paying attention to the pattern as a concept of revealing one or another side of the essence of a phenomenon, trend, cultural situation, as well as – as an option for interpretation – its basic idea. Such ideas still do not affect the mechanisms of functioning and dynamics of development (including the transfer of ideas and practices from one environment to another) of such ideas. In the case of transferring significant for the study of social trends socio-philosophical basis for artistic expression, it is advisable to offer not so much socio-philosophical but rather ethical and aesthetic-artistic understanding of the pattern.

The above-mentioned ethical component is due to the value basis of the functioning of the same pattern in different socio-cultural conditions, its manifestations in the form of images-symbols, artifacts, motivated actions of individuals, because "people's actions are combined in certain patterns, as well as social groups" [8, p. 41]. Relying on the quoted statement of Melville J. Herskovits and his conclusion that "the pattern of civilization includes just those elements that distinguish this civilization from others" [8, p. 41] leads to an understanding of the following. A significant number of patterns are specific to certain cultures, and hence socio-mental areas, and, therefore, should be reproduced with varying degrees of brightness in the cultural and artistic heritage of their representatives. Traits that are unacceptable for the content of such "mental" patterns, although present in similar models of another range, are either assimilated to the stage of complete absorption, or are subject to rejection as alien [8, p. 41]. In turn, this led to the introduction by the American sociologist, leader of the school of structural functionalism Talkott Parsons, the concept of "pattern support system" (work "Action, Situation and Normative Pattern", 1939).

Pattern in this theory is understood as social action and is identified with the institutional model that supports the systemic whole. It was implied that such a system is built around the institutionalization of cultural value patterns, and they themselves acquire the status of moral. At the same time, such moral value patterns "do not exhaust all the relevance of moral values for action… and at a higher level of generalization are in harmony with religion, science, and art within the cultural system" [16, p. 49]. It is important to alienate religion as a cultural phenomenon from the pattern support system and instead the activity of churches and profane movements in it [16, p. 61].

In turn, this again creates certain values, on the one hand, closing the circle of social relations at the same general level, on the other hand – extends to various subsystems and values of the individual.

5 Conclusion

Patterns of behavior and thinking are especially important for the reconstructive modeling of cultural and artistic space – "a special object of scientific research and one of the key components of culture and cultural space. They can be typologized on various grounds ...Functional patterns of behavior and thinking contribute to the preservation of cultural heritage, maintain social order, continuity in social development" [1, p. 23]. Therefore, the key factors in their separation include certain values – such as traditions, symbols, sacred images, thematic plans, and more. It is natural to assume that in the information space, through patterns the influence on personal and collective consciousness is exercised, solidarity or destructive tendencies in culture and society are modeled. Other patterns should play the role of "invariant foundations of system stability" [9, p. 39]. Thus, patterns can be classified, described, and studied in different ways, but the most general differentiation into cognitive and artistic is obvious, and the vision of the latter is related to understanding the concept as a "symbol in art", but not identical to it.

Therefore, for all the diversity in the spheres of human activity, patterns have common features. Under natural conditions, patterns (for example, spirals, waves, meanders, etc.) are not subject to 100% copying and at the same time often show fractality, i.e., fragmentation and refraction. The concept of "fractal" was introduced into scientific usage by mathematician Benoit Mandelbrot (1970s). He found that fractals are certain formations that have self-similarity properties and consist of parts that are in some sense similar to the whole. At the same time and in the following decade fractals were used in algorithmic compositions. The development of this method has led to the creation of fractal compositions and the separation of stochastic fractals. This type includes fractals, the creation of which accidentally changes any parameters of the system. Fractals are used in computer graphics and graphic music. To date, it has been proven that the rhythmic organization of any music has a fractal nature.

In contrast to the prevalence of chaotic visual patterns in nature, it is the recurrence and predictability of the next appearance. But the chaos determines the dynamism of the system itself, in which the patterns are present and active, and its sensitivity to the initial conditions. The mechanism of such sensitivity is called the "butterfly effect". Carpa in the principle of "chaotic pendulum" – random oscillations that never repeat exactly and at the same time are subject to a complex, highly organized pattern – sees the most appropriate metaphor of our time [3, p. 29].

Their manifestations seem predictable and at the same time endowed with specific features in each area. They can be combined in semantic groups, influence the formation of attitudes to social values, cultural and ideological symbols, artifacts, socio-social trends. It is likely to influence the understanding or development of relationships between patterns as certain symbolic values based on their kinship and identification with certain social standards, including folklore and artistic traditions and trends, ethnically and state-defined artifacts or symbols, and so on. Namely this ability to large-scale "projection" is the most fruitful in the process of "materialization" of patterns in the form of new works, as they appear in the process of activities of more or less bright personalities (composers, artists, architects, etc.) and then receive mass spread due to similar activities of recipients. As one delves into different cultural and artistic layers, these models become more veiled, while the action becomes more general and mentally more grounded.

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AXIOSEMANTICS OF TIME IN THE POETIC LANGUAGE AND THINKING OF THE AVANT-GARDE

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Abstract: The article aims to identify the psycholingual factors relevant to the axiosemantic characteristics of the temporal layer of the poetic representation of the world by Ukrainian avant-garde poets of the 1920s – 1930s, as well as of the neo-avant-garde poets of the late 20th – early 21st centuries. Axiosemantics of time is an important characteristic of linguacultural phenomena, which makes this study highly relevant. To date, there has not been a comprehensive study of the axiological (evaluative) features of verbal images of time present in avant-garde discourse. The study relies on an integrative methodology that includes the semasiological procedure of field modeling, component analysis, distributive analysis, contextual analysis, cognitive-semantic analysis, and contextual-interpretative analysis. The authors have outlined an integrative theoretical basis for investigating the axiosemantics of verbal images of the time. The study identifies the donor zone of temporal metaphors constituted by vocabulary denoting machines and mechanisms, new sources of energy, de-aestheticized subjects, and objects, everyday objects, natural objects. The authors sketche an axiosemantic profile of the verbal images of time. The study argues that the temporal layer of the axiological representation of the world by poets of the avant-garde and neo-avant-garde is characterised by neologisation, occasional combinability of temporal vocabulary, transforming common names into proper names. The axiosemantics of verbal images of time within the avant-garde discourse is supported by the sociocultural and psychological context of writing conducive to poetic experiment and negation of the poetic tradition.

Keywords: Axiosemantics, Donor zone of the metaphor, Ideological evaluation, Poetic language and thinking, Sensory and aesthetic evaluation, Teleological evaluation, Temporal metaphor, Utilitarian evaluation.

1 Introduction

The anthropocentric episteme stimulates the study of discursive products in terms of the consequences transmitted in them knowledge of the valuable side of the universe. The worldview-informative depth of poetic texts covers the communicative programme of reference-evaluation orientation according to the categories of culture, one of which is time. Among the axiopragmatic resources, one of the priority places belongs to the images that accumulate the experience of historical, individual, natural and cosmic changes. The system of axiological standards, fixed for objectified and non-objectified realities, determines the verbal and artistic behaviour of representatives of artistic trends and currents, avant-garde in particular, as expressions of subcultural features. This creates space for research in which language creation is an organic component of cognitive activity.

The study of the problem of evaluative expression of the temporal fragment of the picture of the world in the Ukrainian poetic dictionary of the first half of the last century began in the work "Aesthetics of the word in the fiction of the '20s-the '30s of the twentieth century (system-functional aspect)". Stavytska [24]. Yavorska emphasises evaluation as a factor in the conceptualisation of time [30, p. 49]. Other researchers place axiologically functional neolexes of temporal content, created by the avant-garde, in the system of stylistic neologisation of the twentieth century [27]. Selivanova notes the gestalt reinterpretation of time in poetic metaphorical structures, within which it "integrates with various subject areas and situations" [22, p. 354]. For the proposed research, it is also important to take into account the evaluative profiling of metaphors, which was carried out by Kravets [16]. A. Bondarenko's monograph shows the role in creating the evaluative connotation of temporal nominators of intrasystem synergetic factors (attractor and repellent) and a number of contextual indicators [8].

However, the axiologisation of time in the poetic discourse of the avant-garde has not yet been the subject of comprehensive consideration (an anthology of Ukrainian avant-garde poetry was published by Smoloskyp Publishing House in 2018). It is noteworthy that the name of the literary group of the 90s of the twentieth century. "New Degeneration" and the collection of the same name prepared by its members has a precedent motivation. A group of futurists from the 1920s and 1930s and the magazine where their works were published were called The New Generation. Axiosemantic resources of the temporal fragment of the picture of the world of avant-garde texts of the 20s – the 30s of the first half of the twentieth century and "neo-avant-garde" of the late 20th – 21st centuries show kinship. The **relevance** of the proposed research determines the need and importance of analysis of worldviews of significant linguistic and cultural phenomena, one of which is time.

The aim of the article is to identify the factors of axiosemantics of word-like components of the temporal fragment of the poetic picture of the avant-garde world, which is reflected in the performance of the following main tasks:

- To outline the integrative theoretical basis for the study of evaluation semantics of components of artistic text;
- To reconstruct the associative-semantic text field of word-forms of time;
- To determine the donor zone of temporal metaphors;
- To study the axiological profile of word forms of time;
- on the basis of conceptual operators to consider the correlation of specific estimates with the micro fields of the associative-semantic field of time;
- To characterise the contextual indicators of the evaluative connotation of the vocabulary of the temporal group.

2 Materials and Methods

In the process of consideration, *the method of integrative analysis* is applied, directed on full aspect study of axiosemantics of time in poetic discourse. The *semasiological procedure of field modelling* was used in order to reconstruct the subsystem of word forms of time. *Component and distributive analyses* were used to identify the semantic structure of temporal metaphors. *Contextual analysis* is used to determine the conceptual operators of specific estimates, profiled in word images of the time. The *cognitive-semantic* method is aimed at determining the donor zone of temporal metaphors. The *contextual-interpretive analysis* is used to determine the interaction of linguistic and extra lingual factors in the formation of assessment. The material for exploration is about 400 verbal contexts, which contain the vocabulary of the temporal group, separated by a continuous sample of avant-garde texts of more than 35 writers.

3 Results and Discussion

The category of assessment is an interdisciplinary problem addressed by representatives of linguoculturology, psycholinguistics, linguocognitology and other areas of knowledge. In the process of research, we proceeded from the following psychological and psycholinguistic concepts:

1. The relationship between speech and thinking, which indicates semantics as a common plane of cognitive and speech activity and the relationship of linguistic and extra lingual factors (L. Vygotsky [29], P. Halperin [11], S. Katznelson [14], R. Jacobson [28] and others.
2. Cognitive metaphorical modelling (N. Arutyunova [1], E. Bartminsky [3], Lakoff, Johnson, 2008; [18], O. Selivanova [22] and others.). At the heart of this concept is a stereotypical model formed by planes:

a) Source (in other terms – donor zone (sphere), source sphere, significant zone);
b) New (recipient zone (sphere), target sphere, magnet sphere).

3. Dynamics, variability of the picture of the world, which is determined by the subject – object, subject – subject and object – object relations [4, 19, 26]:

a) The formation of the image of reality occurs not only in the course of creation but also the perception, the actualisation of impressions about reality through textual mediation;
b) The basis for sustainable assessments is the "criterion image of the world";
c) The assessment of time is determined by the cognitive and emotional characteristics of the subject.

Time does not have a material referent or a specialised body that perceives temporal motion, but man, based on the language code, is able to go beyond the direct sensory perception of the outside world, reflect external connections and relationships exhibits the assessment of time in the artistic language thinking of the avant-garde. The term "artistic linguistic thinking" is established in Ukrainian linguistic and cultural studies, linguistics of the text and reflects creative language activities, language behaviour in collectively conscious communicative situations [31, p.119]. The meaning of this term covers perception and understanding as creative processes; the asymmetry that occurs between the signified and the signifier; the programmability of verbal units for generalization [7, p. 13]. According to N. Bolotnova, the text is a product of the "primary communicative activity of the author (the one who speaks or writes) and the object of the secondary communicative activity of the addressee" [6, p. 63].

The temporal fragment of the poetic picture of the world is specified by specific assessments. The basis for his axiosemantic study is created by research on the theory of modality, axiopragmatics and communicative stylistics of the text. According to the American researcher M. Ryan, axiological modality determines the world of values [21]. Axiosemantic research directs the search for verbal and mental mechanisms of attitude to reality and the place of man in it. N. Arutyunova and V. Telia substantiated the concept of a modal framework. According to conceptual operators, N. Arutyunov distinguishes between sensory, psychological, intellectual, emotional, aesthetic, ethical, utilitarian and teleological assessments [2, p. 198-199]. This classification also contains an extensive range of axiological conceptual markers. However, the question arises about the expediency of distinguishing psychological assessments as a separate type: all these varieties relate to mental activity. If N. Arutyunova distinguishes between rational and emotional assessments, then V. Telia points to their interaction: "This double modality creates an expressive colouring of the word" [25, p. 56]. In our opinion, the emotional does not merge with other assessments but accompanies them: specific sensory impressions cause the corresponding emotions.

Kosmeda in his work "Axiological aspects of pragmalinguistics: the formation and development of the category of evaluation" distinguishes between such types of evaluation as cultural-aesthetic, Christian-religious, anthropocentric, national-ethnographic and social [15]. We consider the Christian-religious assessment as an expression of the theocentric model of reality, and all the others – as anthropocentric: society, nation recognise and value the priority in the world for man.

Time belongs to traditional values, so the vocabulary of the temporal group in artistic speech is axiologically marked. The revision of the correlation of assessments with components of world-important layers of vocabulary attracts the attention of avant-garde artists with the perspective of stylistic experimentation: according to Mykhailo Semenko, Rethinking approaches to the stylistics of imagery, rejecting stereotypes of linguistic aesthetics, characterised by the categories of "beautiful" and "high", denying traditional verbal and artistic norms – these features have a set of directions (trends) that unite the term *avant-garde*. The socio-cultural context of the creation of most avant-garde texts of the first half of the twentieth century, including the manifesto of F.T. Marinetti, supports the trend of destruction of old traditional art and the absolutisation of technical progress, which led to the formation of axiological standards of avant-garde artistic thinking. This program document was criticised by E. Fromm in "Anatomy of Destructiveness" for "mechanical, lifeless" direction, the transformation of man into an appendage to the machine and even related necrophiliac tendencies [9, p. 40].

Axiopragmatic characteristics of the temporal fragment of the picture of the world in avant-garde poetic discourse are programmed by the intention to review established values. The artistic linguistic thinking of the avant-garde is characterised by the evaluative polarisation of figurative forms that verbalise the notion of socio-historical time: future, present and past. The donor zone of temporal metaphors, which form the first of these field formations, is formed by the names of machines, mechanisms, devices, new energy sources, which expresses the idea of positive industrial change, which hopes to renew society: *Tilky nam odkryto semafory v maibutnie* (*The semaphores for the future are opened only for us)* [Geo Shkurupiy "Semaphores"]. *Povze lokomotyv maibutnoho na skeliu odvichnykh mrii* (*The locomotive of the future will crawl on the rock of eternal dreams*) [Julian Shpol "Extinguish the lights"]. The analysed poetic forms are dialogised with cultural names of the time of creation. It is noteworthy that one of the futuristic publications was called "Semaphore to the Future" [12, p.10].

The metaphorical model of industrial progress is verbalised through the contextual convergence of the vocabulary of the temporal group, on the one hand, and words to denote the products of technological progress, on the other: *Maibutnie v ochi likhtariamy tyche, tyche sitkamy elektrovohniv* (*The future in the eyes of lanterns pokes, pokes nets of electric lights*)

[I. Malovichko "Salute"]. Futurist Mykhailo Semenko declares that "scientific technology becomes the axis of the cultural front that permeates the entire space of existence" [23, p. 303]. The temporal nominator of the *future* passes from the category of common to proper names accompanied by ideological connotations: *U retortakh, u kolbakh zaplodniuietsia Maibutnie* (*In retorts, in flasks the Future is fertilised*) [Oleksa Slisarenko "Princess of the Last"].

Avant-garde discourse realises the contextual conditions for linking temporal nominations with associations of taboo subjects in traditional culture, as a result of which a number of tokens of the temporal group are naturalised: *Trupamy abortovanykh dniv maibutnii chas uhnoiu* (*The corpses of aborted days are the future time of the fire*) [Oleksa Slisarenko "Stupid millennia"]. In this way, the poetic image of the avant-garde is aimed at "eliminating the naive emotionality of" magic sonnets"" [10,

p. 362]. At the turn of the century, when worldviews were formed that the century did not live up to expectations, the artistic language thinking of "neo-avant-gardists" conveys a sense of a kind of "temporal disappointment": *A vse ne pochynaietsia maibutnie, a vse toi chas teperishnii tryva* (*And the future does not begin, but the present time continues*)

(O. Irvanets "On the question of the category of time").

The words of the time objectify the idealisation of the "electrified" future. They are immersed in the cultural environment, so they interact dialogically with the avant-garde declarations of the need for literary creativity "elimination of wildlife, replacement of the elements of sunlight with electricity" [10, p. 361]. The pious attitude to technical achievements is projected in the reinterpretation of the precedent name of *Elektra* (one of the galaxies of myths of ancient Greece), which enshrines the mental scenario of wandering in the sky like a comet. Its sound proximity to the word *elektryka* determines the use of this onym as an adverb to the word *day*, which forms the concept of "future": *Mriiu pro svitlu kokhanku – neperemozhnu Elektru – neperevershenu dosi industrialnu dobu* (*The dream of a light mistress – the invincible Electra – still unsurpassed industrial day*) [Leonid Chernov "End of the first series: the birth of Electra"]. The assessment of "technical utopia" by activating light-shadow and euphoric impressions is supported by the phrase *light mistress*. The exaggeration of the role of technical progress in social progress leads to the emergence of stylistic neologisms from the word *elektryka,* which exists in contextual interaction with the vocabulary of the temporal group: *Zaelektrylys dolyny vichnoho* (*The valleys of eternity were electrified*) [Julian Shpol "Extinguish the lights"].

Mukarzhovsky expressed the belief that "the purpose of poetic linguistic expression is the creation of super personal and permanent values" [20, p. 77]. However, the worldview and aesthetic guidelines of the subculture of avant-garde are centred around discrediting the past, emphasising the paucity of civilizational achievements. History is generally considered to be a symbolic capital, but the verbal and artistic organisation of avant-garde texts attests to its axiological "revision."

V. Khmelyuk in an arbitrary, chaotic sequence has phrases to denote significant time periods (17 centuries, 20 centuries), precedent names written in lower case (anthroponyms *sviatopolk*, *yaroslav*, toponyms *teshin*, *krakiw, washington*), as well as syntactic structures which includes everyday life written in capital letters (*sklep Ovochiv, sklep Mishanykh tovariv, hrechka blakytna*): *17 centuries / 20 centuries / kniaz variazkyi / sviatoslav / yaropolk / hrechka blakytna* [V. Khmelyuk "My story"].

The guideline for the subjective interpretation of historical heritage is underlined by the strong position of the text – its title, in which the phrase my story expresses possessive attitudes. Homogeneous members of a sentence appear as dominant components of heterogeneous reference planes, which results in a metaphor, based on coherent connections and associated with the creation of axiological unity of components of the poetic fragment. Significant time periods and names of historical figures are interpreted as existential, worldview insignificant - like household goods. In this way, a semantic configuration of historical time markers is created, whose ideological and teleological assessments become ambivalent.

One of the dominant parallels *istoriia – liudyna (history – human)* is based on detailed metaphors, which profile the semantics of painful insolvency, weakness: thus levelled, devalued historical achievements: *Vazhko travyt kataralnyi shlunok istorii kaminnia suchasnosty* (*It is difficult to poison the catarrhal stomach of the history of modern stones)* [Oleksa Slisarenko "Poem of contempt"]. Negative sensory-aesthetic evaluation is produced by genitive metaphorical formations, within which the nominators *istoriia, mynule* (*history, past)* are combined with the words *смітник, гноєвище, бруд* (*garbage, manure, dirt*) etc.: *Letily na smitnyk istorii brudni dokumenty tradytsii* (*Dirty documents of tradition flew to the dump of history)* [V. Gadzinsky "Einstein"]. The crude-naturalistic depiction of cultural and civilizational achievements is connected with the intention of outrageous demarcation, purification from historical heritage: *Stavliu mynulomu klizmu (I put an enema to the past)* [(Oleksa Slisarenko "I praise abrupt mechanisms"].

According to our observations, the associative-semantic field of socio-historical time of poetic texts of the twentieth century forms a synergistic interference of mostly negative assessments: social, ideological, sensory-aesthetic, rational, moral-ethical, etc. [8, p. 385]. However, the axiosemantics of the future social time in the verbal image of the avant-garde contrasts with the general picture of artistic linguistics. This phenomenon is explained by the psychological guidelines for the positivisation of the future, supported by the aesthetic program of avant-garde.

The verbal and artistic expression of the temporal is imprinted by the ideological and aesthetic platform of the avant-garde, in which the leading place belongs to the "m-triad" of *mashyna, misto, masa* (*car, city, mass*). Stable associations of time with the products of machine production reflect a passion for movement, speed, which explains the metapoetic forms: *Slavliu prudki mekhanizmy, shcho pliuiut na syvynu chasu* (*I praise the swift mechanisms that spit on the grey of time*) (Oleksa Slisarenko "Glory to the swift mechanisms"). Aesthetics of technical urbanism leads to the formation of visual images of modernity with a temporal nominator *den (day)*: *Navantazhenyi sontsem den, nache midianyi poizd* (*A sun-drenched day is like a copper train)* (V. Gavrilyuk "Landscape"). The phonosemantic organisation of poetic fragments, based on the words of the temporal group, used in the role of sound imitators, objectifies the mental attitude to a positive assessment of the actual urban space-time: *Den! Den! Den! Tse vahonovozhatyi na tramvai tak kazhe: den! den! den! Misto nadzvychaino vrodlyve* (*Day! Day! Day! This tram driver on the tram says: day! day! day! The city is extremely beautiful)* [Geo Kolyada "Beauty of the City"].

Avant-garde artists of the 1920s and 1930s of 20th century were people of the post-revolutionary era, full of ideological commitment and hopes for positive change. The idea of socio-cultural breakthrough, which means revolution, is projected into graphic neolexes: *RRRevoliutsiiu pysaty trreba z trioma rry-rry! (RRRevolution must be written with three rry-rry!)* [Edward Strikha "Rrrevolution"]. Axiological nomination is stimulated by outrageous neglect of established verbal forms. Stylistic neologisms have been formed from the token *doba (era)* used to denote modernity with the help of suffixes of pejorativeness –

-ische, *-yuka*, which verbalise the notion of the scale of social transformations (cf. *dobyshche, dobyuka*): *Tse yakas nezvychaina doba. Ba?! Doba?! Shcho doba!? Bery trokhy vyshche! Tse yakes nezvychaine dobyshche* (*This is an unusual era. Ba?! Era?! What era!? Take it a little higher! This is an unusual achievement*) [M. Gasko "Unusual Age"]. Avant-garde artists see the present as a step towards a technical future, so word-formations to denote the current social time is characterised mostly by positive assessment.

In contrast to the avant-garde, the artistic language thinking of the "neo-avant-garde" in the late twentieth – in the twenty-first century signals dissatisfaction with modernity, devoid of the dynamics of change, as evidenced by the conceptual operators of negative social, teleological and utilitarian assessments, produced by fragments that actualise physiological associations: *Doby zadushlyve bezchassia (Days of suffocating timelessness)* [P. Volvach "Progress thickens despair"].

As it is known, the concept of "the end of history" by

F. Fukuyama emphasises that the expectations placed on social progress did not come true. Within the framework of temporal metaphors, the signs of "nespravzhnist" (invalidity), "nesvoboda" (no freedom) are exhibited, which are given to the characteristics of modernity. This is based on the contextual interaction of the vocabulary of the temporal group with words (derived from them) to denote premises for theatrical performances or prison space: *U nashu balahannu epokhu (In our troubled era)* [V. Neborak "Cold Marble Education"]. *The common space of the era* (P. Volvach "You say you just got free"). L. Stavytska fixes the following meaning of the word *obschak*: "Prison Colony of the general regime" [24, p. 242].

The verbal and artistic system of avant-garde is sensitive to the axiosemantics not only of social events but also of individual existence. Among the universally recognised values, linear time traditionally occupies a proper place. The associative-semantic field of avant-garde images of individual existence demonstrates an alternative view of vitalistic values, exposing the concept of inferiority (disability, inability) of existence: *Zhyttia mliavyi kastrat (Life sluggish castrate)* [Oleksa Slisarenko "Poem of contempt"]. Temporal metaphors produce utilitarian assessments that express the attitude to urban regulation, devitalisation of individual life*: Zhyttia stysnute suvoroiu dystsyplinoiu mista (Life is compressed by the strict discipline of the city*) [Leonid Zimny "On the topic – Kharkiv"]. *V protokoli zhyttia tse zh zovsim zvychaina podiia (In the protocol of life, this is a very common event)* [Julian Shpol "According to the geographical map"].

In the linguistic usage of phraseology *to pay (forfeit) with life, sacrifice life*, etc. express the idea of the value of existence. The revision of vitalistic values affects the connotation of the words *zhyttia, zhyzn* (*life, life*) which causes the erosion of the ideological opposition of *buttia – pobut (being – life)*. The notion of the unattractiveness of individual existence is projected into its analogy with narrow things, which stimulates the deontic modality of text fragments, which are based on the vocabulary of the temporal group: *U popil vykynte dokurenu zhyttia tsyharku* (*Throw away the smoked cigarette in the ashes)* [Julian Shpol "Put out the lights"]. At the end of the twentieth century the equating of life with non-necessity is also manifested in the poetics of the "neo-avant-garde" (due to existential disappointments that are exacerbated at the turn of the century): *A buvaie, zhyttia yak tseberka, povna styhlykh vchorashnikh pomyiv (And sometimes, life is like a bucket, full of ripe yesterday's slop)* [I. Bondar-Tereshchenko "Party"]. The deaestheticisation of individual-being time is determined by the semantic-syntactic relations of the vocabulary of the temporal group with the words of odorative semantics: Stinky life digests the mole (V. Neborak "Voice"). In the XXI century causality of existence and its temporal limit axiologizes the parallel of *life – a dangerous disease*: *Zhyttie to prantsy i zghura (Life is syphilis and zgura)* [T. Grigorchuk "Suppression"]: *prantsy* – "deputy., ed. Syphilis "[22, VII, p. 516]. In this way, the concept of existence loses its pathetic halo and is devalued.

The texts created by neo-avant-garde artists are not only expressions of existential pessimism, but also translators of laughter culture, which indicates a positive attitude to the worldview. The correlation of the token life with sensory evaluation stimulated with the help of sensory associations forms reduced stylistic registers (cf : *life is tasteless*): *Yakas vona, Tarase Hryhorovychu, tsia nasha zhyzn nevkusna – sutsilni tobi Riepniny ta Polusmakovy (Somehow, Taras Hryhorovych, this life of ours is tasteless - Repnins and Polusmakovs are full of you)* [O. Irvanets "Letter to Taras Shevchenko"]. The axiologization of individual time is formed by the motivational connection of the precedent onyms Repnin and Polusmak with common names: ripa (turnip) – "2. *Collection*. Edible sweet-tasting roots of this plant" [5, VIII, p. 575].

The idea of the insignificance of existence is actualized by the word-images of time, in which utilitarian assessments are expressed by everyday life: *Zhyttia velyke, yak baton (Life is as big as a loaf of bread)* [M. Rozumnyi "Days"]. In the given example we observe the enantiosemia of the adjective big, connected with the temporal nominator, which determines the evaluative connotation of the latter and its transfer to the reduced stylistic registers. There is a blurring of the ideological opposition of *buttia – pobut (being – life): Buttia – mattia – myttia (Being – having – washing)* (V. Tsibulko "Angelica").

Avant-garde artists experiment with the semantics of the word death, creating contextual conditions for the development of its intentional. The verbal and artistic structure of Mykhailo Semenko's poetry "Patagonia" reveals an outrageous rethinking of the causality of the end of life: *Ya ne umru vid smerty – ya umru vid zhyttia (I will not die of death – I will die of life)* (Mykhailo Semenko "Patagonia").

As the key word of the poetic text, the temporal nominator death is contextually adapted in the plane of vocabulary to denote exotic space (in the spirit of futuristic aesthetics). The chronotope of death is constructed using the toponym-exotic *Patagonia*. In the regulatory textual structures, the word-stimulus death due to interaction with textual reactions-associates is at the centre of the semantic parallel smert – chas perebuvannia v ekzotychnomu prostori: *ia umru, umru v Patagonii dykii, bo nalezhu ohniu y zemli* (*death – time in an exotic space (I will die, die in Patagonia wild, because I belong to fire and earth).* In this way there is a kind of romanticisation of the end of existence.

Changing the hierarchy of values, which includes understanding the end of existence and absolute time (eternity), in the late twentieth century stimulates the outrageous burlesque-buffoonery verbal image of contempt for time: *Zihraiesh virsh yakoho vart potrapysh v rai (chy na monmartr) BU smerti i bezsmertiu BU (You play a poem worth getting to heaven (or Montmartre) BU death and immortality BU)* [V. Neborak "Bubon"]. As it is known, in the linguistic and cultural tradition, the concept of "death" stereotypes the mythical idea of ugly old woman holding a murder weapon (scythe). Neo-avant-gardeists direct the recoding of the token death, profiling in temporal metaphors a positive aesthetic assessment: *Death – a long-legged beauty* (S. Pantyuk "Cauldron of the Moon has reached"). As part of the figurative parallel death – a woman at the end of existence undergoes an evaluative revision due to the actualization of the concept of "community service". Due to this, the considered temporal nominator appears in the light of a positive social and moral-ethical connotation: *Smert – vona yak otsia providnytsia – dlia nei tse prosto chesna robota (Death - she is like this leader – for her it's just honest work)* [S. Zhadan "South-Western Railway"].

In the axiosemantic system of the avant-garde, the linguistic signs of natural and cosmic time are also undergoing an evaluative transformation. In the system of figurative paradigms of the twentieth century, built on the vocabulary of the temporal group, innovative and axiologically marked, according to our observations, there are also verbal and figurative parallels *autumn – urban* mad and *autumn – bandit*. The metaphors created with the help of anthropomorphised appendages include sensory-aesthetic, rational and teleological assessments (relevant conceptual operators "ugly", "stupid", "unfavorable"): *Idiotku-osin v perukarni holiat (The idiot-autumn is shaved in the barbershop)* [Oleksa Vlyzko "Dissonance"]. *Strilamy strily my bandytku-osin (We have met bandit-autumn with the arrows)* [Sava Golovanivsky "Autumn"].

Figurative parallel *autumn – a woman* who in the poetic texts of the twentieth century formed metaphors, which are profiled mainly by a positive assessment [Bondarenko, 2017: 387], transformed on the basis of actualisation of ideas about the features of the elderly: *Osin stara karha (Autumn is an old woman)* (Mikhail Semenko "Autumn"). The reverse of the negative vector of verbal images of natural and cosmic time is also observed in the texts created at the end of the 20^{th} – 21^{st} centuries, which belong to the representatives of the "neo-avant-garde": *I kvylyt navzdohin stara paraska osin (And the old Paraska autumn is howling after them)* [I. Andrusyak "Return to the East"], associated with the revision of the established system of aesthetic values. The negative connotation of the word *autumn* is accompanied by the transition of the anthroponym *Paraska* (appendices to the specified temporal nominator) to the category of common names.

The instruction to deny the traditions of artistic writing causes a stylistic decline of the poetics of the temporal group. The names of the seasons and parts of the day are in semantic-syntactic connection with the words *sobaka, pes (dog, dog),* which are verbal signs of "naturalistic truth" of the Ukrainian urban space and expressions of negative sensory and aesthetic impressions: *Den mov sparshyvilyi pes (A day is like a greedy dog)*

[V. Khmelyuk "And when the day"]. Deromanticization of the night (fixed in the poetic tradition of the time of love and creativity) and depoetization of the day appears in poetic texts based on placing this word in verbal contexts with vocabulary denoting repulsive realities: *Nich, yak trup na shybenytsi, terpne (Night, like a corpse on the gallows, suffers)* [Nick Bazhan "Night Moment"]. *I den, nache vishalnyk, vysne, vysolopyvshy yazyk (And the day, like a hanger, hangs, sticking out his tongue)* [S. Pantyuk "The cauldron of the moon has cooled down"].

Axiological marking of temporal nominations, which are within the micro field of verbal images of natural and cosmic time, is specific in the artistic language thinking of avant-garde and "neo-avant-garde" due to negative evaluation. In the poetic discourse of the twentieth century components of the analysed micro field produce mainly positive sensory-aesthetic and emotional evaluation [8, p. 385].

4 Conclusion

The theoretical basis for the study of axiosemantics of literary texts is created by works on linguaculturology, communicative stylistics, as well as pragmalinguistics, cognitive semantics and others. The artistic linguistic thinking of the avant-garde demonstrates axiological recoding (compared to the established assessment) of vocabulary to denote socio-historical, individual-being and natural-space time. The associative-semantic field of word-forms of time, created in the texts of avant-garde artists, reveals the evaluative correlation of micro fields and their components.

The axiological profile of the considered word-shaped structures is created by negative sensory-aesthetic and utilitarian assessments of the past socio-historical, as well as individual-being and natural-space time; positive ideological, teleological - the future of social time. The donor zone of temporal metaphors is formed by linguistic signs of industrialisation, technicalisation of society; words of naturalistic semantics; vocabulary to denote diseases; verbal units with the semantics of socially marginal and deaestheticised subjects; zoonyms; lexical associations of socially taboo topics, etc.

The condition of the alternative traditional axiologisation of time is the actualisation of concrete-sensory impressions, in particular chiaroscuro, odorative, gustatory. Speech mechanisms of denoted processes are created by axiological neologisation, the transition of common names into proper ones, expansion of semantic-syntactic connections of temporal group vocabulary, taking into account occasional connectivity. The outlined phenomena are dialogised with the psychological, socio-cultural contexts of artistic creativity, they are determined by the guidelines for outrage, revision of artistic traditions that determine the deaestheticisation, devaluation of time. We see the prospect of further research in the study of axiological features of vocabulary not only temporal but also other groups, which are assigned to the appropriate system of assessments.

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VISUALISATION AS A TOOL FOR CREATING A PICTURE OF THE WORLD: SOCIOLOGICAL ASPECT (BY THE CASE OF THE SERIES "SQUID GAME")

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Abstract: This article is a theoretical analysis and generalisation of scholars' views on different approaches to understanding visualisation in modern society and determining its impact on public opinion. It is proved that the use of propaganda 2.0 in the series increases the manipulative impact on modern society. The article aims to analyse the impact of visualisation on creating a picture of the world (on the example of the series "Squid Game"). The methodological basis of our article are general scientific methods of cognition of social phenomena and processes (analysis, synthesis, induction, deduction, typology, modeling, extrapolation, operationalisation, interpretation, abstraction, generalisation, and synergy, as well as methods of logical-historical, systematic, comparative, networking and structural-functional analysis). With the help of the logical-historical method the evolution of the formation of the influence of virtual reality on public opinion in modern society is traced; method of comparative analysis – identified the characteristics of the modern generation and their preferences for the consumption of information through modern media; method of typological analysis – identified signs and approaches to the definition of propaganda and propaganda 2.0; method of systems analysis – visualisation is considered as a holistic tool for creating a picture of the world of modern society. It is shown that with the transition of modern society in the information space, our lives have been significantly transformed. Society no longer feels the systemic influence of information, which does not determine the possibility of protection from it. The article identifies and reveals the key ideas of the series "Squid Game".

Keywords: Modern society, Public opinion, Picture of the world, TV series, Virtual reality, Visualisation.

1 Introduction

In modern society, the virtual reality through which we obtain the visualisation of the picture of the world has a significant burden on the viewer who consumes it. Leisure in the form of TV series or films has the opportunity for the customer to construct a certain reality (social, political, etc.) at once for a certain part of society (consumers), precisely because it primarily carries an entertaining context, and only then a propaganda message. Therefore, based on the fact that such propaganda appeals to the audience have the most emotional colour, it can be argued that the criticality (rational understanding) of such messages is minimised, which determines the high level of influence on public opinion.

In particular, if we analyse the influence of modern mass media on public opinion (namely TV series), we can say that it is through TV series that both historical reality and ideas about the present can be adjusted. This is primarily because of the audience that watches various series – multimillion. Mass visualisation culture activates one or another version that the customer needs at this very time.

In this context, Western researchers single out terms such as "moral warfare" or "reputational warfare", which include an understanding of a type of aggression (relatively mild) that can be repelled by any irritating element. These are new terms for Ukrainian science, but if we talk about the soft informational impact on public opinion through the series, and the formation of a certain (correct, on the part of the customer) picture of the world, they accurately describe reality. Propaganda messages (including propaganda 2.0) are no longer so direct – they gradually mimic the appearance of the series, and use journalistic methods to deliver information messages to society. However, we can single out the only difference between the presentation of such information through the series and journalistic methods. It is the series that hides its key message, in contrast to journalistic methods that show its intentions immediately.

The modern picture of the world performs interpretive functions. It is built in such a way as not to inform society as to interpret events that have already happened or are happening. Through war (informational, moral, reputational, etc.) new situations become clear that they fall into the forms given by propaganda. And all the senses are in a single space from one to the enemy. And the viewer should easily find a place in this space for a new character [12]. In particular, it can be argued that it is the series that visualise a reality that acts as mental propaganda messages that are aimed specifically at the virtual audience. The series, with its entertaining content, creates a certain post-truth that is consumed and accepted by the majority of society, due to its emotional colouring, which determines its high level of success in influencing society.

The series fits well into the role of if not informational, then mental shells, which are fired at virtual enemies, as it is done for the internal audience. Today the post-truth is stronger than ever. It has received powerful new tools in the form of social networks and series. And it turned out that the population does not particularly seek the truth when there is a post-truth that satisfies them. The truth is glamorous, but the truth is painful, so this choice of mass consciousness is quite understandable [12].

2 Materials and Methods

The methodological basis of our article lies in general scientific methods of cognition of social phenomena and processes (analysis, synthesis, induction, deduction, typology, modelling, extrapolation, operationalisation, interpretation, abstraction, generalisation and synergy, as well as methods of logical-historical, systematic and comparative measures, structural and functional analysis). With the help of the logical-historical method the evolution of the formation of the influence of virtual reality on public opinion in modern society is traced; method of comparative analysis – identified the characteristics of the modern generation and their preferences for the consumption of information through modern media; method of typological analysis – identified signs and approaches to the definition of propaganda and propaganda 2.0; method of systems analysis – visualisation is considered as a holistic tool for creating a picture of the world of modern society.

The theoretical basis of the study has been based on the fundamental scientific principles of general and branch sociology in the field of public opinion, the propagandistic influence of mass communication, which are reflected in the works of Blummer, Lippman, Noel-Neumann, Ortega y Gasset, Fraser, Zaller, and others, who revealed the nature of the emergence of public opinion, the process of its formation and functioning in society. Relevant issues were studied by Russian and Ukrainian scientists, namely: Afonin, Vyshnyak, Golovakha, Grushin, B. Dubin, Zoska, Korolko, Liseenko, Martyniuk, Melnyk, Ossovsky, Panina, Poltorak, Ruchka, Sudas, Surmin, N. Soboleva, Yadov, Yakuba, and others.

3 Results and Discussion

Today, virtual reality has a significant impact on the mass consciousness of the population, primarily because society is not ready for such virtual reality and its visualisation, because of its emotional impact on our lives (e.g. TV series). That is why we have a certain archaisation of mass consciousness. When the truth and lies are difficult to separate, one has to believe lies, because, say, a negative message can have negative consequences and one cannot help but react [13]. In virtual reality, visualisation has become predominant over verbality.

The first victory of visualisation dates back to ancient Rome, which is why we can agree with McLuhan, who saw clearly that each new technology causes a new war [3]. Harari also says that it is easier to unite people with lies than with the truth. For this reason, new visual opportunities for lying will also be a success. Hogg derives populism from the uncertainty that has begun to play a much larger role in our world [2].

With the advent of the information society, the impact of information has significantly transformed the course of our lives. It is possible to consider it both positive dynamics, and negative. However, it can be argued that humanity is losing its position on the possibility of influencing these processes. Society ceases to feel the systemic influence of information, and this does not determine the possibility of protection from it. First of all, because such informational influence is not perceived by society as a threat and therefore cannot be repulsed.

Visualisation in the form of series has given us technologies (we consider them informational, but most often they are manipulative) that have become familiar to us, and are not perceived as negative. The series has a large audience, for the first time in history. It can avoid all borders, from cultural and ideological to political, for example.

Today, the series has created a single viewer, who is characterised by certain similar reactions. Accordingly, we can assume that in the head of such a viewer is formed a single model of the world, and this is done using completely different types of content: from the fictional world of "Game of Thrones" to the real world of "Chernobyl". The reason for this is that most series have a single point of origin - several streaming structures that produce their products. The competition between them forces the use of the same set of techniques and themes. For example, the subject of the alternative world is very frequent (alternative history, anomalous zones, people with anomalous abilities). In fact, police detectives also have an anomalous picture of the world, because crimes, shootings are their norm, that is, a deviation is their rule [9]. Such a deviation from the norm can be considered a deviation that is dangerous for the whole society. That is why the series, creating virtual reality, manipulates the consciousness of the population, providing negative information that is valued more than positive. First of all, it is valuable in terms of survival.

All this makes it necessary to analyse the propaganda impact of the series on public opinion, which we consider appropriate to divide into general propaganda and 2.0 (i.e., soft) propaganda.

Propaganda is the oldest (in our opinion, and the most important, most effective) form of communication. English researcher J. J. Lilleker gave a very clear, so to speak, "primary" definition of propaganda, namely, "as a communication developed by one social group in order to influence the thoughts, attitudes and behaviour of others" [8, p. 228].

The sociological encyclopaedia states that propaganda can be considered as dissemination, the transmission of certain information, its interpretation and consideration of the impact of information on the formation of public opinion in general, as well as the views of certain classes, social groups and other social communities [16, p. 270]. In turn, the Ukrainian scientist G. Pocheptsov believes that propaganda should be understood as intensive communicative processes aimed at changing the behaviour of the audience to which they are set [4, p. 168]. In general, propaganda does not hide its purpose from the consumer, but this method is more appropriate to use in news stories than in movies or TV series.

Propaganda stands out in this regard, firstly, because it is the most intensive form of communication, technology; secondly, it clearly and unambiguously, without hiding it, sets itself tasks related to influencing public opinion and behaviour; thirdly, with the change of society and humanity, propaganda also changes, moving from the use of simple methods and technologies to much more complex ones. That is why, in the context of the series, we will dwell in more detail on the propaganda of 2.0.

To date, the essence of such "propaganda 2.0" is not fully defined, and this term is used infrequently. Thus, the Ukrainian specialist G. Pocheptsov, who uses this term, gives it, in our opinion, a very debatable and not quite adequate definition (although very interesting and, perhaps, one that has a future). "Propaganda 2.0," he notes, "is propaganda that is hidden within literature and art, film and television series. Propaganda 2.0 is characterised by the fact that its propaganda orientation is not disclosed" [15].

That is why we consider it appropriate to say that it is propaganda 2.0 (i.e. soft propaganda) that is used in the creation of series by the customer. Propaganda 2.0, does not reveal the real goals until they are achieved, acts by hiding the desired message in the background. For it, the aesthetic component becomes important, the high level of which is most easily achieved visually. Propaganda 2.0 aims to create a picture of the world, provided by aesthetically oriented methods, such as TV series or films because the main aesthetics there is visual. Due to constant influence, the viewer has long been unable to recognise such moments. Virtual types of information interventions provide great opportunities for creativity, but their most important component is aesthetics [5]. If we talk about the entertainment genre of the series and their impact on public opinion, propaganda 2.0 in this sense is quite easy to get into the minds of the public precisely because of good visualisation. TV series and films communicate with the viewer (consumer) through emotions, which is why they have such a successful impact. Such propaganda is filled with the soft power of influence through entertaining and emotional content.

Analysing this approach to soft and significantly "enhanced" by the art of propaganda, we can also consider the "approach to the division of propaganda into political and sociological" proposed by J. Elluel [14]. The first is the well-known vertical propaganda that goes from top to bottom, that is, from power to the citizen. The second is horizontal propaganda, i.e. the influence of what a person sees around them. It is such propaganda that chooses a horizontal path, where the presence of power is hidden, which causes less opposition to the information and instructions that are broadcast in the propaganda process. In any case, "propaganda 2.0" or sociological "horizontal" propaganda act as a kind of propaganda activity, which aims as the main requirement of the greatest concealment of influence on the person, mass consciousness, public opinion. It is clear that the search in this direction for both specialists and practitioners of propaganda, organisers of information wars will continue. Because of this, the maximum "concealment" of propaganda influence is the main guarantee of its effectiveness.

Therefore, it can be noted that TV series and films are generally a simplified form of presenting content because what is seen is more trusted among consumers than what is heard. And this is what causes the series to be used for a soft propaganda impact on public opinion.

Visualisation of the series has a limited supply of information, primarily because it contains entertainment content, and presents it in the background. And it is this background entertainment content in the form of TV series that carries a weapon in the fight for consumer attention. If, for example, we talk about the series "Squid Game" (which we will consider in more detail below), the attention of the viewer was attracted by its cruelty (on the negative side). This manifestation shows us that the norms we considered social and accepted have transformed. With the advent of the new generation (millennials and generation Z), preferences and interests in entertainment content have changed.

This is how viewers grew up who were not satisfied with the old films, but who fell in love with the new series. Their novelty was the inconsistency of reality. On the other hand, even socialist realism tried to build a virtual world, which often did not coincide with the real [9]. These generations live online, so the information impact in the form of a series has a significant and effective manipulative impact. The modern young generation is not interested in news, so this led to the emergence of 2.0 propaganda and its broadcast through TV series and films.

Researchers have identified a phenomenon of visual bias that says that what we see, or rather what we are shown, often does not match reality. Scholars claim that: "Social recognition of the well-being of others is distorted by the fact that participation in consumer activity is more advanced than non-participation" [9]. Surrounding modern technologies, called information (visual), have become so common that it is difficult for us to imagine the time when they did not exist. Moreover, we do not notice some of the negatives that came with them, because they are absorbed only by the positives.

In particular, it can be said that people engaged in knowledge processing often read a huge number of texts at work, and they are not ready to open a novel in the evening when they come home from work. People are overwhelmed with information. The series is a short piece of great narrative that fits perfectly into the hour of free time that is between dinner and sleep for many people who work hard. In addition, the series is a convenient topic for conversation. People show solidarity, unite in groups based on a series. TV series are the most important cultural form of modernity, which offers patterns of behaviour, a set of emotional reactions, and therefore it is very interesting and important to study, because through the study of TV series one can understand how social relations are reproduced in our culture. No less important for modern cultural theory is the category of pleasure. We watch TV series simply because many of them are well done. We get pleasure from it [11].

Let's dwell in detail on the series "Squid Game" and its production of basic ideas and plans for public opinion in modern society. The author of the series wanted to write a story that would become an allegory or fable for modern capitalist society. Depicting competition in extreme form, extreme competition of life, but using the characters who we meet in real life.

South Korea's "Squid Game" has become an undisputed Netflix record holder: Hwang Don Heck's series of poor people involved in children's survival games have been watched by more than 110 million people in less than a month, and Netflix has grossed about $1 billion.

The society portrayed in the series is shown in all its multifaceted social diversity - unemployed and migrant workers, refugees from North Korea and gangsters, businessmen and thieves, doctors and students. All of them have no chance "outside" because society is brutally cracking down on losers. That's why everyone who survived the first round continues to play. Because, as they say in one of the episodes of the film: "There are two hells. And the worst of them is reality" [6]. The main idea of the series "Squid Game" is not about survival games, but about capitalism and its most negative side. Capitalism is a destructive system in which people will eventually sell everything and betray it for money. It is possible to formulate it differently: capitalism turns everything into a matter of purchase and sale, and, therefore, money is the greatest value. If we look at the manifesto of the Communist Party of Karl Marx and Friedrich Engels, we find in it similar passages: there is nothing sacred, and the artist and scientist have essentially become victims of capitalism [7]. Let's look at all the main plot points of the series through the prism of the idea of capitalist protest, in order to better understand what the director wanted to show us in his work:

1. About the series as a whole. As the director said, his series shows us the dark side of capitalism, with its corrupt government. And its version from South Korea and the United States, because in these countries, almost everyone lives on credit. That is, the state puts people in the framework of the fact that a citizen always owes something to the state, and if he cannot give it away, then he still borrows and so on indefinitely. And it pushes people to extreme actions, such as robbing someone and even killing them in order to rob them.

2. Social inequality of the population. A society that is constantly transforming has led to the disappearance of the middle class. This is facilitated by the arrival of a new economy, new technologies (especially information technology).

It is worth noting the theory formulated by the German sociologist Andreas Rekwitz. He testifies that a new upper class is emerging - creative. It includes very well-educated people who are flexible in adapting to changes in technology and the economy. We can say that these are advanced technological fronts: the representatives of the new elite are engaged in computer science, design and other similar segments. At the same time, there is a new lower class and it is primarily impressed by its education [7].

3. Medical insurance. In the series, we were shown the expensive cost of medical care and the importance of health insurance.

4. Equality of the sexes. There is another main idea of the series, which is not so obvious, but we think that is why it made the series so popular. And it is very surprising that this series is a product from Netflix. After all, Netflix is now the largest pipeline of the most progressive and tolerant cinema, and "Squid Game" devalues modern norms and standards. Sometimes, it seems that the management of Netflix somehow did not see what they allowed to show on their service. After all, despite the fact that the West is now trying to promote gender equality in cinema, the series "Squid Game" shows us something else. In the series, we see that when everyone gets to really equal conditions (one can even say the original), where everyone's only goal is to survive. Then everything is decided only by brute force, and when the issue is valid, a woman cannot be equal to a man. After all, we remember that in the series more than once raised the question of what not to take on the women's team, because they are weaker. That is, the series shows us the harsh realities and the real lack of gender equality in the world.

5. Detention. The series also shows us the current trend and trend among the younger generation on the so-called deductions. After all, one of the participants in the series "Squid Games" in order to escape decides to trade her body and thus tries to persuade the strongest player. And the series showed that such a parasitic way of life will not come to anything good.

6. Migrant workers. Following the example of a migrant, the series showed us that in real life, all the tales about the equality of migrants and indigenous people work quite poorly. After all, the migrant in the series was an outcast, he was too trusting because of his completely different mentality. The cunning local population used it actively.

7. Older generation. We have already watched the series and know about the final plot and the secret of the oldest man. The example of this oldest man shows us how to treat the elderly really. After all, in the capitalist world, the elderly are a relatively disadvantaged part of the population. They do not work, i.e. do not bring income to the state, due to falling birth rates it turns out that every year the retirement population is growing more and more, and young people have to support them less and less. Because of this, the younger generation often gets angry at the older generation, because they have to work not only to support themselves and their families but also to pay taxes so that the state can maintain the pension category of the population.

8. Religion. We were told how a man, as a shepherd, mocked his family and then prayed for his sins. But this happens quite often in everyday life. After all, many church ministers take a lot of money for rites, and statistics that say that most paedophiles are church ministers are no longer a secret. That is, the series does not show that often people do horrible things and then go to church to atone for their sins. That is, on the one hand, the author of the series "Squid Game" devalued the institution of religion, showed it on the negative side, and on the other hand showed society a share of truth.

9. The state. The game is like a state, the leader is the president, but not the main leader. The game is actually run by oligarchs. A security service is a security unit (police) that allegedly serves the state, but is in fact the same hostage to the circumstances as the people in that state.

Virtual reality using visualisation methods plays a significant role in the life of society because it in some way shapes both the information space and the physical consequence. With the help of virtual mechanisms, specialists introduce propaganda information into the mass consciousness, which is beneficial to the social customer. Propaganda has the opportunity to build at its own discretion not only our present but also our past and future.

The film/series, holding us close to the screen, simulates a totalitarian situation when a virtual product holds all the levers of our control in our hands because we cannot break away from it. Of course, before we watch a film or TV series, we are programmed to travel/watch our promotional campaigns. This has the strongest effect on children who are waiting - will not wait for such a trip with friends or parents [9]. The series often reinforces what we already know what creates a new picture of the world. But its strength lies in the fact that it absorbs a huge mass of people around the planet. It has never been the case that millions are included in the same virtual product at the same time.

4 Conclusion

The results of theoretical analysis of the impact of visualisation on the creation of a picture of the world (by the case of the series "Squid Game"), to which was added practical experience of their use, allow us to draw the following conclusions:

1. The fact of using the method of propaganda 2.0 in the creation of series is revealed and confirmed, thanks to which they have such a significant informational impact (we consider them informational, but most often they are manipulative) on modern society.
2. It turned out that society ceases to feel the systemic influence of information, and this does not determine the possibility of protection from it. First of all, because such informational influence is not perceived by society as a threat and therefore cannot be repulsed.
3. The analysis showed that the visualisation of the series has a limited supply of information, primarily because it contains entertainment content, and presents it in the background. And it is this background entertainment content in the form of TV series that carries a weapon in the fight for consumer attention. If we talk about the series "Squid Game", it was its cruelty that attracted the viewer's attention. This manifestation shows us that the norms we considered social and accepted have been transformed. With the advent of the new generation (millennials and generation Z), preferences and interests in entertainment content have changed.
4. The article identifies and reveals the key ideas of the series "Squid Game", namely: the idea of capitalism (and its cruelty), social inequality, health insurance, gender equality, detention, migrant workers, the older generation, religion, the state and etc.

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IMAGE OF THE BLACKSMITH AS A SOCIO-CULTURAL PHENOMENON: SOVIET, POST-SOVIET, AND CONTEMPORARY ASPECTS

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Abstract: In this study, a parallel was drawn between the development of blacksmithing in two friendly countries – Turkey and Ukraine. The present paper aims to address the following questions: did the image of a blacksmith undergoes transformations, or it remain relatively stable over the centuries? Did the accents in the image of a blacksmith change from era to era; and if so, how? What is the present-day perception of the image of a blacksmith in society? What is the role of the image of a blacksmith in the visual arts of the different countries of the world today? In addition to presenting the historical outline and turning to the folklore representation of the image of a blacksmith, the joint blacksmithing art projects will be described.

Keywords: Blacksmith, National art, Socio-cultural phenomenon, Turkey, Ukraine.

1 Introduction

The history of blacksmithing – both as an art and as a craft – goes back centuries. There is no country where blacksmithing did not originate and eventually evolved into art. Blacksmithing craft was known since the dawn of culture, and it may be reasonably assumed that blacksmithing is one of the oldest metal crafts and thus one of the main civilizational achievements. The broad use of metal – from the simplest forged pieces and up to the works of high art – allows to unambiguously distinguish blacksmithing as a separate branch in the national art of the countries of the world.

Decorative ironwork was not just a supplementary stage in the production of household items (needles, spades, axes, horseshoes, rings, earrings, necklaces, and other artefacts found during the excavation); it was used in architecture as well, for embellishing secular and sacred buildings. It was not just the mastery of blacksmithing craft, but the very art of metalworking that ensured creation, usage, and preservation of the forged pieces – that both had some specific practical function and served as a decoration for exteriors and interiors of buildings – through the centuries up to the present time.

2 Materials and Methods

Methodology of the research includes archival materials; studies on the blacksmithing art; academic literature by contemporary scholars who study blacksmithing processes, by the researchers of art and culture who focused on blacksmithing in the recent periods; as well as the author's personal archive and interviews with the blacksmiths from the recent five years. The study involves the examination of blacksmithing practice and researching the history of blacksmithing. In the paper, comparative historical research, typology, systemic method, analytical and sources studies methods were employed.

2.1 Theoretical Foundations of the Research

Wrought ironwork, regardless of where it was created, almost always is exceptionally expressive. As for the Ukrainian traditional blacksmithing, it should be noted that it was rooted in the metal crafts of Trypillia, Scythian, Sarmatian, Vistula Veneti cultures. Since ancient times, the image of a blacksmith was closely linked to mythology.

The study of the influence of mythology and mythological archetypes on the national mentality, historical tendencies, and religious traditions was initiated, among others, by Carl Gustav Jung. Jung justified the use of universal symbols for describing the national mentality; thus, the main feature of an Archetype is its ability to "recreate itself in culture over and over, providing cultural phenomena with their inherent power" [7, p. 125]. Ernst Cassirer develops Jung's considerations in his *Philosophy of Symbolic Forms*. Cassirer concludes that "...it is not the history that defines mythology for the nation; on the contrary – mythology defines history" [3, p. 17]. Such interpretation of a myth opens new prospects for our research, as it allows us to scientifically explain the quite tangled history of the changes of the blacksmith's image that eventually evolved into the symbol of one of the most powerful totalitarian empires – the USSR.

In the contemporary process of cultural globalisation, it is important to address the cultural identity of the nation that constitutes its uniqueness. Yelena Schepanovskaya in her article "Mythological archetypes as a core of values of national mentality" notes that the cultural identity of the nation may be investigated involving the universal mythological archetypes, manifestations of which in different religious traditions, historical tendencies, and national mentalities vary [11].

3 Results and Discussion

3.1 Features of the Blacksmith's Image in Ukraine

Well-known Ukrainian scholar Natalia Kovtun in her study of the archetype of the cultural hero in Ukrainian spiritual tradition conducted a "philosophical and culturological analysis of the correlation between the images of pre-Christian gods and the archetype of the cultural hero in Ukrainian spiritual tradition" [8, p. 68]. For this paper, such analysis is critically important, as it proves a direct link between the image of the blacksmith and the images of the gods of the Eastern Slavs (Svarod, Dažbog, Veles/Volos, and Perun). N. Kovtun considers convincingly blacksmith to be a cultural hero. Still, in this image, she omits one crucial aspect: a blacksmith being also an artist – as is illustrated in this paper with many myths and legends. It is important to make a distinction between a skilled craftsman who produced household items (axes, spades, etc.) and an artist who forges women's jewellery, unique harnesses for the horses, and ornamented weapons [8].

As Vyacheslav Ivanov and Vladimir Toporov state in their seminal work, old Slavic **kovati* at first meant art in general, including the art of magic [6, p. 158]. This has highly important implications for art history and cultural studies. The opinion of Ivanov and Toporov regarding the meaning of **kovati* not only as a name for forging and blacksmithing craft but also for fine art seems to be well-founded and opens new horizons to further research.

A recent review of contemporary literature on the topic of blacksmithing in general and blacksmithing art, in particular, proves that currently it is scarcely studied in Europe. As for the mythological basis, Valeriy Voitovych in his book *Myths and Legends of Ancient Ukraine* defines Svarog as a Protogod, Master of the Worlds and father of Svarozhychy (Svarog's children). According to Voitovych's view, based on the old myths and legends, it was Svarog who taught people the secrets of blacksmithing and forged the first wedding band. "The Master of the Worlds is the oldest and eldest god of light and the sky. Up till now, he has a forge in his heavenly temple, in the furnace of which the eternal flame of continuity of life on earth burns day and night" [12, p. 44]. Voytovych's assumption about the image of Svarog (that this widespread European myth includes two merged images of real Svarog, a blacksmith, and mythical

Svarog, the Master of the Worlds) seems to be reasonable. In the folklore of Ukraine, Belarus, Russia, Moldova, Bulgaria these mythical heroes occur repeatedly in various interpretations.

Ukrainian folklore, as a material for studying mythology, namely *kolyadky* (traditional songs sung during the Christmas festive season, Christmas carols) were initially investigated by Ivan Nechuy-Levytsky, one of the most famous Ukrainian authors, in his detailed research. Amid the lack of specialised art historical studies, ethnographers failed to notice that some proverbs and sayings about blacksmiths not only reflect everyday communication but became an integral component of national identity. Our previous efforts allowed us to accumulate several hundreds of such proverbs. The following examples are the most commonly used ones. *Dobre kuvadlo ne boitsia molota!* (Good anvil is not afraid of the hammer!) *Dobre tomu kovalevi, shcho na obydvi ruky kuie!* (The blacksmith who forges with two hands has a well-off life); *Kui zalizo, poky hariache* (Strike the iron while it is hot); *Smilyvyi sam sobi kuie slavu* (The brave one forges his glory with his own hands).

3.2 Blacksmith in Turkey and Ukraine: Parallels in Folklore Interpretation of the Image

The interview with the Turkish artist blacksmith İdris Savaş, who focuses on the blacksmithing art of Turkey, provided answers to several puzzling questions. For instance, obvious is the affinity of the folklore of two nations, where the image of a blacksmith is associated with the higher powers. "The Turks, who discovered iron ore in the early periods at the Central Asian area, which has rich mineral deposits; mastered the iron processing methods.

Iron and blacksmithing have created a very important area in both the culture and beliefs of the Turks and their social lives. Turks define blacksmithing as a sacred profession and regard the blacksmith as a guiding sage. The sharp sword is drawn for justice and the sickle in the hands of a farmer is the work of a blacksmith and the protagonist in the epic of freedom is a blacksmith" (İ. Savaş, personal communication, June 17, 2021).

According to this version, it may be concluded that the blacksmithing profession was considered sacred both in Ukraine and in Turkey. This historical fact explains the subsequent transformations of the image of a blacksmith in the totalitarian USSR where a blacksmith becomes a symbol of the state. The legends and verses about a blacksmith serve as proof of such a version, for instance, the famous Ergenekon legend – the homeland valley in Turkic myths, where the Turks were allegedly trapped for the four centuries. Once they saw a grey wolf passing through the cracks in the mountain, so they melted down that part of the mountain (which was an iron mine) by piling wood and coal and got out to the outside world. According to the legend, the man who melted the metal was named Boriu Techen. For that reason, Bozkurt was considered a patron of the ancient Turks.

"The wolf found a hole, went away,
A blacksmith followed,
The hearth lit, the stone melted,
Our roadblock was removed!

The blacksmith was called Bozkurt
Khan recognised, crowned,
He got himself lead the path,
Our flag in his right hand!" [4, p. 78].

Ziya Gökalp, a famous Turkologist, born in Diyarbakır in 1876, shaped Turkish nationalism and was a major influence on the intellectual, art, and social thought of the time. With his patriotic verses, he appealed to the youth, fostered love and respect for the homeland and cherished interest in its past, as well as the hope for the future. Addressing the youth, Ziya Gökalp stressed that they should explore their national culture, using its authentic ideas and methods. By the end of his life, Ziya Gökalp became a chief ideologist of the Committee of Union and Progress, served at the Ministry of Education, and was elected a deputy of Diyarbakır. The fact such a powerful figure in modern Turkish history and influential scholar paid special attention to the image of the blacksmith in Turkic mythology is quite telling.

3.3 Nazi Germany and the Soviet Union: Social Aspect of the Blacksmith's Image

The single most conspicuous observation, omitted by other scholars who only registered the existence of a blacksmith's image in folklore, is its social load. The latter is utterly important for explaining the further transformations of a strongly built worker (often wage labourer) into a master of the country. Thus, several aspects of the use of the archetype of the blacksmith should be taken into account. First, he was a cultural hero. Secondly, we argue that the visual image of a worker/blacksmith was altered to achieve maximum influence on the public unconsciousness. Such image transformation appropriated the traits of the image of the blacksmith to achieve political victories both inside and outside the state. This phenomenon, unique from the point of view of sociological transformation, did not affect any other image in folk, professional, decorative, and applied fine arts. Even though Soviet ideologists proposed several images for the Soviet pantheon (first, they were the leaders of the state – Vladimir Lenin and Joseph Stalin; later on steelworkers, kolkhoz workers, miners, partisans, and army commanders were added), neither of them became an official symbol of the state. Instead, it was the image of a blacksmith that became a trademark of the Soviet Union. This social and cultural phenomenon may be explained by the fact that only the image of a blacksmith was rooted in mythology, while the other images had an only historical background. The perception of the image of a blacksmith bordered upon the perception of the higher powers, i.e. The God of Gods (if the pagan population was involved). Revolutionary heroization of the victorious Soviet Power since the late 1920s required transformations in the consciousness of social groups. Those who once were pariahs now ascended to the top of the social hierarchy.

Soviet revolutionaries, understanding the sentiments of the people of the empire, treated symbolic and ritual senses in the images of the new heroes with respect. Thus, all possible verbal and visual means were employed. When propaganda campaigns were designed and new state symbols for it were chosen, symbolic and ritual meanings were used to influence society. The leaders who carefully studied ethnic archetypes skilfully managed to "forge" their citizens in a new ideological direction. After taking power, the party leaders faced the problem of organising propaganda campaigns. The constant stress on the proletarian grounds of the revolution placed a worker in the centre of the pantheon of revolutionary heroes. The authorities understood the importance of the use of strong visual symbols, or "invented traditions" (the term by Eric Hobsbawm) for the propaganda campaign. The ultimate aim of the campaign was to inspire social enthusiasm, instil new ideas and cultivate loyalty among the half-literate population used to theatrical old-fashioned performances and images. The newly-created myths, thus, use the image of a blacksmith – a rebel and nation's favourite. Even at the turn of the twentieth century, a blacksmith was compared to a god, primarily due to working with molten metal. Therefore, Soviet ideologists chose this image of honour and equity for their new myths.

Hans Gunther, a well-known researcher of socialist realism and one of the compiling authors of a seminal edition *The Socialist Realist Canon* (co-edited with Yevgeniy Dobrenko and Thomas Lahusen) in his article "Socialist realism and Utopian thinking" offers a fundamentally new version of why the new Soviet power was that much interested in the images of a blacksmith and other metalworkers. "The other example of reintegration of the central topos is the adjectives 'iron' and 'steel' along with their entire metaphorical field, especially in the proletarian literature of the 1920s" [5, p. 45]. The "metal" theme is sweeping the USSR. The traditional image of a blacksmith – originally a loner in a village smithy, a strongly built bearded man – was transformed into a proletarian, a collectivist worker who along with his comrades makes steel for the needs of the new state. In 1927, Yuri Pimenov creates his classical epic painting *Industry*. The size of the work is 260 x 212 cm. Pimenov builds a complex, multi-layer composition with the steelworkers at the front, clean-shaven, their torsos bare. However, several years later, in 1937, if a blacksmith as a rebel interest of Soviet painters, it is only purely historical interest. Boris Ioganson creates an iconic painting, known all around the USSR – *At the Old Ural Factory*. The image of the bourgeois owner of the factory is contrasted with the images of the workers around the furnace.

In the newly created myths, the image of a blacksmith undergoes transformations. "In the mythology of the 1930s, the metaphorical meaning of iron and steel gets additional sense. It is about the iron will of the party and its leader, it is about the deeds of the polar explorers who were glorified as the 'iron people'. *How Steel Was Tempered* (1932–1934), a socialist-realist novel by Nikolai Ostrovsky, expresses exactly that sense of the metaphor. If iron and steel, as they were understood by a proletarian artist, mean future unity of a man and a machine that raises a man as high as Prometheus, later on, within the discourse of the Stalin's era, based on the voluntarism of the party, iron and steel refer to the superiority of the human will and totalitarian heroism" [5, p. 45]. Thus, by the 1930s, the traditional image of a blacksmith in fine art and literature changed dramatically. Though in general terms it seems to be the same, the Soviet ideology also adds an image of a foreign fellow blacksmith. Partly, it may be explained by the general urge of the Soviet power to spread the international labour movement.

In the archives, we have found a collection of issues of the *Obrazotvorche mystetstvo* (Fine art) journal that was an official periodical of the artists and sculptors of the Ukrainians SSR. In No. 2 of 1934, the speeches of Volodymyr Zatonsky, a party leader of the Ukrainian SSR, are illustrated with the etching by Fred Ellis. This American painter is described as "...born into a working-class family, one of the notable representatives of the new proletarian intelligentsia that matured amid fierce struggle with the imperialism" [13, p. 17]. The work depicts a blacksmith holding hammer and a sickle, who repels enemies. In *Obrazotvorche mystetstvo* No. 2 of 1934, the image of a blacksmith appears three more times. The article by Israel Rabinovich about Constantin Meunier – "an artist who bonded with the proletariat through 40 years of work, many dozens of artworks, in whose works proletarian images prevail and at the same time are the climax of his creativity, who raises a topical problem..." [10, p. 91] – is illustrated with the three sculptural pieces glorifying the image of the blacksmith. The first illustration is *The Hammerman* (1886). Israel Rabinovich characterises it in the following manner: "In his imagery, Meunier presents the social reality of the working class of the time as the two categories of contrasting images – the images of weak, suppressed proletarians and mighty, confident ones" [10, p. 101]. Except for *The Hammerman*, the other instances when the images of the blacksmith appear on the pages of the 1934 Soviet journal are two more illustrations depicting the statues by Meunier, titled identically – *The Smith*. These are the earlier pieces. Werner Broer dates these works to the early 1880s when Meunier performed other worker-themed statues – *The Mower, The Woodcutter, The Docker, On the Road to the Mine* [2].

As of the early 1930s, the coming of age Soviet power continues to use the image of a blacksmith for asserting the might of the Soviet proletarian. Incidentally, that very image of a worker who conquers metal was also used by another totalitarian system – Nazi Germany. In 1935, Hermann Gradl, a German graphic artist, performed a poster *Arbeit Siegt* (Labour Will Win) depicting a large hammer held by a blacksmith's strong hand. The hammer has a carved swastika – the state symbol of the Third Reich [9, p. 229].

In 1935, German sculptor Arthur Hoffmann starts working on his monumental relief *Cast Iron* for the ThyssenKrupp headquarters in Essen [9, p. 204]. The multi-figure composition depicts the hard and respectable labour of the steelworker. In 1938, Rudolf Eisenmenger performs *Feierabend (After Work)* monumental mural for the railway station in Wels. Two blacksmiths who are shoeing a horse are the central and dominant group of the composition [9, p. 216]. In 1939, Arthur Kampf presents a large-scale painting *In the Rolling Mill* that includes a detailed depiction of a furnace serving as a background to the main characters of the piece – three workers with bare strongly build torsos. In 1941, Walter Hemming presents his painting *Motherland Produces* (1941). This compositionally complex piece depicts the main characters – steelworkers – standing, back to the viewer; this shifts the focus from the men to the molten steel. Probably, the painting was created the same year. The artist glorified the labour of the assistant who receives the molten steel running from the blast furnace with a shovel [9, p. 230].

Yuriy Markin states that the image of a blacksmith was also used by the antagonist of Germany – the USSR; however, he does not make comparative conclusions regarding the incorporation of the image into the classic imagery of the two most powerful totalitarian European states of the time. The use of the image of a blacksmith may be viewed as an attempt of each of the systems to turn it into the dominant figure for the militaristic ideologies, diverting attention from the war preparations in both the USSR and Germany. If in Germany the image of a blacksmith is hardly ever used after the start of the war, in the Soviet Union, on the contrary, it takes the first place, despite the clear recommendation of the artboards to primarily depict the war heroes, partisans, pilots, tankmen, navy men, and, needless to say, the military elite – generals and marshals.

The 1937 sculpture *Worker and Kolkhoz Woman* by Vera Mukhina gave fresh momentum to the image of a blacksmith in the USSR. The piece initially decorated the Soviet pavilion of the World's Fair in Paris. Mukhina's blacksmith, compared to the blacksmith of the past, has several new distinctive traits. He is young and handsome, holding a hammer in his left hand raised diagonally. The worker holds a hammer and the kolkhoz woman – both not working but triumphant. This male image became a standard look for the image of a worker in Stalin's era [1, p. 204-208]. Victoria Bonnell's assumes that the image of a worker lost its primacy in the Soviet political art, as the aim of legitimizing the October revolution was achieved. Nevertheless, forging the hammer as the symbol of the state had permanently entered the history of the Soviet Union and remained one of the main accents of its state emblem [1, p. 208].

The most well-known and popular among the Soviet population was *Let Us Beat Swords into Plowshares*, the 1957 bronze statue by Evgeniy Vuchetich that received the Grand Prix diploma at the Brussels World Exhibition of 1958. Soviet ideological machine and art criticism omitted any mentions of Biblical motifs in this work; as well as the very Bible verse "beat their swords into ploughshares" – a call to put differences aside and start a peaceful and creative life. As it is said in the Old Testament, "He shall judge between the nations, and shall arbitrate for many people; they shall beat their swords into ploughshares, and their spears into pruning hooks; nation shall not lift sword against nation, neither shall they learn war any more" [12]. Yet, something unexpected happened. Though the renunciation of religion in the officially atheist state caused this verse to be unrecognised by the majority of the Soviet citizens, it nevertheless became an unofficial motto of the United Nations Organisation. A hammer – the symbol of the blacksmithing work – is held by the blacksmith. As the hammer hits the anvil, the blade of the bent sword is being shaped into a ploughshare, offering its new – peaceful – function to the world. The ploughshare, unlike the sword, cultivates the soil and does not shed blood. The offered ideology meant, both on conscious and unconscious levels – a proposal of disarmament. The USSR policy of the time was an active build-up of arms and expansionist policy. Such seeming adoption and further transformation of the Biblical motif was an extremely successful political move that granted the USSR ideologists the expected satisfaction. This historical fact clearly illustrates the involvement of art in the policy of a totalitarian state.

3.4 Fusion of Different Images of a Blacksmith in Contemporary Era: Blacksmithing Festivals

Contemporary international relations of professional artists blacksmiths may be studied by the example of two friendly states – Turkey and Ukraine. Turkish blacksmiths repeatedly visited the Ivano-Frankivsk blacksmithing festival, taking part in all its agenda, and always presented blacksmithing pieces of the highest artistic value and mastery. In 2019, at the 17th International Blacksmiths Festival in Ivano-Frankivsk, İdris Savaş, Orhan Savaş, Kerem Peker, Yüksel Kantar, the blacksmiths from Turkey, participated in a blacksmithing collaboration; they also held a workshop in blacksmithing art. The creative task for all the participants was the composition titled *The Angels of My City*. The piece by the Turkish blacksmiths was marked with unique professionalism and originality. Also, İdris Savaş and Orhan Savaş presented their skill during the workshop that attracted the attention of all the guests of the festival who were at the city square at the time. Their one-of-a-kind metal braid impressed the viewers with its beauty. Serhiy Polubotko, the Honoured Worker of Arts of Ukraine and one of the organisers of the festival, praised the work by İdris Savaş and Orhan Savaş. According to Polubotko's interview for the documentary about the Turkish blacksmiths, "It is quite a story how these two blacksmiths, İdris and Orhan, whom we first contacted via Internet, changed their opinion on the blacksmith's path in art. They prepare very interesting pieces for each new festival, as well as very interesting presentations. As for me, I am very glad to see our influence on some blacksmiths in the context of the general development of blacksmithing art. I simply love this team". The film about the family of Turkish blacksmiths presented in the conference section of the festival won the admiration of the audience.

In the present time, contemporary blacksmiths communicate and share their experiences online, with the Original International Blacksmithing being one of the most popular communities. In this Facebook community, blacksmiths from around the world present their pieces and inform their peers about the main events, conferences, festivals; they also post educational materials about the history of the blacksmithing craft and new techniques in blacksmithing art. The image of a blacksmith these days became international; it includes various aspects of this ancient profession, associated with the higher powers in the folklore of many nations.

4 Conclusion

Since ancient times, the image of a blacksmith, undoubtedly, transformed from era to era. In many countries, for instance, in Turkey and Ukraine, the folklore image of a blacksmith has many similarities, the main one being its link to the higher powers. In the paper, it was exemplified, how during several periods of the twentieth century, the image of a blacksmith was used for the political goals of the totalitarian USSR. The social aspect of the blacksmith's image in Nazi Germany and the USSR was emphasised for the first time. This aspect is highly valuable for explaining the further transformation of this strongly-build worker (often wage labourer) into a master of the country.

As for today, given the history of steady development up to the 1920s, then a period of oppression (1920s–1960s) and modern period of revival (since the 1970s) of blacksmithing as an art, the image of an artist blacksmith plays a positive socio-cultural role, uniting the artists from different countries and continents. Blacksmithing art occupies a unique niche in the Ukrainian and global cultural process, proving to be an integral part of the visual arts in general.

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Primary Paper Section: A

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EXPENDITURE OF USING DEMONSTRATIVE MULTIMEDIA AS A SOCIAL OBJECT IN CLASSES IN PHILOLOGICAL DISCIPLINES

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Abstract: The article deals with using demonstration multimedia tools by philological teachers as techniques during the lectures with students of the specialty "Secondary Education" of the educational program "Ukrainian Language and Literature. World Literature". Multimedia has been analyzed as a social object, which provides pedagogical interaction of scientific methodology of rational-logical thinking with emotional and imaginative presentation and perception of information and its further understanding. The possibilities of using presentations for demonstration, generalization, informing during lectures have been investigated. Speech and verbal-visual messages in pedagogical discourse make it possible to understand information, which is the purpose of the lecture as a communicative social system, and the use of multimedia means provides a combination of two modes – speech and visual. The article states the sense of using multimedia means at lectures in philological disciplines for the reproduction of theoretical material in schemes, tables, logic circuits, algorithms of certain types of linguistic analysis. The efficiency of assimilation of scientific information in the classes with the use of multimedia tools was checked. It has been found that multimedia gives it information capacity, compactness, emotional appeal, clarity, mobility, multi-functionality; presentations with hyperlinks to additional resources on the Internet can serve the student as an electronic tutorial, and embedded interactive tests as an electronic way of control. The expediency of using presentations to optimize students' work in the classroom, improve the perception and memorization of scientific information, and increase the level of academic achievement has been confirmed.

Keywords: Demonstration, Generalization, Information and reference, Interactive social system, Lecture, Social object, Training multimedia.

1 Introduction

Modern scholars study the educational environment of higher education institutions in the aspect of its analysis as a social system, the components of which are subjects, objects, processes and ideas. Different forms of organisation of the educational process (lecture, workshop, training, round table, etc.) are considered one of the types of social systems, namely the interactive system of interaction of subjects [4, p. 72]. The interaction between the participants of such social systems is made possible by the presence of a social object [9] as a factor of connection between them. The existence of such a facility and the selection of activities that will provide all entities with shared access to it is a condition for effective management of the social system.

Since social systems (and these forms of work) are based on communication [23, p. 119], we consider it necessary to qualify lectures, workshops, training, etc. as communicative social systems, which, in addition to interactive ones, also provide informational and perceptual interaction [1] between participants in the learning process.

According to Luhmann, communication combines three interdependent components: information, communication and understanding [25, p. 116]. The condition for the functioning of the communication system can be considered the need to achieve understanding, i.e. the purpose of communication is the choice of such a way of communicating information that ensures its perception and awareness.

One of the forms of organisation of the educational process in higher education is a lecture. As a genre of professional communication, it reflects the interaction between teacher and students and serves to communicate scientific information. In pedagogy, the lecture is characterised as a form and a verbal teaching method.

Lecture (from the Latin *lectio* – reading) as an oral form of presenting the material, which appeared in ancient Greece and became the leading method of teaching in universities in the late nineteenth – early twentieth century. Modern approaches to understanding the lecture as a social system have led to the search for new opportunities for communication during this type of lesson. The following methods of presenting the material are tested: problem lecture, lecture-visualisation, lecture with planned errors, binary lecture, lecture-conference, lecture-press conference, lecture-briefing, lecture-dispute, etc. [16, 18].

Management of the social system is aimed at achieving understanding through the rational use of human, material and other resources, using scientifically sound forms, principles, functions and methods [4, p. 72].

According to N. Luhmann, the social system consists of communication, in the process of which three types of selection (selection) coexist: selection of information, selection of the message of this information, as well as selective understanding or misunderstanding of the message and information [3, p. 115]. Features of the system as an integrated whole are formed through the relationship of its parts: people, actions and communications [3]. To interact, people have to interpret the meanings and intentions of others.

The successful functioning of the lecture as a social system is conditioned to the appropriate choice of ways, methods and ways of optimal rhetorical expression - the ability to work with facts, arguments, the composition of speech. One of the types of tactical rhetorical techniques is the use of multimedia tools (graphics, tables, drawings, diagrams, audio, video, etc.), as well as cloud technologies, mobile applications, interactive panels. Multimedia serves as a social object that provides pedagogical interaction of the scientific methodology of rational-logical thinking with emotional-image representation and perception of information and its subsequent operation.

In pedagogical activity, a combination of two modes is often practised – speech and visual, the relationship between which is formed under educational, up-bringing and developmental goals. Verbal and visual messages, as well as computer presentations on educational, research topics, are based on the integration of these modes. Speech and verbal-visual messages in pedagogical discourse are quite influential and allow understanding of information through metaphorisation, rhetorical figures, eloquent examples, convincing arguments, multimedia technologies, which is the purpose of communication [4, p. 19].

1.1 Problem Statement

The use of multimedia tools in the teaching of academic disciplines in the Free Economic Zone is relevant for the study of lectures as a social system. This issue is outlined in studies on the characteristics of intensification of lectures using multimedia presentations [3], methods of using information and communication technologies in class, including software Prezi for developing educational presentations [25], the specifics of preparing interactive classes using multimedia presentations and others. However, the problem of using multimedia as a social subject in the study of philological disciplines in universities is not sufficiently covered.

Oral presentation of theoretical material at certain stages of the study of the humanities should be combined with information that is perceived visually, to illustrate certain theoretical positions. Material carriers of such information are models, graphics, diagrams, maps, images, paintings, etc., which are the result of visual metamodeling and contribute to the formation of visual concepts as cognitive constructs that integrate two forms of information reproduction: visual and verbal through visual [33, p. 32]. The use of multimedia is one of the conditions for achieving the goal of the lecture - understanding and mastering theoretical material to further operate it in practice.

1.2 Analysis of Recent Publications

Scientific sources contain information on the use of multimedia in the training of specialists in various fields. For example, Yu. Bystrova [8], N. Klemeshova [19], M. Kozak [22] and others analysed the conditions and features of the use of multimedia technologies in higher education. Karpenko, Korotkova, Trotsky [35] and others investigated the use of multimedia tools to learn foreign languages. Reynolds analysed the specifics of creating presentations to memorise educational material [28]. Richard E. Mayer, having studied the potential of graphic computer technology, developed a cognitive theory of multimedia learning and formulated its basic principles [27]. The technique of combining verbal and visual images is discussed in the study by Den Roam [29]. Kucheruk, Karaman, Karaman, Vinnikova studied the use of ICT for the formation of professional competencies in future teachers of Ukrainian language and literature [25].

Several works are devoted to current trends in the use of ICT in the training of specialists in technical fields and economics. Various aspects of the use of multimedia technologies as an object of the social system have been studied: the creation of a model of cloud learning environment [4], [26], [5]; application of Moodle platform tools in the educational process [14], [31]; methodological approaches to the use of multimedia tools in the process of training specialists in various fields [13], [6], [15], [7], [20] and others.

Nowadays, the issue of classification of multimedia tools by purpose analysed the specifics of their use as a means of improving the efficiency of the educational process and some aspects of their use during lectures. Despite the diverse characteristics of the use of multimedia in mathematics, economics, natural sciences, there is insufficient research of them as a social object in classes in philological disciplines, which has led to the relevance of our study.

1.3 The purpose of the Study

The academic purpose is to substantiate theoretically the feasibility and test experimentally the effectiveness of the use of multimedia technologies during lectures provided by the curriculum for bachelors in “Secondary Education” educational program “Ukrainian Language and Literature. World Literature”.

Achieving this goal involves the implementation of the following tasks:

- To outline the state of use of multimedia technologies for various purposes (demonstration, information and reference, training, control) at different stages of classes with bachelor students majoring in "Secondary Education" educational program "Ukrainian Language and Literature. World Literature";
- To analyse the expediency of using demonstration multimedia tools in lectures in philological disciplines;
- Check the effectiveness of the assimilation of scientific information in the classroom using multimedia tools.

2 Materials and Methods

Theoretical and empirical research (analysis of scientific and documentary sources with interpretation, systematisation, generalisation of collected information, substantiation and forecasting of expediency of attraction of multimedia means at lectures in philological disciplines are used to solve problems of research; questionnaires of teachers on the activity of using multimedia tools in teaching philological disciplines, analysis of types of generalisation of educational information, comparison of approaches to the classification of lectures, generalisation of theoretical provisions of the topic) were used to solve the research problems, as well as statistical research methods.

To test the feasibility of using multimedia tools in lectures in these disciplines, a survey of teachers who conduct classes with students of philology on the use of multimedia of different types at certain stages of classes was conducted, as well as a pedagogical experiment involving students of two groups (36 persons) of the second year, who obtain a bachelor's degree in the educational program "Ukrainian language and literature. World Literature".

Teachers (48 in total) were asked to answer the questions of the questionnaire on the use of multimedia tools in classes in philology. The questionnaire consisted of two parts. The first concerned the definition of among the various purpose of multimedia tools (demonstration, information, training, control) [2, 20], those that the teacher uses most often. The questions of the second part were to find out during which classes and at which stages of studying the topic (updating of basic concepts, acquaintance with new material, skills development, generalisation and systematisation) and which materials (video, presentations, audio) should be used.

Answers to the question “Which of the proposed types of multimedia tools do you use most often when teaching philology students?” and the question “In what classes do you use multimedia?” can be grouped as shown in Table 1:

Table 1: Practical use of multimedia tools

Multimedia types	The number of respondents
demonstration	35
consulting	3
training	4
monitoring	4

Forms of teaching and learning	The number of respondents
lectures	36
practical classes	4
test papers	3
supervised independent learning	5

Answers to the questions "At what stages of studying the topic it is advisable to use multimedia tools?", "What materials should be used?" reproduced in Table 2:

Table 2: The use of multimedia tools at different stages of the lesson

Stages of classes	The number of respondents
engagement activity	4
study	32
practice	2
warm down	10

Multimedia tools	The number of respondents
video	5
audio	5
visual aids	28
Moodle tools	10

The results of the survey show that most often teachers of philology use demonstration multimedia tools and use them during lectures. The analysis of the second part of the questionnaire revealed that respondents prefer to use multimedia in the stages of acquaintance with the material, to summarise and systematise the study, and use mostly presentations, less often - test tasks Moodle platform (training and control), video and audio.

To study the feasibility of using demonstration multimedia as a social object, a pedagogical experiment was conducted, which was based on the definition of the latter as an independent variable (experimental impulse) and student performance as a dependent variable. Academic group Ukr-21 – experimental, Ukr-2.2O – control. They are the same quantitatively and homogeneous in the level of perception of educational material and the level of basic knowledge of morphemes, word formation, morphology of the Ukrainian language learned in school, which was confirmed by tests at the beginning of the semester (Table 3).

Table 3: The results of the control test of basic knowledge of morphemes, word formation, morphology of the Ukrainian language

Levels of student performance	Ukr-21		Ukr-2.2O	
	The number of students	The percentage number	The number of students	The percentage number
High	5	27.78 %	5	27.78 %
Average	7	38.89 %	7	38.89 %
Low	6	33.33 %	6	33.33 %

The experiment involved proving the hypothesis that the use of an independent variable (multimedia as a social object) in the learning process of students has a positive effect on the dependent variable – their success. During the fourth semester of the 2018-2019 academic year, lectures in this discipline in the Ukr-21 group practised the use of multimedia demonstration tools, while in the Ukr-2.2O group, the same topics were taught without the use of multimedia.

Confirmation of the expediency of using multimedia tools in lectures to improve the assimilation of theoretical material were the results of the final test, which was performed by students of these study groups (18 students from each). The tasks of the test were identical and included testing the linguistic competence of students: working with theoretical material from the discipline "Morphemics, word formation, the morphology of the Ukrainian language", as well as the ability to perform various types of linguistic analysis of language units based on acquired theoretical information. For this purpose, the following tasks were used: open-ended, aimed at disclosing certain theoretical positions; formulation of the definition of certain linguistic terms; problematic, involving the ability to compare, compare language units, summarise scientific information; practical tasks were related to different types of linguistic analysis; test tasks are designed to test the ability to operate on the main provisions of the topics.

The maximum score for the test is 60. Evaluation criteria are divided into levels of academic achievement that correspond to the levels of linguistic competence of students: primary, secondary and high. The initial level (1-20 points) is characterised by the following criteria for assessing student achievement: lack of awareness of most of the material, the inability to systematise it; errors in formulating definitions, inability to give examples and perform practical tasks or partially perform them. The average level (21-40 points) of academic achievement is correlated with the following assessment criteria: the student knows and understands the basic educational material, teaches it correctly, but inconsistently, makes mistakes in speech and formulation of definitions; can analyse, compare linguistic phenomena, applies theoretical knowledge to perform simple practical tasks. Criteria for assessing high academic achievement (41-60 points) are student knowledge of the system, they are fluent in theoretical material, can analyse and systematise information, summarise, draw conclusions, establish links between language phenomena, correctly defines language concepts, understand them, are guided in traditional and non-traditional interpretations of the analysed linguistic phenomena; can perform problematic and creative tasks; apply the acquired knowledge while performing practical tasks, properly make a complete analysis of language units.

3 Results and Discussion

Lecture on philological discipline is an organisational form of learning, and a kind of oral monologue, and a genre of academic eloquence, and a universal source of linguistic information at the same time [23, p. 99]. As a communicative social system, the lecture involves interaction between the subjects of the educational process, aimed at achieving understanding, i.e. has a communicative idea. Its structure corresponds to the laws of classical rhetoric: conceptual, audience modelling, strategic, tactical, speech, the law of effective communication [21, p. 15-16].

The lecture is a process of language communication taking into account various components of communication: physical, psychological, physiological, contextual, situational, etc. As a communicative social system, the university lecture functions in the coordinate system of the laws of classical rhetoric, which determine the effectiveness of thinking and speech activities of the lecturer and help achieve the communicative goal of mastering scientific information and forming students' conceptual understanding of the basic principles of the discipline.

The monograph "Pedagogical rhetoric: history, theory, practice" highlights the main requirements for the lecture, which provide for the presentation of educational material with clarity and modern TTA (Technical Teaching Aids) [23, p. 101]. One of the ways to illustrate the theoretical material is presentations. D. Shumakov characterises them as "presentations of support for the educational process", he singles out their structural elements [32, p. 31-32]. Some researchers analyse the features of presentation as a type of professionally oriented monologue speech (Yu. Avsyukevich, O. Tarnopolsky [34]). Several works are devoted to a detailed description of the skill of structuring presentations and their demonstration (A. Kapterev [17], R. Mayer [27], G. Reynolds [28], D. Roam [29], etc.).

The functioning of communication and communicative social system is made possible by its interdependent components: information, communication and understanding [25, p.16]. When explaining a scientific topic in a lecture, the teacher uses such tactical methods of communication that would provide an understanding of the information. According to the results of the survey, most often teachers of philology use demonstration multimedia tools, including presentations, to express clearly the educational material.

The use of multimedia tools is appropriate when they help to explain what the word cannot achieve. “Demonstrating literally to the audience an instant vision of the object, the slide” saves “precious lecture time” [20, p. 35]. At the same time, the use of demonstration tools requires a skilful combination of words and images, so that information is not duplicated, but contributes to the understanding of theoretical positions through their visualisation. In this case, according to G. Klochek, the lecturer achieves a synergistic effect of the interaction of word and slide, in which rhetorical art is combined with the ability to create and demonstrate high-quality content and pictorial properties of slides [20, p. 37].

Teachers of philology use multimedia tools to visualise theoretical scientific information in the process of oral presentation. This form of presentation of the material has several advantages: information capacity, compactness, emotional appeal, clarity, mobility, versatility.

For example, the course “Morphemics, word formation, the morphology of the Ukrainian language” is aimed at a detailed, comprehensive study of morphemes and word formation as the main and important tiers of language structure; parts of speech as lexical and grammatical classes of words that structure the morphological tier of the language system, their categorical essence, semantic manifestations, communicative and pragmatic features, specialised and non-specialised means of implementation.

The task of the discipline is to synthesise knowledge about morpheme, word-formation, grammatical levels of the language system, to provide deep mastering of theoretical information about morphemes, word-formation units, parts of speech, to form a creative approach to future philologists' analysis of language units, to develop skills of independent linguistic research.

A detailed study of these sections involves the assimilation of a significant amount of theoretical material in each lecture.

Knowledge is one of the objects of the social world, and the attitude to such an object – a special form of sociality, which is based on understanding it as a sequence of absences [9, p. 116]. In other words, objects of knowledge are constantly changing their properties or acquiring new ones and at the same time articulated by the subject. Objects of knowledge exist simultaneously in different forms [9, p. 115]. For the subject and the object of cognition to communicate with each other communicatively, it is expedient to use a combination of different forms of the latter, including verbal and visual.

To increase the effectiveness of the perception of individual topics, teachers combine oral presentation with a visual demonstration of certain linguistic concepts, with the help of Microsoft PowerPoint in particular. In this way, multimedia becomes a social object of knowledge that unites the team in the desire to know it. For example, in the oral presentation of information about the specifics of chain and radial word formation, we use multi-component units that contain creative and derived words.

Visual perception in combination with the dynamics of the image provided by animation effects has advantages over oral enumeration of related words, as the location of the components reflects the specifics of the relationship between them (Figure 1), helps to understand and remember information presented at learning stage new material. This combination of word and slide creates their synergy.

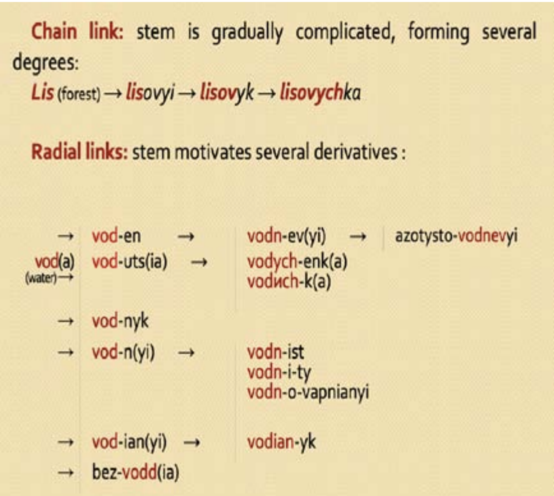

Figure 1 – Presenting multi-component units

The generalisation of scientific information in the form of diagrams, tables, sequential logic circuits, algorithms of linguistic analysis allows teachers to compactly combine a significant amount of textual and graphical information. Such tools should be used at different stages of the lesson: actualisation of basic concepts, learning new material, consolidation and systematisation of the study.

Generalising tables, schemes, algorithms of actions help students to understand the laws of functioning of certain linguistic phenomena, to understand their common and distinctive features, to systematise and generalise theoretical material.

When studying parts of speech, teachers practice after explaining the theoretical material to demonstrate schemes (structural, functional, generalising) at the stage of consolidation and systematisation of the study to illustrate the system-structural relationships between language units and levels, their structure. For example, information about groups of collective nouns by semantic-word-forming features can be supplemented by a block diagram (Figure 2):

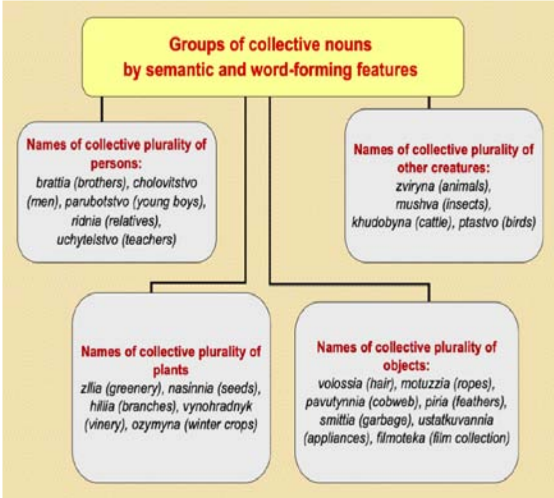

Figure 2 – Classification scheme

In the final stage of the lesson to summarise information using the functions of Microsoft PowerPoint, we reproduce the logical connections between certain linguistic concepts, compare them, depicting them as a combination of textual and graphical elements. Comparison of language units activates mental activity, requires students to solve cognitive problems. For example, the following slide shows the systematisation and comparison of theoretical material about nouns with a specific meaning (Figure 3):

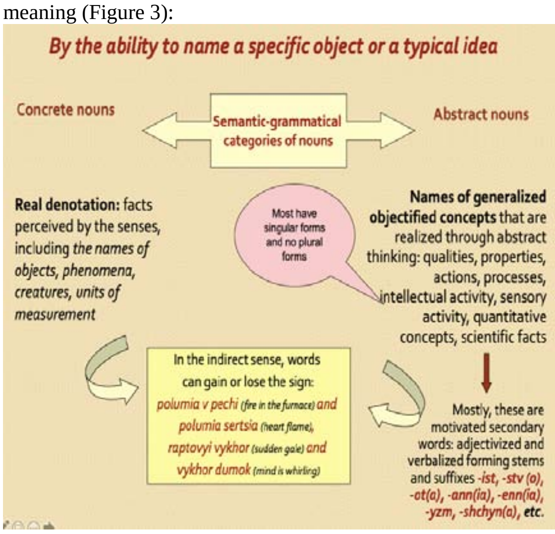

Figure 3 – Theoretical material arranged using Microsoft PowerPoint graphics

During the Ukrainian Language Workshop, students improve their spelling and punctuation skills by working with Ukrainian Spelling. It is also planned to acquaint them with the changes made to the “Ukrainian spelling” in 2019. These innovations can be grouped by two features: changes in spelling rules (i.e., uniquely new spelling) and spelling variants of words (there are alternative units). To increase the perception of this information by students, the teacher uses slides-summaries at the end of the lesson. On several of them demonstrates new spelling rules. On other slides, it provides changes that provide spelling options (Figure 4).

Figure 4 – New spelling of the Ukrainian language (in Ukrainian)

Another form of visualisation of theoretical material used by teachers of philology – tables. They are most often used to summarise a large amount of information that needs to be grouped by certain properties, functions or characteristics; for visual comparison and comparison of information that reflects different scientific approaches to understanding a particular topic; to demonstrate the structural hierarchy between certain linguistic units. Teachers also use such demonstration tools as material for students' independent work, as well-structured tables are a selection of the most essential theoretical material. They can replace part of the textbook, which is important in modern conditions of implementation of the "principle of educational savings" [20, p. 31].

For example, the slide below has two tables. The first contains the classification of word-forming units by function (change the partial linguistic affiliation of words), the second - by properties (motivation in one or two words) (Figure 5).

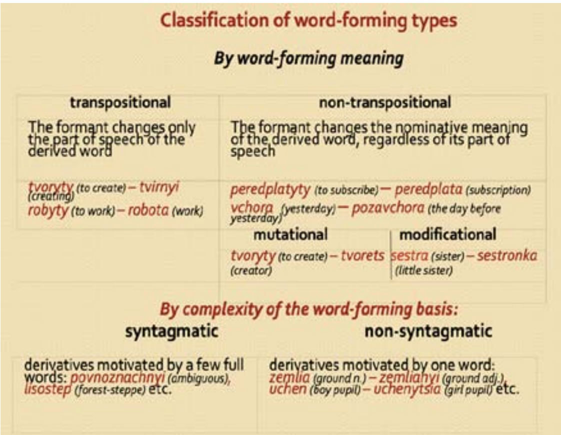

Figure 5 – Information in tables

While studying the Ukrainian Language Workshop, teachers use built-in interactive tests as one of the ways to control, and supplement the content of the presentation with hyperlinks to additional Internet resources, including the text of "Ukrainian spelling" 2019. This helps to partially replace the manual and illustrate a significant amount of illustrative material. Such hyperlinks were used, for example, when studying the topic "Spelling of nouns" to demonstrate a significant number of case forms (Figure 6).

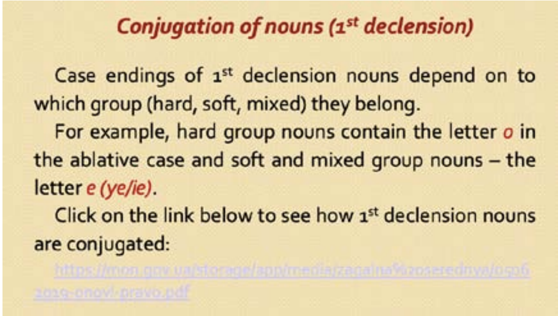

Figure 6 – Using hyperlinks

The main form of work in lectures is an oral presentation of theoretical material. The information on the presentation slides illustrates what has been said and should be well organised and logically organised. Undoubtedly, the functions of Microsoft PowerPoint (a set of graphics, etc.) provide ample opportunities to structure the theoretical material and provide a synergistic effect of the use of words and slides.

During lectures with bachelor students majoring in "Secondary Education" educational program "Ukrainian Language and Literature. World Literature" philology teachers use multimedia demonstration tools to effectively assimilate scientific information.

To test the feasibility of using multimedia (including presentations) in classes on the subject "Morphemics, word formation, the morphology of the Ukrainian language" at the end of the semester students performed a test, the tasks of which covered the study material learned during the semester. Its results show that students in the experimental group have significantly higher scores ($P < 0.05$) than students in the control group. The difference between the mean score (calculated as the arithmetic mean) of the high-level results obtained in these groups is 6.96 points, medium-level – 7.25 points, low – 4.1 points.

The results of the test based on the comparison of the average scores of high, medium and low levels of academic achievement are presented in Table 4.

Table 4: The results of tests based on average scores of different levels educational achievements

Mid-points	EG (Ukr-21)	CG (Ukr-2.2O)	Probability of difference (p)
High level	50.13 $\pm$ 1.9	43.17 $\pm$ 2.2	$p < 0.05$
Average level	29.5 $\pm$ 1.7	22.25 $\pm$ 2.0	$p < 0.05$
Low level	18.6 $\pm$ 1.2	14.5 $\pm$ 1.5	$p < 0.05$

The probability of differences between the mean scores of students in the control and experimental groups was based on Student's t-test. The level of significance of the calculated values was determined with reliability of $P < 0.05$.

In percentage terms, the results of control work are presented in the diagram (Figure 7).

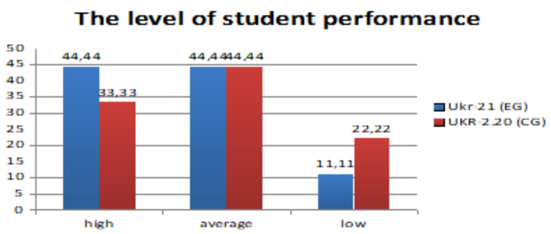

Figure 7 – The results of the final test

According to the results of the test, eight students of the experimental group (44.44% of the total number) and six students of the control group (33.33% of the total number) demonstrated a high level of academic achievement. This figure in the experimental group is higher by 11.11%. The average level of academic achievement in both groups is the same – 44.44% (eight students). The number of people who demonstrated the initial level of knowledge in the experimental group is 11.11% (two students), which is half less than in the control group (22.22% – four students).

4 Conclusion

Thus, the use of demonstration multimedia tools by teachers of philology is one of the rhetorical methods of lecture management as a social system that emerges based on the communication of reciprocal expectations and actions. It is expedient to apply multimedia technologies at different stages of learning material, as multimedia is a social object that provides interaction of scientific methodology of rational-logical thinking with emotional-image representation and perception of information and its further understanding. Visualisation of structured information helps to achieve a synergistic effect of word and slide; Speech and verbal-visual messages in pedagogical discourse make it possible to understand information, which is the purpose of the lecture as a communicative social system, and the use of multimedia provides a combination of speech and visual information under educational, up-bringing and developmental goals.

Multimedia helps to make theoretical material informative, compact, emotionally attractive, visual, multifunctional, and thus optimises the work of students in the classroom, improves the perception and memorisation of scientific information, increases the level of academic achievement. Multimedia tools, such as presentations with available hyperlinks to additional Internet resources, can be an electronic guide for the student, and built-in interactive tests – an electronic method of control, which makes such tools relevant and in demand.

According to the results of the test, we can state that in the experimental group compared to the control is a much higher percentage of students who have a high level of academic achievement, and less than those who have mastered the theoretical material at the elementary level. This proves the expediency of using multimedia as a social object during lectures provided by the curricula for bachelors in "Secondary Education" of the educational program "Ukrainian Language and Literature". World Literature".

The study does not claim to be a definitive solution to the problem of using multimedia tools during classes with students of philology in universities. We see the prospect of further research in the study of methods of using the capabilities of different types of multimedia technologies as a form of preparation for practical classes or independent extracurricular activities of students, as well as for binary classes.

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Primary Paper Section: A

Secondary Paper Section: AI, AM

EXTRA-LINGUISTIC FACTORS AND TENDENCIES OF ACTIVATION OF MILITARY VOCABULARY IN UKRAINIAN MASS MEDIA

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Abstract: The article characterizes the most used tokens in the texts of modern Ukrainian mass media, reveals new and with new variants of meanings lexical units, traces the expansion of the scope of military tokens not only in specialized media, but also in texts on socio-political, economic, and other spheres of activities; the functional and stylistic role of this vocabulary in the language of mass media is determined and its negative assessment in journalistic materials is emphasized. To study military vocabulary in the Ukrainian mass media of the early 21st century, we used descriptive method as the main method of observation. At different stages of the research, the method of functional analysis was applied, which allowed determining the stylistic load of lexical units. It was found that due to a number of extralinguistic factors of socio-political orientation (annexation of Crimea, Russian-Ukrainian conflict in eastern Ukraine), the modern Ukrainian language was supplemented by new tokens, and well-known nominations of this meaningful variety for persons, actions, processes, states, etc. were updated, which is reflected in the media of the second and early third decades of the 21st century. The tokens for naming individuals, groups and territories have become the most popular. Under the influence of extralingual factors, many new abbreviations have emerged. Often the analyzed tokens have a negative color, contrast with neutral vocabulary and at the same time serve as a means of attracting the reader's attention.

Keywords: Abbreviation, Extralingual factors, Military vocabulary, Negative assessment, Scope, Stylistic role.

1 Introduction

The language of mass media absorbs changes in the lexical-semantic system, as well as testifies to the functional and stylistic dynamics of established, correlated with other styles lexical units, reveals the problems of learning new words and their penetration into different stylistic spheres. Ukrainian mass media at the present stage of development have become one of the main sources of research of the Ukrainian language in general and the lexical system in particular, as they allow tracing the influence of society on their development, identifying features of social and linguistic dynamics interaction.

Changes in the structure of the modern Ukrainian language usually take place during a period of significant transformations in the life of society. They occur over a long period of time, affect the language system, but do not cause its destruction. Therefore, there is a need to identify and arrange language changes caused by new speech practice, as well as to thoroughly investigate the specifics of the use of lexical items and identify features of language processes that determine their origin and development. Under the influence of extralingual factors, the process of using military vocabulary have intensified, which requires description and classification interpretation.

The works of modern researchers Kostusyak [3, 4, 5, 12], Mezhova [4, 12], Navalnaya [5, 12, 16], Styshova [21], Struganets [20], and others are devoted to the study of the peculiarities of the language of mass media, the analysis of dynamic processes in its structure and the problem of interaction of language tools of different styles, including journalistic. The functioning of military vocabulary in the language of the media is traced in the investigations of Igrak [2], Rubashova [22], Kaluzhynska [17], Navalna [17], and others.

2 Materials and Methods

In the article, for the study of military vocabulary in the language of the Ukrainian media of the early 21st century, descriptive method is used as the main method of observation. At different stages of the research, the method of functional analysis was used, which served as a basis for determining the stylistic load of lexical units. The method of functional analysis allowed determining the stylistic load of lexical units.

3 Results and Discussion

Realizing the importance of close interaction of extralinguistic and linguistic factors, we emphasize the specifics of the manifestation of the former and their interpretation in the scientific literature. Researchers claim that one of the style-forming extra-linguistic factors is the sphere of social and production activities and life of speakers, which should be served by a certain style. Extralinguistic style-forming factors include the form of social consciousness (politics, science, law, art, domestic relations), which relates to the sphere of social production and life of speakers, they are formed and served by this style. The sphere of social and production activity of speakers, the form of social consciousness, the subject of communication constitute the basic extralinguistic basis of functional style [10, 145].

We consider the arguments of Struhanets to be quite well-founded: she considers the development of human society, its material and spiritual culture, productive forces, science and technology to be the dominant foreign language factors [19, 94]. The researcher emphasizes a number of social factors, highlighting the influence of traditions, the social need for words, the linguistic taste of society, the social and quantitative composition of literary speakers, the nature of literary communication. In addition, she attaches importance to the contact of languages, the result of which she sees primarily in the lexical-semantic system as one that, among other language levels, shows the greatest permeability. The peculiarity of the interpretation is the interpretation of the influence of donor languages on the recipient language as a factor that reveals the signs of external and internal factors, occupying an intermediate place between them. Struhanets substantiates the assumption that the consequences of language contacts are subject to these two types of factors, because, on the one hand, language interaction reflects the degree of political, economic, and cultural ties with the country, and on the other – depends on the degree of systemic proximity language [19].

Kots connects dynamic phenomena in language with a number of processes caused by socio-economic changes, mass communication, education system, different interpretations of natural and social life, scientific and cognitive, ideological, aesthetic, social factors, etc. emphasizing their different manifestations [6, 5–6]. Currently, in the context of external factors, it is customary to consider not only the dynamism of the vocabulary of the language in general, but also smaller groups of tokens. In the delineated plane, words are studied in view of their expression in texts limited by certain themes or stylistic parameters.

Styshov takes into account socio-historical, geographical, demographic, sociolinguistic, cultural and aesthetic aspects [20]. The concept of the linguist is distinguished by a fairly detailed interpretation of extralingual factors that affect the language of the media space. Among them: 1) democratization of all spheres of public life, first of all formation of new social and economic relations, expansion of contacts and mutual relations with the world community; 2) significant weakening (or even cessation) of the impact on the vocabulary of censorship and self-censorship; 3) the establishment of the Ukrainian language as the state language, and, in this regard, the growing importance of sociolinguistic research; 4) changes in the social structure of

Ukrainian society, which affect the formation and functioning of sociolects, and those in turn – on the evolution of general literary norms; 5) necessity, expediency, practical needs of speakers; 6) fashion for words, which primarily concerns the young generation ("new generation"), that always seeks to reject the usual and communicate in a new, more modern way; 7) search for new means of expression, among them those are preferred that promote the expressiveness of expression, create contexts that can affect the intellectual perception of the reader, listener or viewer, as well as his emotions, psyche, etc. [20, 21–22]. The linguist considers the language situation, the interaction of cultures, the contact of languages due to the intensification of international meetings, financial and economic relations, scientific and technical, military, cultural and artistic cooperation to be factors that influence the gradual, continuous, and uneven changes in the lexical system, etc. [20, 242].

Navalna argues that the development of language is affected by the global financial and economic crisis, the instability of currencies, the devaluation of the hryvnia, the revival of trade relations in the country and internationally, the active development of entrepreneurship, street and unorganized trade, global environmental problems, emergence of new diseases and medicines, spread of sports realities, change of power, legislative acts, transition to a multiparty system, expansion of diplomatic ties, cooperation with international organizations, frequent stay of Ukrainians abroad. Among the extralingual factors, she gives special place to Ukraine's openness and dynamic contacts with other countries, removal of political censorship, continuation of democratic initiatives in society, nomination of phenomena not typical for previous years, change of language tastes towards simplification and liberalization, intensification of socio-political processes, desire to manifest expression by any means [16, 56].

Lapinska considered the following to be extralingual factors: 1) the formation of an independent state of Ukraine, the development of a market economy, economic ties between other states and Ukraine, the achievements of English-speaking countries in some areas of activity; 2) intensive technical re-equipment of life of Ukrainians, use of foreign production equipment, increase of computer literacy of Ukrainians; 3) development of cultural ties between countries; 4) the impact of the lifestyle of other countries on Ukrainians; 5) students' perception of foreign words as newer; 6) elimination of political censorship, which led to the use in the mass media, in fiction, a large amount of foreign language vocabulary, slang, obscene words; 7) the existence of foreign religious organizations and sects; 8) demand for Ukrainian women among foreigners; 9) immigration of Ukrainians to other countries; 10) development of tourism in Ukraine, etc. [8,177-181].

Mazuryk focuses on the functioning of tokens, researching the enrichment of the Ukrainian-language system in the 90s of the 20th century with innovative words. She claims that the external reasons for this process are political and economic cooperation with neighboring nations, the presence of Ukrainian ethnic territories in foreign states, Ukraine's accession to international organizations, changes in the political system within the country. Among a number of important factors, the researcher considers the functioning of the international computer information network [11, 16-17]. Similar considerations were expressed by Arkhipenko and Rudakova, who consider relevant economic, socio-political, cultural, domestic, scientific, socio-psychological external factors that play an important role in the adaptation of tokens in general [1, 14] and socio-economic vocabulary in the press of the late 20th - early 21st centuries [18, 13].

With an emphasis on neonomations of socio-political issues, Tomilenko solves the problem of external factors. According to her, language and society interact closely, which clearly reflects the vocabulary. Among the external factors of vocabulary development, the researcher considers the evolution of human society, its material and spiritual culture, productive forces, the discovery of which is realized in the development of science, technology, culture, increasing information about the world, expanding social functions of language and its stylistic variability in people's life. According to Tomilenko's observations, the lexical system of the language was influenced by socio-political events, in particular, tensions in the relations of Ukrainian citizens with the authorities, law enforcement agencies, etc. Mass protests, strikes and other forms of dissatisfaction with the socio-political life of the state, inadequate social protection of the population, and corruption in most spheres of human activity became more frequent. It is natural that these reasons lead to the emergence of much of the neological vocabulary, mostly of negative color, invented by dissatisfied masses to increase emotional impact on others and to express their own attitude to what is happening in the country. An important role in the formation of such neologisms belongs, of course, to the media, which are forced to be the first to respond to any changes in society [21].

We have analyzed only some well-known concepts, the proponents of which emphasize non-linguistic factors that directly or indirectly affect the development of language in general and its lexical system in particular. As we can see, there is still no single, jointly developed and described typology of these factors in the linguistic paradigm. Although the opinions expressed by scientists have a number of differences, at the same time they show some commonalities. In particular, most researchers are inclined to think about the undeniable dynamism of the language system, which occurs due to the action of different social processes that show unequal activity during certain time slices. Expressing solidarity with such considerations, we note that the development of language is influenced by changes in social and economic spheres, political life, development of science and technology, democratization and liberalization of society, international relations and interlingual contact, resulting in the addition of many words. It is important that the new nominations do not violate the established and developed norms of the modern Ukrainian literary language, and the use of neolexes is balanced and justified.

Navalna noted decades ago that "due to the resumption of hostilities in different countries of the world, the use of common military terminological vocabulary and well-known terminological phrases has become more frequent in the language of periodicals. E.g.: *army, army arsenal, military power, military doctrine, military regime, firearms*, etc." [16, 144]. The researcher concluded that the terms of the military field (*demilitarization, aerobatics*) are used in publications on military exercises, drew attention to the use of military vocabulary in texts on socio-political life, and emphasized the figurative meaning of military nominations, which usually contrast with neutral vocabulary of journalism, give the texts the appropriate color, sometimes realizing the purpose of ironic and satirical coloring [16, 143-145].

According to Navalna and Kaluzhynska, due to a number of extralinguistic factors of socio-political orientation, the modern Ukrainian language has been enriched with new tokens of military actions, processes and states, which is reflected in the domestic press of the second decade of the 21st century. Researchers have grouped military vocabulary into two groups: 1) to denote persons; 2) with an indication of the characteristics of processes, actions, and states. According to Navalna and Kaluzhynska's observations, tokens of foreign origin for nomination are the most popular. Often military vocabulary has a negative color, contrasts with neutral vocabulary and attracts the reader's attention [17].

Under the influence of extralingual factors (annexation of Crimea, Russian-Ukrainian conflict in eastern Ukraine, etc.) we trace the duration of trends in the functioning of military vocabulary in the mass media to indicate persons, including those who defend Ukrainian territories or changed their place of residence due to armed conflict, and also those who are fighting on the enemy side.

Among a number of tokens denoting persons who take part in hostilities or live on the Ukrainian side, we single out the following: *serviceman* – "a man who serves in the army" [23, I, 670]; *military* – “the same as a serviceman” [23, I, 670]; *refugee, refugees* – “people who leave their place of residence during war or natural disaster” [23, I, 179]; *fighter* – “1. Participant in battles, battles; warrior. 2. Soldier, private. 3. Figuratively: About a man who fights for the realization of something” [23, I, 211]; *veteran* – “1. An experienced, seasoned warrior who took part in many battles. 2. Figuratively: A person who has been working successfully and fruitfully for many years, has worked in any field, acts, acted in something” [23, I, 343]; *defender* –“ the one who protects, defends someone from attack, attempt, blow, enemy, dangerous, etc. action. // That which protects, blocks, shelters someone, something from something harmful, undesirable, dangerous” [23, III, 378]; *migrant* – “the one who has moved, moves to a new place of residence or relocated somewhere” [23, VI, 273]; *soldier* – “ordinary serviceman of the land forces // Serviceman in general” [23, IX, 441] and the phrase *participant in hostilities* – “a person who participated in combat missions to protect the homeland in the military units, formations, associations of all kinds and associations troops of the Armed Forces of the active army (navy), in guerrilla units and underground and other formations both in wartime and in peacetime” [Law of Ukraine “On the status of war veterans, guarantees of their social protection”. Available at: https://zakon.rada.gov.ua/laws/show/3551-12#Text] and others. Cf.: *Oleksiy Strizhak, a serviceman, died in Donbass today* (day.kyiv.ua/uk, September 30, 2021); *The Ukrainian military has spent 600 million on an army management system that may be unusable* (pravda.com.ua, March 16, 2021); *Three shellings and wounds of the fighter: on Tuesday in Donbass it was restless* (pravda.com.ua, 05.03.2021); *Zelensky signed a decree on social guarantees for veterans and families of fallen defenders of Ukraine* (day.kyiv.ua/uk, 11.09.2021); *Since the beginning of the day, two Ukrainian defenders have been wounded in the military zone* (day.kyiv.ua/uk, October 1, 2021); *Why don't migrants go to medical facilities? The public demands from the Ministry of Health an action plan that would help internally displaced persons to receive timely and quality assistance* (day.kyiv.ua/uk, June 23, 2015); *The border is being strengthened, the soldiers are being warmed. How the military and border guards in the Kherson region met the first frosts* (day.kyiv.ua/uk, 28.10.2021); *More than 400,000 combatants live in Ukraine. Their psychological rehabilitation and socialization is the key to the successful return of soldiers to a peaceful life. Neglecting this can have bitter consequences for the military itself and for society as a whole* (pravda.com.ua, 21.02.2021).

While these tokens are well-known nominations, they have only been actualized in the language of mass media for seven years, such words as *ukropy*, *ukry* and abbreviation-derivative formations *atovets*, its variant *atoshnik*, which was formed with some violation of the current derivation norms, appeared under the influence of non-contractual factors with the beginning of hostilities in eastern Ukraine e.g.: *Enemies are crying: Legendary “ukrops” received the first batch of clothes… Money was collected around the world* (zp.depo.ua, 07/18/2015); *“UKROP is the Ukrainian resistance. We raise money for our dear “Ukrys” who are fighting for Ukraine's independence* (day.kyiv.ua/uk, 31.08.2014); *ATOvtzy from Khmilnytskyi district of Vinnytsia region decided to deal with raider seizures on their own – they united* (day.kyiv.ua/uk, January 28, 2019); *Ukrainian ATOshniks were lured to Russia to show them to be terrorists - SBU* (pravda.com.ua, August 17, 2017). In the language of the Ukrainian media of different thematic orientation and forms of ownership, we come across different spellings of tokens: Atovets, Atoshnyk, ATOvets, ATOshnyk, and also fix the token as a proper name, e.g.: *In Krasyliv region, the Atoshnyk family burned down. Today on the fire rescuers found the bodies of a man and a woman* (depo.ua, March 24, 2018); *a 24-year-old atoshnik from Volyn disappeared* (volynnews.com, March 13, 2018); *Recently in Zhytomyr the public organization “ATOshnyk” was presented. The idea to create a public association belongs to the military, members of the ATO* (day.kyiv.ua/uk, May 20, 2019) and others. We consider nouns on *shnik* to be a literal translation of Russian acronym nouns, c.f.: *atoshnik* (Russian) – *atoshnik* (Ukrainian). *Atovets* should be used in Ukrainian.

In the language of the press of the second decade of the 21st century, the word *ukrop* is becoming more common. According to Kyryliuk, the token is produced through agglutination - a combination of initial parts: UKRAinsky OPir [7, p. 188]. The name was first used by Russian mercenaries who supported the DNR and LNR to denote Ukrainian soldiers in the anti-terrorist operation zone in eastern Ukraine. This famous token means “representatives of the Ukrainian people”. Another name of Ukrainain people from the mouths of the eastern neighbors, which is synonymous with the previous one, is *ukry*. Kyryliuk notes that this innovation emerged as a pejorative with the meaning "Ukrainians who support the European direction of the country's development, focus on Western European values" [7, 188]. In our opinion, this now well-known word has a more generalized meaning – “representatives of the Ukrainian people”. While the Russians use the words *ukrop*, and *ukry* mean something negative, the Ukrainian consumer of information treats these tokens the opposite - for pride, giving the words a positive assessment. The token *ukry* in the language of modern Ukrainian mass media functions as its own name - the film story “Ukri”, for example: *This year the award was won by Ukrainian playwright Bohdan Zholdak for the book “Ukri” and Belarusian writer Anatoliy Borovsky for the novel “Chosen by Will”. The founders of the award are the National Union of Writers of Ukraine and the Union of Belarusian Writers* (day.kyiv.ua/uk, January 21, 2016); *The film story “UKRI” by the famous Ukrainian writer, playwright and screenwriter Bohdan Zholdak is a combat prose about the modern anti-terrorist operation* (store.ababahalamaha.com.ua, 12.12.2021).

In the language of mass media, tokens derived from the names of military formations are actively used: some tokens are formed with the suffix *ivets / ivts(i)* (*Aidarivets* – “serviceman of the assault battalion of the land forces of the Armed Forces of Ukraine”, cf. *aidarivtsi, Donbasivets* – “a servicemen of 2nd Special Purpose Battalion “Donbass” of the National Guard of Ukraine”, cf. Donbass); others are formed with the help of the suffix ets / ts (i) (*Azovets* – “serviceman of a special detachment of special purpose Azov of the National Guard of Ukraine”, cf. *Azovtsi*), etc. Focusing on the derivational features of these words, we note that both suffixes have the same purpose - to form the names of persons, but in one case the affix -ets / ts (tsi) is joined to the creative basis by a kind of connecting morpheme-gasket -s, modeling the complex suffix ivets / ivts (i), and in others without this structural component. For example: *Aydarivets Roman Dzhurayev is also among them. For more than a year, he had to go to various instances to judge his status as a participant in hostilities* (day.kyiv.ua/uk, December 7, 2017); *Donbasivtsi celebrated their fourth birthday* (sd.ua, May 30, 2018); *Azovtsi detained looters in the frontline village* (azov.org.ua, 12.12.2021). These new words emphasize that a person belongs to a specific military formation that protects Ukrainian territories in a military conflict.

Although the analyzed tokens denote persons who fought or fights in the east of the country, defending Ukrainian territories, in some cases they are tested in contexts with a negative assessment, in particular, when it comes to poor social protection of the military.

In the Ukrainian mass media, journalists actively give tokens to denote people who are fighting on the enemy's side, for example: a militant – “a member of a combat group, detachment, etc” [23, I, 213]; enemy – “one who is in a state of enmity, struggle with someone; the enemy, the adversary” [22, I, 739]; invader – “one who forcibly seizes something; conqueror” [23, III, 71]; conqueror – “one who participates in the conquest of countries, enslavement of peoples by force; the opposite liberator [23, III, 58]; mercenary – “2. Soldier or officer of the mercenary army; mercenary” [23, V, 96]; occupier – “one who takes part (participated) in the occupation; invader” [23, V, 686]; separatist – “supporter of separatism” [23, IX, 126]; terrorist – “supporter of terror tactics; participant in terrorist acts” [23, X, 94], etc. For example: *A Ukrainian court sentenced Plotnytsky and two other militants to life imprisonment* (pravda.com.ua, March 16, 2021); *In the Donbass since the beginning of the day the enemy opened* *fire three times* (pravda.com.ua, 13.10.2021); *Six invaders were destroyed in Donbass* (day.kyiv.ua/uk, 5.11.2019); *Russian mercenaries fired at Ukrainian positions 10 times* (pravda.com.ua, 03.16.2021); *The occupiers in Donbass continue firing, the Armed Forces open fire in response* (pravda.com.ua, 13.03.2021); *The separatists opened fire 71 times on the positions of the anti-terrorist operation forces, 1 soldier of the Armed Forces was wounded,* – headquarters (day.kyiv.ua/uk, 10.07.2019); *Terrorists wounded a Ukrainian soldier in Donbas* (unian.ua, 2.12.2021).

To denote persons fighting on the side of the enemy, Ukrainian journalists in official materials usually use the phrase *member* (*leader – vatazhok*) of an illegal armed group (formations), e.g.: *In Kramatorsk, border guards found a member of illegal armed groups* (mvs.gov.ua, 12.08.2020); *A member of the illegal armed groups of the terrorist "LPR" was exposed by the Security Service of Ukraine in Severodonetsk* (ssu.gov.ua, 29.09. 2020); *The Kremlin's information about the alleged detention of SBU officers who were supposed to detain the leader of an illegal armed group in Moscow is "a continuation of a chain of fakes", the press service of the Security Service of Ukraine said* (radiosvoboda.org, 20.08.2020).

The role of functional equivalents of these nominations is sometimes played by the slang words separi, vatnyks, etc., for example: *The separi no longer know where to hide," - volunteer Mysiahin told about the formula for the success of the Ukrainian military in Donbas* (censor.net, May 19, 2018); *In Russia, they want to imprison a guy for 5 years for insulting "vatnik" on the Internet* (pravda.com.ua, 02.14.2017). In media texts, we sometimes come across the suffix derivative vatnik as a variant of the token vatnyk. Its creation with the help of the form -iк contradicts the norms of the modern Ukrainian literary language, but emphasizes the negative value and promotes the pronunciation of the text: "Ukrops" and "right-wingers" against "vatniks" and "separs").

Relatively limited functional expression is characteristic of the phrase to denote persons involved in various kinds of conflicts, e.g.: *Ukrainian agent - non-Ukrainian agent*; *Metro Bridge miner - a man who threatened to blow up the Metro bridge*, etc. Cf.: *The FSB stated that it had detained a "Ukrainian agent" in the Crimea with an explosive in a car* (pravda.com.ua, March 16, 2021); *The case of the "Metro Bridge miner" has been completed: the police failed to recover damages for the downed helicopter* (pravda.com.ua, March 15, 2021).

The authors deliberately enclose the analyzed phrases in quotation marks to emphasize the opposite meaning or address name of the person. Consumers no longer remember the name of the man who threatened to blow up the bridge, but everyone knows who he is.

The authors of the publications use a number of phrases to denote the occupied territories, e.g.: *temporarily occupied territories of Ukraine; temporarily occupied territories of Crimea*; *separate districts of Donetsk and Luhansk regions; demarcation line* (about Donbass); *administrative border* (about Crimea), etc. Cf.: *Russia minimizes the presence of the OSCE in the temporarily occupied territories of Ukraine – EU statement* (day.kyiv.ua/uk, 10.12.2021); *The Office of the Prosecutor General sent another informational report to the International Criminal Court concerning war crimes against cultural heritage sites in the temporarily occupied territory of Crimea* (day.kyiv.ua/uk, 12.08.2021); *The order of return of transport from the territory of separate districts of Donetsk and Luhansk regions* (gazeta.ua, 13.12.2021); *The main need of people living on the line of demarcation with the occupied territories is compliance with the ceasefire* (ukrinform.ua, 12.09.2021); *Administrative border with Crimea "in quarantine"* (voicecrimea.com.ua, 25.02.2021).

In modern Ukrainian journalism, language units are increasingly used, which, in addition to the nominative and informational function, provide journalistic texts with fiction nature. We observe a noticeable penetration of tokens and steady inversions of official business style into the language of mass media. The shade of fiction in Ukrainian journalism is inherent to the phrase *occupying power* (*of temporarily occupied territories*), which is active in mass media texts, for example: *Russian occupation authorities strengthen information isolation and their control on the territory of ORDLO on the eve of the elections to the State Duma* (ukrinform.ua, 12.09.2021); the puppet occupation authorities of the so-called people's republics aim to keep the inhabitants of the temporarily occupied territories in complete isolation (armyinform.com.ua, 11.08.2021).

Active use included foreign tokens, which were relatively recently in the passive vocabulary, e.g.: *aggression* – "unprovoked armed attack of one state on another in order to seize its territory, eliminate or limit its independence" [22, I, 18]; *annexation* – "forcible accession, conquest by a state of another country or part of its territory" [22, I, 45]; *escalation* – "expanding the scale of aggressive war, the systematic increase in military power of the state, the army, increasing the number of military forces in a particular area, etc." [22, XI, 682]; *occupation* – "temporary capture of part or all of one state by the armed forces of another state" [22, V, 686] and others. Cf.: *Russia's aggression against Ukraine continues to destabilize the European continent - Foreign Ministry* (radiosvoboda.org, 20.02.2021); *How much has Ukraine lost from the annexation of Crimea. Why it is important to know these figures* (bbc.com/ukrainian, 16.08.2021); *The annexation of Crimea is not only an unprecedented case that has destroyed the system of international security and which is not yet fully realized by the world community* (ucipr.org.ua, 13.12.2021); *Escalation of the conflict: what will happen instead of full-scale Russian aggression* (slovoidilo.ua, November 24, 2021); *Occupation and annexation of Crimea by Russia (general). In February 2014, armed men in uniform appeared in the Crimea, seizing the building of the Verkhovna Rada of Crimea, Simferopol Airport, Kerch Ferry, other strategic facilities, as well as blocking the actions of Ukrainian troops* (radiosvoboda.org, 03.02. 2021).

In the language of the Ukrainian mass media, we fix single-root equivalents to the analyzed abstract nouns, in particular, the verbs to annex – "forcibly annex, seize another's territory, another state" [23, I, 45]; to occupy – "to carry out occupation" [22, V, 686], etc., as well as the adjectives formed from them annexed – "verb. pass. min including to annex" [23, I, 45], occupied –"adverb. pass. min including to occupy" [23, V, 686]. Cf.: *"Despite Russia's attempt to annex, Crimea is Ukraine", the press service of Bulgarian President Rumen Radev said* (day.kyiv.ua/uk, November 23, 2021); *Smeshko: When Putin occupied Crimea, he opened a Pandora's box* (nash.ua19.04.2021) and the *Annexed property. How much property has Russia squeezed out of us?* (ucipr.org.ua, 13.12.2021); *How are Russia's military exercises destroying the occupied Crimea?* (radiosvoboda.org, 03.02.2021).

Ukrainian mass media actively use the token aggressor – "one who resorts to aggression; attacker, invader" [23, I, 18] in relation to the Russian Federation, and also use a complex nomination of the applied variety of the aggressor state, e.g.: *Then the aggressor intensified fire on the Ukrainian military in Granitnoye* (interfax.com.ua, 28.06. 2021); *the aggressor state is intensifying its actions in the Crimean direction* (nrcu.gov.ua, March 18, 2016).

In the modern Ukrainian language, a high frequency of use is inherent in the word war, attested primarily in the literal sense as "organized armed struggle between states, social classes, etc." [23, I, 669]. Wars have different names. They are named depending on the nature of intentions (aggression, liberation), scale (global, international, local), territory (Crimean, Yugoslav, Afghan, Iranian), participants (Napoleonic), time, duration (medieval, century), type of weapon used (nuclear, chemical) [15]. Various phrases are used in the texts of the domestic media to denote the military conflict in eastern Ukraine: the war in the east, the fratricidal war, the hybrid war, the Russian-Ukrainian war, the Cold War, and others. E.g.: *Oleksandr Mamai on the "fratricidal war" in eastern Ukraine*… (lb.ua, 13.12.2021);

Moscow has officially recognized the participation of Russians in the war in eastern Ukraine – the Ukrainian side in the TCG (pravda.com.ua, October 20, 2021); *So what is a hybrid war? And is there a hybrid war in Ukraine?* (armyfm.com.ua, 13.12.2021); *Will the Russian-Ukrainian Cold War become "hot" again?* (radiosvoboda.org, 08.04.2021). Journalists use the phrase "great war" with the danger of the aggressor's next actions in eastern Ukraine, for example: *"The Great War" in Donbas: can the front flare up and move* (bbc.com, March 12, 2021).

The well-known token *weapon* to denote "weapon for attack or defense" [22, III, 452] – a word often used in media texts, e.g.: *Germany blocks the supply of weapons to Ukraine through NATO* (pravda.com.ua, 13.12.2021); *How Russia supplies weapons to militants in the Donbas* (bbc.com/ukrainian, 04.11.2021). Modern journalists use the token *weapon* in comparisons (verbal expressions that compare two similar objects or phenomena in order to identify certain features of one of them through comparison with another), e.g.: *Attack on the EU: migrants as a "weapon" ...* "*The Kremlin is acting more straightforwardly than previously thought, even in the boldest forecasts", the expert* (day.kyiv.ua/uk, November 8, 2021); *Gas as a weapon. Part one* (day.kyiv.ua/uk, 30.11.2021).

In the language of the Ukrainian mass media, we observe the use of a number of weapons, ammunition, etc. names. Among such nominations, there are mostly the newest borrowed units, the lack of complete linguistic adaptation of which is evidenced by their different graphic design. The names of ammunition and weapons in general are given by journalists in Cyrillic and Latin, in quotation marks and without them, with uppercase and lowercase letters. Cf.: *Ukraine plans to buy additional Bayraktari in 2022* (radiosvoboda.org, 12.12.2021); *Bayraktari in the "war for the North Stream"* (ukrinform.ua, 02.11.2021); *The Russian agency is trying to lure bayraktars under attack by Russian air defenses from the territory of the Russian Federation* (site.ua, 11.12.2021); *Recently, Ukraine used a Turkish-made strike drone in Donbas for the first time. Bayraktar TB2 destroyed the enemy artillery installation without even crossing the demarcation line* (epravda.com.ua, 05.11.2021); *New tactics of application. How the Armed Forces of Ukraine demonstrated what the Javelins and Bayraktars are capable of at the Shiroky Lan test site - photo report* (nv.ua/ukr, November 24, 2021); *The People's Deputy stated that the Javelins were used in Donbass, the OS denies it* (pravda.com.ua, November 23, 2017); *30 "Javelins" and 180 missiles arrived in Ukraine - Arestovych* (tsn.ua, December 10, 2021); *The Joint Forces Operations Headquarters denied reports that the Armed Forces had used Javelin anti-tank systems in combat* (babel.ua, 11/23/2021). The problem of graphic transmission of words borrowed from foreign languages of this kind is relevant, important, and promising for future research. At the same time, we consider it necessary to give a brief comment on the issue. In our opinion, the nominations "Bayraktar", "Javelin", and others should be written in quotation marks and in capital letters, if they name the brand of these technical products, functioning alongside common names, such as in sentences: *At the Shiroky Lan training ground in the Mykolayiv region, the Ukrainian military used Bayraktar drones and Javelin anti-tank systems for instruction and training* (radiosvoboda.org, 23*.11.2021); The Ukrainian army for the first time used the American portable anti-tank complex "Javelin"* (novyny.live, 21.11.2021); *According to the report, the new weapons include American Javelin anti-tank missiles, which Ukraine has long sought to strengthen protection against tanks that swept through eastern Ukraine during the fighting that has killed 10,000 people since 2014* (volynnews.com, 23.12.2017). In the case of naming purely products, it is expedient to use quotation marks, but make such words in lower case, e.g.: *Getting "javelins" became possible after Lutsenko froze cases related to the investigation of Robert Mueller* (lb.ua, 08.11.2019) .

The linguistic units of this group include complex words of the appositional variety, in which one of the components serves as a means of concretizing the meaning of another part of the word: kamikaze drones. E.g.: *Barrage ammunition: Ukrainian kamikaze drones "Thunder" and "Hunter" against the Turkish Kargu and the Polish Warmate* (defence-ua.com, 17.11.2021). Occasionally we record the stringing of weapons names in mass media texts, for example: *Kamikaze drones, Bayraktari, Javelins and high-altitude scouts. New weapons of the Armed Forces in action* (bbc.com/ukrainian, 05.06.2021).

The emergence of a large number of complex syntactic structures to denote certain concepts overloads the language, making it less flexible, unsuitable for communication. In addition, some nominations are so cumbersome that they are very difficult to use. In this regard, the law of economy of speech energy, language means acts, which is closely related to the pragmatic factor – the economical use of media space. The focus on these arguments is an important basis for the analysis of abbreviations that are constantly used in the language of the media. Recently, under the influence of out-of-order factors, others have been added to this group of derivatives, which, according to their active use, also claim to be permanently functioning, e.g.: DNR – Donetsk People's Republic; CPVV – entry-exit checkpoints; Luhansk People's Republic – Luhansk People's Republic; OOS is a joint force operation; ORDLO – separate districts of Donetsk and Luhansk regions; TOT – temporarily occupied territories. The abbreviation ATO needs special attention – an anti-terrorist operation, which arose relatively recently, but did not last long, now it is inferior to a new counterpart – OOS. E.g.: *Beauty unrecognized: representatives from "LPR" and "DPR" at international beauty contests* (radiosvoboda.org, 09.04.2021); *The right to benefits for ATO/OOS participants and members of their families* (dp.tax.gov.ua, 12.12.2021); *CPVV: monthly crossing of the demarcation line. Information received from the official website of the State Border Guard Service* (minre.gov.ua, 13.12.2021); *Latest news on the topic of LPR as of today and for the last week* (zaxid.net, 10.12.2021); *Environmental protection: 14 shellings, there are dead and injured* (pravda.com.ua, 13.03.2021); *The legitimacy of the representatives of the so-called ORDLO can be recognized only if they are appointed legal representatives of Ukraine* (day.kyiv.ua/uk, 13.03.2020); *Webinar: "Humanitarian situation at the TOT in eastern Ukraine"* (r2p.org.ua, 24.11.2020).

Recently, journalists of the Ukrainian mass media, along with the abbreviations DNR and LNR, use the phrase *so-called people's republics*, which serve as a formal means of marking the phenomenon of secondary nomination, e.g.: *Unfortunately, the occupying "power" of the so-called "people's republics" arbitrariness, terror and humiliation of human dignity* (loga.gov.ua, 11.04.2021); *Then the Russian special services tried to implement the Novorossiya project, creating several so-called "people's republics" in our country* (armyinform.com.ua, September 18, 2019). In order to emphasize the conditionality of the nomination and to express the irony and contempt for these objects, newspaper texts use the so-called stable expression, and the phrase *people's republic* are often quoted.

The abbreviation is due to the process of simplification of linguistic means of expression, but it belongs to the not-quite-desirable phenomena in journalism. The use of unusual initials in modern media sometimes complicates the perception of information, the reader sometimes finds it difficult to understand the meaning of some abbreviations - he has to review the text to find the basic phrase. Sometimes, the consumer of information does not understand it at all. Abbreviations can cause confusion, errors in the perception of information, and although the meaning of such formations is often clear from the context or situation, their possible homonymy should be avoided when forming new complex abbreviated units.

4 Conclusion

Thus, due to a number of extralinguistic socio-political factors (annexation of Crimea, Russian-Ukrainian conflict in eastern Ukraine), the modern Ukrainian language was supplemented by new military tokens, and well-known nominations of this meaningful variety for persons, actions, processes, states, etc.

were updated, which is reflected in the media of the second and early third decades of the 21st century. Tokens for nomination of persons, groups, territories acquire the greatest manifestation. Under the influence of extralingual factors, we observe the formation of new abbreviations. Often the analyzed tokens have a negative color, contrast with the neutral vocabulary, attracting the reader's attention.

Military vocabulary is a little-studied layer of lexicology and needs detailed study. We consider in-depth interpretation of thematic groups of the mentioned nominations, their study in the context of word-forming potential and issues of standardization to be promising.

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MUSICAL COMPOSITION AS METONYMY OF CULTURE AND THE SUBJECT OF MUSICOLOGICAL STUDIES

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Abstract: The study of musical composition as a unique artistic phenomenon remains an urgent task of modern musicology. Despite the constant use of this concept, it did not acquire a sufficiently stable categorical status. Some ambiguities in the theoretical interpretation of the concept of musical composition are due to the complex nature of this phenomenon, in which the main principles of musical form and meaning formation are focused. It is found that, on the one hand, the temporal nature of music and its impact allows us to consider musical compositions as conditional chronotopic indicators of the historical existence of culture. On the other hand, the semantic attitudes of cultural consciousness determine the typological features of a musical composition. The leading task of musicological interpretation is forming an integrative approach to the phenomenon of a musical composition. It allows combining various research criteria and proposing the most general metonymic model. The metonymic approach to a musical composition presupposes its abstract theoretical reconstruction; at the same time, this reconstruction leads to the identification of those constitutive features of the phenomenon under study that explain its specific artistic and expressive nature, coupled with sound exposure and auditory perception. In the context of art psychology, consideration of a musical composition as an artifact of cultural consciousness reveals its leading semantic properties. The metonymic aspect of this phenomenon interpretation reveals its addressing of noetic reality - the highest level of self-realization of culture semantic consciousness.

Keywords: Artifact of culture, Interpretation, Integrative approach, Metonymy, Musical work.

1 Introduction

The concept of a musical composition has received a special status in the categorical apparatus of art history, philosophical and psychological sciences, as it is the central reference link in the system of the leading properties of artistic creation which equally determine the nature of art and the specificity of its impact on human consciousness. Being material, ideational and spiritual education, a musical composition accumulates the main general specific qualities of musical art, uniting them around a separate compositional idea. Thus, it localizes, explicates both typological and individual symbolic indicators, the semantic functions of musical art, and introduces one historical and authorial aspect of musical thinking.

Due to the meaningful interconnection with the whole accumulated musical and linguistic thesaurus and, at the same time, formal logical expression, isolation, a musical composition becomes the main means of preserving and transmitting, broadcasting in time and space those artistic ideas, figurative representations that are inseparable from musical intonational form of embodiment and representation. It becomes the leading universal of musical art, equally important for all its communicative spheres and activity forms: composer, performing and research musicology.

The main task of this article is to determine first of all the special meaningful aim of a musical composition in relation to the valuable cultural experience, and secondly an actual musicological approach to this phenomenon (musical composition) which allows us to explain its role as an artistic universal.

2 Materials and Methods

The problem of scientific research categorization of a musical composition which envisages the coverage of both its contextual and essential properties has been in the field of musicologists' view from the second half of the 20th century especially intensifying in the 70s and 90s. Two trends are leading in its development and theoretical modeling. The first of these leads to generalizing characteristics related to the study of thinking and communication processes in music as well as the figurative and linguistic nature of musical art which come into contact with aesthetic and psychological concepts and approaches [2, 8, 16, 17, 20, 21, 24].

The second trend is determined by analytical needs and criteria. It is largely introduced to the textological method enriched by philological and linguistic concepts also revealing interdisciplinary projections [1, 3, 5, 7, 9, 10, 11, 22].

We also note that studies on the issues devoted to performing interpretation and the musical and performing form played a significant role in shaping the completed concept of a musical work which corresponds to the oral and auditory patterns of music functioning and its impact [6, 13, 15]. A separate branch is studies in which the relationship between the content and form of a musical composition with the processes of genre and style formation in music is studied [4, 12]. Moreover, in most cases musicological approaches are motivated by the fact that the problem of studying a musical composition belongs to the methodological level of this humanitarian science, and therefore encourages active interdisciplinary conceptual developments [18, 19].

In recent decades, interest in the category of musical composition has been manifested to a greater extent in scientific fields related to musicology, primarily in the aesthetic, philosophical and cultural studies which emphasizes the wide purpose of this phenomenon in relation to the value-semantic field of culture. So, Shemyakin proposes to consider a musical composition as a synthesis of the five main modes of its being, including musical design, musical text, performance, direct musical sound and perception of the listener. In his opinion, these modes indicate the necessary conditions and means of musical knowledge, spiritual and moral development of the world that means they acquire a universal resonant and semantic meaning [23]. Appealing to the philosophical concept of Losev, the author connects the phenomenon of a musical composition with 'pure musical being' asserting the intrinsic value and 'self-truth' of a musical idea [14].

Nowadays, the 'productive path' seems to be the most productive allowing to bring together the contextual and introspectively-semantic aspects of studying a musical composition; although it is not the most frequent, it allows one to more accurately represent the essential features of a musical composition as a complex mediation of creative cultural and semantic experience – as an active component of cultural consciousness (closest to it are: Nazaykinskyi, Samoilenko, Chebotarenko, and Shemyakin) [6, 20, 21, 23].

The work uses a complex method of study, including elements of a historical and cultural approach. The musical-analytical part of the work is based on the theoretical provisions of the works of the famous musicologists. The general methodological basis of the study is the unity of the philosophical, scientific, general artistic, musical-historical and theoretical approaches as a condition for deep knowledge of the phenomenon in question.

3 Results and Discussion

Actual musicological position in relation to a musical composition is determined by the inclusion of this concept in a hierarchically built context of humanitarian categories. Providing as obligatory the connection of the concepts of a musical composition and form, text, composition, a little further – the processes of intonation, genre and style formation, it should be emphasized that for the internal intentional properties of this phenomenon (musical composition), the leading one is the connection with cultural tradition – as an orientation on those semantic 'positive signs' of culture that testify to the viability of the human community, about his future time. Such significant indicators also include the abilities of the individual human consciousness, including the internal 'semantic hearing'.

A person hears the most important thing in the semantic content of one's life. He hears it as an inner voice that is as that information that comes to him from the semantic depths of his own consciousness. Hearing and understanding sensory consciousness as the semantic content of life is an important part of intentional experience. It is especially important when it comes to intellectual activity, intellectual modeling of relationships that are important for the valuable cultural experience. Opportunities, practical resources of conceptualizing internal self-actualization of a person are necessary for the development of any sphere of humanitarian culture. The influence of a musical composition contributes to their formation and manifestation outside, transformation into actions and relationships. In terms of value and meaning, musical composition form an artifact relief - an autonomous subject plan of the 'life world' of culture; they become the historical realities of the cultural temporary existence, its chronotopic indexes.

In this general cultural and semantic purpose, a musical composition acts as a metonymic formation – a metonymy of the integral value cultural experience, and therefore makes us look for special methodological musicological opportunities for disclosing the contents of this metonymy, with the establishment of new logical cognitive limits.

Assuming the possibility of some conceptual ellipsis we can offer the following definition: a musical composition is metonymic evidence that completes and formalizes the evaluative positions of culture in relation to the results of a musical and creative process; it allows defining these outcomes (results) as artistic as musical art. In the second definitive position a musical composition can be defined as a noetic phenomenon necessary for culture – the memory of culture – to trigger the intentional game mechanism of aesthetic consciousness. From both the first and second positions, a musical composition requires its consideration as an interpretative phenomenon that is as a result (product) and one of the possible forms of understanding in its deep functions; it is the logical and semantic – or structural and logical – basis of all subsequent interpretative modifications of the musical-creative process.

Thus, a musical composition is a phenomenon and a concept that is closely related to the psychology of musical art. It is turned to the conceptual apparatus of this discipline, and encourages the development of interdisciplinary musicological trends in this direction.

It should be noted that in the history of humanitarian thought and the theory of humanitarian thought there are a lot of concepts that are not disclosed with a direct look at the real world of objects, a lot of concepts that require allegory and renaming. These concepts exist insofar as there are phenomena that are fundamentally inexpressible (non-verbal) and unobvious but which need to be identified and discussed. Implicit phenomena and the inexpressible – this is what is often the subject of humanitarian thought when it refers to those common sources, the prerequisites of the interpretive activity of human mind without which subsequent historical cognitive forms of human consciousness would not be possible. This subject, therefore, the entire noosphere and all conditional noetic reality, encourages the development of a metonymic approach.

In this regard, we note two fundamental differences between metonymy and metaphor: a metaphor introduces a different subject and semantic context – metonymy deepens the one in which there is a phenomenon for which it occurs; the metaphor points to a conditional name and always contains the assumption 'how', 'as if' – metonymy confirms the authenticity of a new subject proving its existence 'in fact', offers its new name. This allows better identifying the essence of the phenomenon; it's true although hidden in symbolic depth, reality.

A musical composition as an artifact of culture, metonymically reproducing its semantic goal-setting is the cumulative result of interpretative efforts of composers, performers, listeners, and also researchers of musical art that is aesthetics and musicologists. It acts as a kind of interpretative efforts archiving, confirming the relevance of understanding, and exists in two main dimensions.

The first dimension is formed by nominative accumulations: names ('proper names') of works that make up the composer's creative heritage or indicate the repertoire range of performers which also become object prerequisites for musicological research. The second one which interests and attracts everyone who is involved in studying the professional achievements of musical art, is determined by the emotional and psychological models (matrices) of culture which are formed and strengthened with the help of musical compositions.

The most 'direct' look at a musical composition but also with the preservation of metonymic interpretation is possible if we consider it as a phenomenon of the art psychology and the culture psychology. The musicological characteristics of this phenomenon are most often associated with the effect of terminological cathexis that is crowding out, replacing one concept with another: research focus switches to genre-communicative textological conditions for organizing musical material, it is adjusted by stylistic and style criteria - those parameters of the musical art study that are accessible to analytical penetration. But all these phenomena, namely, musical material, text, style, stylistics and genre are a de-archiving of the content that is stored in the aggregate artifact of the musical composition.

At the end of research titled "The Logic of Musical Composition", Nazaykinskyi pointed out that music is the only kind of art in which a specifically generalized form can convey all the richness of human culture, the whole experience of human relationships, feelings, imaginative representations because music has an 'amazing ability' to preserve and transmit the cultural content over time – so that in subsequent generations it is perceived as actively, emotionally with the same psychological effectiveness as at the time of creation [20, p. 299].

According to Medushevskyi a musical composition contains those assessments and images that culture should remember about itself, the evidence of the human presence in the world that expresses confidence in a person and his ability to join the noosphere. A musical composition, in his opinion, can be imagined as a seed that has absorbed all the most important intentions of culture and from which all the possibilities of the culture existence. Thus, a musical composition expresses and ensures the self-movement of culture [17]. In the opinion of already mentioned and also some other authors [13] the actual being of a musical composition is in the value experience of consciousness, in abstract cultural representations. That means, it is revealed only in an indirect metonymic way in the system of speculations.

An integrated cognitive and evaluative approach to a musical composition allows to coordinate its most common cultural and psychological and also most profound meaning-forming destinations and opportunities including identifying patterns of a musical composition occurrence in the valuable cultural memory as well as the inverse impact of cultural consciousness, in its integrity and continuity on the linguistic principles of a musical composition.

The conditional semantic reality which a musical composition models and externalizes turns out to be more important and effective, and what is more it is more real and better organized than the so-called real life. In a special order of the art world, those events of our unconscious life are restored and embodied. They are important both for culture as a whole and in the context of our personal biography. A necessary component of this order as in fact of any creative process is movement as a reflection of life living energy but also as focused on its own factors in the development of time and space aimed at achieving (compositional and semantic) as a way to complete the form.

Only in the case of substantive and formal completeness, an achievement can be repeated, saved, strengthened and enriched. Consequently, a number of phenomena and concepts of a metonymic property such as movement – concentration – achievement are built up after which it is possible to 'repeat what has been achieved' as consolidating the transition to a new semantic dimension of reality.

Not only in musical creativity but also in other forms of art (painting, poetry, novel prose), works are positioned as self-sufficient metonyms that reveal those properties of human consciousness that ensure the transformation of material and objective reality into artistic and semantic. But repetition – return of meaning becomes a constant and especially important condition for the metonymic representation of a musical composition since it focuses the efforts of interpretation as an extension and renewal of the understanding process.

4 Conclusion

A musical composition as an interpretative phenomenon is based on movement, achievement and repetition; these are its general constitutive features but they are realized with the help of particular species conglomerate of conditions, means, and methods of musical and sound creativity. Its key characteristics are expediency (in relation to the semantic tasks of culture), universality (as a manifestation of human consciousness integrity), and differentiation of compositional forms (as confirmation of personal uniqueness and the possibility of practical application of life's creative experience).

A musical composition unlike all other types of artistic works has a special effect: it emotionally (suggestively) provides the aesthetic justification of impact and perception, the accessibility of experience, the joy of recognition and the special positivity of all artistic efforts. Thanks to a piece of music (artifacts of musical pieces); a culture created by a person can be considered as a system of positive answers aimed at creating 'normal state of health' of both an individual person and the whole humanity.

A musical composition is an instrument and a process of producing a noetic reality, an indication of the possibility of achieving the necessary condition for both man and humanity. It lays down the conditions for a person to discover the source of happiness in him; repeating endlessly, becoming eternal, returning, it confirms the spiritual opportunity to enter immortality by creating and storing cultural values.

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AUTHOR-ARTIST: HORIZONS OF CONTEMPORARY ACADEMIC MUSICAL CREATIVITY

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Abstract: The art of the musician-artist the author of music is undoubtedly a unique phenomenon of world culture, which at all times excited the minds of researchers: philosophers, psychologists, musicologists. The very act of the music birth (and also the birth of a musical masterpiece) always seemed to be something mysterious, secret, even mystical, and remains such (despite the existing theories of the creative process) to this day even in the minds of the music creators themselves. The object of the research of this article is the creative universe of the contemporary artist-author of the academic tradition of the post-neoclassical era and the horizons of his play and art in the conditions of a new cultural reality: visible edges and hidden essential moments of the process of creating the world of music itself. The study of author-performing art as a process and the result of two different types of activity of one universal creative personality; the correlation of author assignment and author-performing initiative (freedom) as an artistic interpretation of one's own composition is one of the little-studied problematic issues. Paradoxical one as it may seem, was the author's play and interpretation of his own musical composition (or self-interpretation) that has never been the subject of special research in the philosophical, psychological, semiotic, and musicological perspective, especially from the perspective of a reflecting artist-author, which allows insisting on the prospects of this direction in the field of modern theory and aesthetics of music.

Keywords: Artistic idea, Author-artistic premiere, Interpretation, Performing arts, Play-improvisation.

1 Introduction

As it is known, artistic activity as a profession fully passed its formation in the era of antiquity. This was facilitated by the objective process of society stratification – the differentiation of class social categories.

Artistic professions (performing) in Ancient Greece accumulated in a unique phenomenon of human civilization – the ancient theater. The specifics of the acting in it were determined by the aesthetics of the theater itself – the focus on social life, culture, and progressive thought.

Turning the pages of the history of eastern and western musical cultures, once again, one may be convinced that from the very beginning, in ontogenesis, the musician's art was syncretic, combining the creation of music and its performance: either at a certain time distance, or at the same time in an improvisation play.

In eastern civilization, representatives of the artistic profession were, for example manaschi, ashugs and akyns, tanbourists, kaval and oud players, buffoons, and in western – avlets and kithara players, skalds, troubadours and truvers, minnesingers and meistersingers.

The main differences in the creative existence of these musicians (poets)-artists were: reliance on folklore (epic, modal features of music), folk instruments, social aspects of life. In turn, the similarities included inventiveness, universalism, improvisation, and relevance.

The syncretism of the poet-musician-dancer's art with the separation of playing the instrument from song and dance gradually transformed into the universalism of the author-player – musician-craftsman.

In the western tradition, music became professional much earlier. This, in particular, concerns instrumental music, the origins of which must be sought primarily in the bowels of the religious church rite.

As it is known, back in the Middle Ages, there was a division of music into religious (cult), secular (aristocratic) and folk (rural and urban folklore). Namely the era of the Middle Ages (12th – 13th centuries) due to the appearance of musical notation was marked by the appearance of the phenomenon of "musical opus". This applies to conducts and motets the so-called "small forms" in which the author already shows a "desire for structural clarity" [12, p. 297].

It is necessary to recall that professional music is considered as that which the composer creates (performs) and records (as opposed to folk, the phenomenon of collective art of the oral tradition). A musical composition is the result of author's art [2, p. 29].

Professional music for religious masses in churches and social events was written by musicians-"artisans" – professionals. In this context, one can recall the great masters of violin, organ, guitar, clavier, piano, and brass music: J. Frescobaldi, J. Tartini, A. Vivaldi, J. Kuhnau, G. F. Handel, J. S. Bach, F. Sor, and many others.

The universalism of the above-mentioned masters was manifested in the fact that they were the first performers of their own opuses, bearing full responsibility both for the quality of the composition and for the level of performance and representation of new music for listeners. The public's assessment was crucial for signing such a craftsman's contract with the church authorities.

This situation lasted for a long time. Even a century and a half ago, it would perhaps be difficult to imagine a person who would call himself a musician and at the same time would not create music (musical opuses).

In the 20th century, European professional musical art for the first time in centuries-old history underwent a "split" – division into composers-authors and performers-interpreters of "alien" texts.

To a large extent, this happened due to the pressure of two waves of musical avant-garde (the first third and the 50s of the 20th century), when the technique of musical compositions became more complicated and required special instrumental training from the performers for the sake of mastering the so-called aleatory-sonor playing techniques. Thus, the composers 'delegated' the stage play to the performers.

Violation of the natural musical organicity in the activities of the musician-master personality, differentiation into professional composers and performers, initially established the dominant position of the former over the latter. The clearest manifestation of this position in the early 20th century was the attitude of I. Stravinsky to interpretation the main product of the "second-rate" activity-play of artists.

This position was counterbalanced by the statements of not only many postmodern composers of the late 20th century (including those with which the author of this article collaborated as an artist), but also the attitudes of some major musicologists who desperately defended the artist's creative rights, for example, in the interpretation aspect [8].

The situation in academic instrumental music began to gradually change at the end of the 20th century already under the influence of alternative directions: jazz, rock, the sphere of popular music (light – variety and entertainment), electronic, in which their traditions and laws for creating musical compositions developed. The latter often did not find written (musical) fixation.

These trends inevitably affected many academic musicians of various specialties (D. Garrett, K. Igudesman, N. Kennedy, D. Matsuev, A. Netrebko, author of this article, and many others), who demonstrate with their play (singing) the phenomenon of "archaic" musical universalism, which will be discussed later.

2 Materials and Methods

It should be claimed that, in the stated problem objectively, there is a certain shortage of scientific developments. The main body of existing musicological literature demonstrates either the textological, semiographic approaches of traditional musicology (in the analysis of musical compositions [10, 16], or psychological: the psychologization of theoretical studies of music [5], the psychology of dialogical musicology [13]; or technological: means of the artistic impact of music [11]; or composer (including research by the composers themselves): compositional technique [7], as well as methodological in aspects of performing musicology, when researchers focus on individual issues of performing creativity: questions of performing psychotechnics [14], intonement [9], and modern intonement [4]. In rare cases, we find complex approaches, for example, in matters of interpretation [12], etc.

An attempt to resolve this problem actualizes the use of an interdisciplinary methodology and related discourse. In the study and constitution of the author's musical art as a phenomenon of modern culture, numerous questions arise; they cover the broad horizons of the cultural and artistic field, and, therefore, they should be studied in aspects of both composer's and performing art, psychology, semiology in historical projection in a single indissoluble whole.

The author's understanding of the role and location, preservation and development of the phenomenon of author-artist system in the modern musical culture of the academic direction was facilitated by individual statements, reviews, critical reviews and articles. The study uses a comprehensive methodology, including fundamental theoretical methods of comparative, stylistic, holistic, intonational analysis, as well as cultural analysis.

3 Results and Discussion

Coming closer to the analysis of the possible edges of the universal artist's creative work, it is possible to note that one of the mysterious, even mystical phenomena has always been and remains the author's creation of a musical theme the semantic ideological core of the future musical composition (thematism), which most often appears supposedly from nowhere, it "is born" in a natural way, so to say.

The theme, according to V. Moskalenko, is a real or mentally executed relief and constructive complex, which in the process of musical thinking serves as a psychologically basic factor in form-creation with the function of the formation and development of the musical imagery of a composition [12, p. 65].

A discussion is possible regarding this definition, in particular, regarding the definition of "constructive", the appropriateness of its application in relation to the theme, which most often arises not because of, but contrary to rational mental operations. For the constitution of performing art phenomenon, the very possibility of contemplation and experiencing of the theme by the author as a result of the "Immaculate Conception" – the embryo of imagery, the formation and development of an idea into a future artistic integrity – a musical composition, is important.

As a rule, the stimulus for creating a new musical composition is a strong emotional impression of any phenomenon, event, person, object, any other 'irritant', as well as experience.

Accordingly, the performer must have a strong emotional (energetic) excitement, the impression of a cultural artifact with a hedonistic orientation toward self-realization during the play-experience in this music, and with a strong desire and wish to reproduce the figurative content of this particular composition in its performing.

In the considered version <artist-author>, a double energetic message to creativity, a double reflection and, accordingly, a "doubled" experience is triggered.

The question arises: What are these possible horizons of creativity, manifestations of the new, original in the activity of an academic musician's creative personality, characterizing his hypostasis? Below, we make an attempt to figure it out.

For a musician-creator who dreams of a new word in the performing arts, of promoting his work, his personal deep artistic idea is important. An artistic idea is a thought, a holistic artistic representation, a product of value-emotional-intellectual activity.

The artistic idea in the broad sense should be understood as a creative performing credo, a performing discovery, which is also closely related to the following: the performing direction, the performing manner, and finally, the individual performing style as the peak of performing skill.

Reaching the level of mastery is ensured by performing art technique, which contributes to the realization in the sound of the whole palette of aesthetic images-symbols of tragic, dramatic, sublime, lyrical, epic, comic, terrible, etc.

Therefore, the first place of the necessary creative universe of the musician-academician is occupied by the aesthetic emotions produced by him during the play. To the question about possible novelty, originality as the initial manifestation of the creative personality of an academic instrumental musician, expressed primarily as "attitude to oneself", "implying an endless range of individual subjective experiences" [6, p. 6], the first convincing answer is aesthetic emotions.

These aesthetic emotions are not random, spontaneous. They are primarily "programmed" by the author of the musical composition, and "on the way out" in the artistic concert version, they are produced by the performer himself, reviving and filling them with the created artistic images. The creation of artistic images is the most important sign of the expression of the personal performing sense of the author's assignment (meanings), academic performance as art in general.

It is known that only by becoming interpreted art compositions overcome the boundaries of their former existence as an individual mental image and sign-material construction and are included in public consciousness.

The goal of the performer is to create an artistic interpretation, which is the degree of mastering of the composition and its aesthetic assessment by the artist-interpretator [15, p. 20].

Thus, interpretation as a phenomenon of artistry (i.e., art) is another hypostasis of the creative personality of a musician-artist. In case of self-interpretation, the artist-author during the concert performance makes a "jump" from his own language the sign of the written text – to his own lively speech, that is, musical intonation. The success of the artist-author is directly dependent on the understanding of the importance of accentuation on the artistic expression in the representation of his music as a semiotic object.

Here it is also necessary to recall virtuosity as one of the most important parameters of the artist's play, a characteristic of one or another interpretation, one of the most important criteria for assessing mastery. Virtuosity as a creative ability, a manifestation of creative will is a wide range of artistry: from the mobility of internal experiences-transformations as the basis of artistic psychotechnics to psychosemantics, kinesics, and, ultimately, the expression of images of courage, bravery, valor, and other attributes of mastery archetypes of rite and dance.

It is known that many representatives of various performing professions often turn to one of the creative forms – this is shifting, which can take on more or less free forms, up to transcriptions. Shifting a work written for another instrument, the performer does creative work in the aspect of comprehending and rethinking his idea, original means of expression aimed at the embodiment of images of a musical composition, its content: articulation methods, sound production techniques, strokes, textures, dynamic, sonor features, etc., which as a result of performing apperception adapt to the new intonation of another instrument.

Focusing on creative intention, the performer creates a shifting-interpretation in a modified text expression in comparison with the original already as his own, “new” composition.

Another manifestation of the artist’s creativity can be improvisation and improvisationality of the play. The first one is applicable in certain genre and style areas of music, such as jazz and avant-garde (sonor-aleatory technique), when individual fragments of a composition are created right in the play. The second is characteristic of some styles: baroque, romanticism, etc., and its task is to create a sense of the momentary birth of music (“here and now”), the living breath of the music “body”. In this case, in a synergistic performing stream that includes three main energies – experiencing anticipating (for a split second) consciousness, arising intonation sound, and realizing adequate movements (motor skills, gestures kinesics as a sign system of a different order) – temporal synchronization is especially important.

Performing improvisation leads us right up to the performing music (composition). A high-level professional artist needs to master the principles of composing a musical opus, the basics of composition and, paradoxically, the skills of both using and “circumventing” some dogmas (conditionality in essence of any musical text recording) in order to turn a music notation play into a music-making play.

The author’s musical composition is the highest manifestation of the performer’s work, as it were, in pure form.

It should be recognized that the author himself does not always succeed (and often he does not strive for this) during the play of his composition (premiere) to accurately reproduce his own text, which he can flexibly change, demonstrating the so-called “open” quality of the “live” text, an open composition [1, p. 154].

Each time, new “conditions for playing music”, “forms of playing music” affect the “structure of a composition” [11, p. 123], including when the performer plays his own composition.

The author-artistic world premiere is a unique phenomenon of performing art. The more world premieres in various genres the author performs, presenting some standard interpretations, the weightier he declares himself as a performer-creator.

Modern performers, artists, as a rule, record premiere data (their own “live text”) in recordings in audio or video formats, which subsequently fall into the social space (social networks) and thanks to the new global communication become the property of millions of audiences.

Recently, musicians have come to the forefront of performing art; they know how not only to voice, play, but also to direct and stage a musical play, transforming it into a musical and theater performance.

Directing and theatricalization (directorial interpretation) of the instrumental performance, experimentally introduced into V. May’s performing practice in the 90s, became the norm of performing art among musicians of not only alternative, but also traditionally academic directions in the 21st century, their representatives: V. Spivakov, M. Vengerov, D. Garrett, A. Ru, Yo-Yo Ma, M. Marang, and many others who, through their play, demonstrate the expansion of the range of creative solutions in staging musical performances.

Directing and staging a musical play with the aim of transforming it into a musical performance acts as a means of “video” representing the living imagery and dynamics of the continuous effective development of a composition holistic concept. In some cases, academic performers conduct a kind of experiments, combining the acoustic sound of classical and modern music with the work of VJs, which itself surprisingly accurately resonates with the “director’s theater” that is actively ‘attacking’ the classical direction of the original composers of operas, performances, ballets.

All of the above creative and artistic manifestations give performers-creators – innovators additional opportunities to influence the public, strengthen their positions in the art market, oust from the concert stages of Orthodox representatives quasi-academic practitioners who are struggling to maintain musical art in an “appropriate” museum state.

4 Conclusion

Thus, a comprehensive approach to the study of the creative universe of an artist-author revealed the possible components of his activity: an artistic idea, an artistic image, aesthetic emotions, interpretation, transposition, transcription, improvisation, composition, author-artistic premiere, directing and theatricalization, which compose to the universal performing creative complex, that, in turn, acts not only as a toolkit for a performer-artist, but also serves as his test and characteristic to feel the pulse of his time.

In this case, the creative potential of the musician-performer is a dynamic integrative personality quality – universalism, which reflects the measure of the possibilities of actualizing the person’s essential forces in a focused artistic activity.

In the personality of the artist-author, “I am the performer” is never equal to “I am the author”, but in general it is holistic. The result of the art of such a person is not just a certain sum of types of creativity, art, but something energetically and spiritually higher, namely, here we face with the phenomenon of “expiration”, revealed to us in the creative fruits of the outstanding pillars of performing and composer’s musical culture.

This type of personality of a musician – artist-author has no creative boundaries in his activity, for example, in the form of a once-for-all set musical text, or orientation to a single, albeit standard, interpretation.

Such creativity tends to infinity. The artist constantly “cuts” the images of his own compositions, like “liquid crystals”, depending on time, space, public, conditions of artistic communication.

A true artist, feeling the pulse of “his” time, is constantly trying to ‘find himself’, to determine his place and significance in art, in the wide “ocean” of culture. This is dictated by the internal need for an academic missionary performer to be relevant to modern society, to express his “image of the world” through the play of author’s music, to demonstrate his position in art the position of a citizen of the world.

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THE INTERNET AS AN EDUCATIONAL AND COMMUNICATIVE ENVIRONMENT FOR STUDENT YOUTH

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Abstract: In modern society today, there is the process of general informatization, which is due to the action of certain "information trends". The leading place in this process is occupied by the emergence and functioning of the global Internet. The rapid development of the global computer network Internet affects various areas of human life and activity. The Internet attracts the active research interest of humanities scientists: sociologists, psychologists, political scientists, economists, lawyers, philosophers. One should note a fairly wide range of humanitarian and scientific problems in the study of the Internet. The relevance of the chosen topic is associated with the rapid development of the Internet and its introduction into various spheres of human life, primarily as a means of mass communication, used, in particular, in the educational and communicative environment. The purpose of the study is to determine the features of the use of Internet channels for the formation and development of educational and communicative environment of student youth.

Keywords: Educational environment, Internet, Learning, Smart education.

1 Introduction

One of the hallmarks of our time is the unprecedented development of the media. Information is becoming a real social resource, and the whole world is increasingly looking for the outlines of what M. McLuhan called a "global village" [2].

According to traditional notions, communication is the process of transmitting information from the addressee-sender of information to the addressee-recipient of information. In other words, the basis of ideas about communication is the scheme "addressee – transmission of information – addressee".

However, each element of this scheme is changing in the context of mass development of communications in cyberspace. The Internet deals with the traditional scheme "source – message – recipient", sometimes keeps it in its original form, sometimes gives it a whole new character. Communication via the Internet can take completely different forms, from global websites run by major news organizations to folklore music discussion server servers to personal correspondence with friends and colleagues.

The Internet is forcing us to rethink classical definitions and categories of communicative studies. Therefore, when we emphasize that the Internet is a means of mass communication, it becomes clear that neither the word "mass" nor the word "means" can be given a precise definition   the definition depends on the situation.

Prospects for the development of the Internet as a means of mass communication, the role of the Internet in the development of education, the formation of mass Internet culture are still insufficiently studied, which emphasizes the need for further understanding and development of the topic. It should be noted that many of researchers themselves admit that their analysis is far from exhaustive, because the Internet continues to grow, and its audience acquires new features.

The only theory of mass communication has historically developed and is still formed from the scientific approaches, positions and research of many scientists – representatives of both social and natural and technical fields of knowledge. It matured in the field of research in sociology and psychology (G. Tard, G. Lebon – late 19th – early 20th century, LS Vygotsky – 30s of 20th century, T. Adorno, G. Lasswell, G. Marcuse, M. Horkheimer , P. Lazarsfeld, R. Merton, etc. – 40s, J. Habermas, S. Moskovichi, A. Meneghetti, etc. – 60s – 80s of the 20th century).

The origins of the theory of mass communication are in research on the problems of information theory and new science cybernetics (N. Wiener, K. Shannon, S. Beer, etc. – 40s – 50s of the 20th century), scientific developments in the field of information theory, culturology and aesthetics of perception (M. Bakhtin – 30s, A. Mol, Y. Lotman – 60s – 70s of the 20th century), and journalism. In world social science, the most significant contribution to the development of the problem was made by S. Klimenko, V. Urazmetov, E. Dyson, S. Lynch, M. Rose, G. Todino, D. Dougherty, D. Frey, R. Adams, A. Gaffin, B. Kehoe, E. Krol, S. Lambert, W. Hove, T. Berner-Lee.

Since the second half of the 1990s, new information and communication technologies and the Internet have been actively implemented in all spheres of life of the post-Soviet republics and Ukraine in particular. Their opportunities in the process of cultural, socio-economic, and political transformations are of interest to sociologists, political scientists, philosophers, lawyers, economists. Reliable methodological support for the organization of further research is provided, in particular, by the works of Yu.R. Vyshnevsky, E.V. Soil, E.N. Zaborovogo, B.G. Kapustina, A.V. Merenkova, G.L. Orlova, I.K. Pantina, L.L. Rybtsova and others.

In connection with the above, the object of study is the educational and communicative environment. The subject of research – the features of the Internet as a specific educational and communicative environment. The aim is to identify the peculiarities of the use of the Internet as an educational and communicative environment by student youth.

To achieve this goal, the following tasks are solved in work:

1) Analyzed the concept of the educational and communicative environment;
2) Identified the features of the Internet as an educational and communicative environment;
3) Analyzed the specifics of modern student youth in the use of the educational and communicative environment;
4) Defined the Internet as a resource of the educational and communicative environment;
5) Sociological methods explored the role and place of the Internet in student youth's educational and communicative environment (on the example of NTU KhPI).

2 Materials and Methods

Theoretical and methodological basis of the work were sociological ideas and concepts of the classics of world sociology, the work of Ukrainian and foreign sociologists, philosophers, psychologists and educators on the problems of mastering Internet communications, monographs and articles by Ukrainian and foreign scientists in the field of virtual communication.

The study was based on the principles of systematicity, comparative approach, objectivity and integrity. Methods of comparative analysis of statistical and sociological data, questionnaires were used.

The empirical basis of the work was the materials of a sociological study devoted to the research of the peculiarities of the use of the educational communication environment of Internet communications by student youth. The study used qualitative and quantitative methods of information collection: the method of included observation; analysis of documents (materials submitted by the administration of educational institutions); questionnaire method.

3 Results

Educational and communicative environment is associated with the transfer and exchange of information, and information, in turn, is transmitted in the process of communicative activity the interaction of two or more people, aimed at achieving a common result. Therefore, the educational and communication environment is designed to form the information and communication competence of future professionals. Informative and communicative competence is a synthesis of the concepts of educational and communicative competences. In this case, the educational competence means a system of knowledge, skills and abilities for independent search, analysis and selection of the necessary information, skills in accordance with its organization, transformation, storage and transmission. Communicative competence means knowledge, skills and abilities to interact with others directly or through means of communication [15, 21].

The concept of “educational environment” is complex, multidimensional and subjective. Systematic analysis of the phenomenon of the educational environment occupies one of the most important places in the theory and methodology of sociology of education. However, to date, the definitions by which researchers try to reflect the essence of this phenomenon in the scientific literature is not enough.

As a rule, definitions do not give a complete essential description of this complex phenomenon. To analyze the possibility of the educational environment in the training of a specialist, let us consider this concept in more detail. A large explanatory dictionary of the modern Ukrainian language gives the interpretation of the term “environment” as a set of natural conditions in which the life of any organism [2].

Space in relation to the environment is a construct of the highest order, in which there can be several environments. The construct “environment” reflects the relationship of conditions that ensure human development. In this case, the presence of human in the environment and his interaction with this environment as the subject is implied.

E. Skybytsky and O. Artyushkin consider the educational space as a field of potential opportunities that allows individuals to meet their educational needs, to choose an individual route for education at different stages of their development. In generalized form, under the term “educational space” scientists understand many objects between which relations are established. Educational space is organized as a set of educational systems, and each of them is given a certain place due to the components and functions of the educational system and other factors [17]. K. Kazakova argues that the educational space is a field where the interaction of educational environments is going on [7].

In recent years, the concept of “educational environment” is constantly in the field of interest of scientific research. In one interpretation or another, the concept distinguishes one or more significant, from the point of view of scientists, features of the educational environment. V. Yasvin understands the educational environment (or educational environment) as a system of influences and conditions of personality formation according to a given pattern, as well as opportunities for its development contained in the social and spatial-subject environment [22].

Scientists have determined that the educational environment is a set of material, spatial and objective factors, social components and interpersonal relationships. All these factors are interconnected, complementary, enrich each other and affect each subject of the educational environment, so under educational environment they mean the functioning of a particular educational institution.

E. Belyakova and I. Zakharova define the concept of “educational environment” as a complex system that accumulates intellectual, cultural, program-methodological, organizational and technical resources and provides the formation of personality in its various manifestations. At the same time, the management of the educational environment is mediated by the target settings of society and the subjects of the educational process [1]. N. Gorbunova believes that the educational environment of higher education can be considered as a means of learning, and as a factor in the successful socio-professional adaptation of the future specialist [11].

Thus, analyzing the above, we can conclude that the educational environment is defined as: a set of conditions and factors, a system of influences and conditions; as a means of learning that contributes to the motivation of students for self-development, self-education and is necessary for the professional development of future professionals.

Belyakova and Zakharova believe that the educational environment as a system consists of the following main components: 1) problem-oriented multilevel information (intellectual, cultural, software and methodological) resources that contain knowledge and technology to work with them (search, storage, processing, application); 2) information infrastructure that ensures the functioning and development of the environment during the educational process [1].

Gaba identifies the structural components of the educational environment: information, social and technological. The information component is full of various professional and educational resources: educational programs, curricula, methodological developments, books, visualized and textual information, information and advertising objects, Internet sites, etc. [2].

The social component is represented by the interaction of different actors (teachers, students, representatives of higher education institutions: social, psychological, methodological, educational, library staff, laboratories, etc.), based on the principle of dialogue, partnership and traditions of higher educational institution.

The technological component includes educational, quasi-professional and professional activities of students, teachers (goals, content, forms of organization, teaching style and nature of control, methods, technologies, etc.), provides various ways and means of acquiring and applying professional knowledge and experience of social relations and serves as a basis for modeling the subject and social contexts of students.

Thus, taking into account the fact that students receive knowledge from the environment, modern educational processes cannot occur without the inclusion of a wide range of information resources, without the development of skills to work with information sources. Therefore, the concept of “educational environment of higher educational institution” has acquired a new status, by which in a somewhat narrow sense we will understand the environment in which the formation of personality, in particular, the professional development of the student, is carried out, that includes teaching aids, both electronic and and in paper form, a set of hardware and software for storing, processing and transmitting information that provide prompt access to the necessary data and provide educational scientific communications relevant to the goals and objectives of education and development of science in modern conditions [4, 8, 10]. In this regard, we can consider the selection of those components of the educational environment that will most contribute to the formation of information-analytical competence: motivational-target, information-technological, program-methodical and communication. Each component of the environment is a micro-environment within which students carry out activities of a certain type and the formation of a certain component of information-analytical competence.

Educational environment, according to Slobodchikov, is not a given set of influences and conditions (as presented, for example, in VA Yasvin and SD Deryabo), and dynamic education, which is a systemic product of the interaction of educational space , education management, place of education and the student [21].

As the main structural components of the educational environment, Panov distinguishes: activity (technological), communicative and spatial-subject. The activity component, from the author's point of view, is a space (set) of different activities necessary for the learning and development of students [5]. The communicative component is a space of interpersonal interaction in a direct or subject-mediated form and ways of student interaction with a given educational environment and other subjects. Spatial-subject component implies spatial-subject means, the set of which provides the possibility of the necessary spatial actions and behavior of the subjects of the educational environment. The key concepts here are: territoriality, personalization, place-situation, and so on.

Thus, we can consider the educational environment of higher education as an effective means of forming information and analytical competence of future professionals, as the diversity and structure of educational resources allow using different forms of student work, stimulating their participation in extracurricular activities, encouraging students to analytical activities communication technologies.

Modern forms and means of organizing the educational process in the educational environment of higher education institution, by increasing the clarity of the material, provide high efficiency of classroom and extracurricular work of students. In addition, students develop responsibility for the work performed, creative approach in making appropriate decisions, increase cognitive and creative activity and form the following competencies that are part of information-analytical competence: 1) the ability to set goals and find ways to achieve it; 2) the ability to determine the object, subject and objectives of the study; 3) the ability to independently obtain personally significant information in the shortest time from various sources to meet information needs; 4) the ability to analyze, process, use information to solve problems; 5) know the rules governing the use of intellectual property; 6) the ability to present the results of their own activities [8, 12, 19].

Educational and communication environment of student youth is a set of knowledge, technological and mental entities, which in synchronous integration provide quality mastery of the system of relevant knowledge and communication skills [16].

The educational and communication environment of professional training of a future specialist in a higher education institution is built as an integrated, dynamically renewable multicomponent system, the components of which, providing relevant aspects of training, coordinate the implementation of its tasks at the growing demands of society and the professional community [9, 13, 17]. Educational and communication environment as a component of the educational process can be characterized as follows:

- It contributes to the formation of motivation of the younger generation to consume the content circulating in It;
- It provides access to resources at any time convenient for the person;
- It has a convenient, flexible, friendly, intelligent service that helps people find the necessary information resources, data or knowledge;
- It functions in accordance with the needs of man as much as he needs;
- It ensures the availability of a significant amount of information, which increases with increasing speed;
- It allows organizing almost free, convenient in time contacts between any number of people, to provide a convenient and flexible exchange of information (and in any form) between them;
- It standardizes and integrates the functionality of all previous, now so-called, traditional means of obtaining, storing, processing and presenting the necessary information, data and knowledge to mankind;
- It takes on increasingly more routine operations related to human operations;
- It gains increasingly more control over the data and operational activities of mankind.

For the effective implementation of the educational and communication environment in the educational process of free economic education, both from the student and from the teacher, it is required to have computer literacy, which provides:

- Ability to write and edit information (text, graphics);
- Use computer telecommunication technology;
- Use databases;
- Print information on a printer;
- Ability to compose and send a letter via the Internet;
- The ability to “transfer” information from the network to the hard or floppy disk and vice versa, from the hard or floppy disk - to the network;
- Enter electronic conferences, post own information there and read, download the information available in various conferences;
- Use modern messengers [1].

Thus, we can say that educational and communicative competence is the formed skills for effective interaction in the educational process with the help of information technology. Defining educational and communicative competence as a unity of structural components allows us to consider it as an integrative quality of personality necessary for mastering the methods of working with information, which is why many studies on the formation of information and communicative competence emphasize the importance of identifying its structure.

In this context, E-learning (Electronic learning) is an e-learning system, synonymous with terms such as distance learning, computer-based learning, online learning, virtual learning with the help of information and communication, electronic technologies [6].

In recent years, electronic forms of learning have rapidly become widespread in the educational environment of all levels of education. Network communication and cloud computing technologies have greatly influenced the spread of services and changes in the methodology of the educational process. The information content and capabilities of the services determine the quality of the virtual environment of the higher education institution. The introduction of a virtual environment of the educational institution is carried out in order to [12, 19]:

- Creation of a single communication and educational environment of the higher educational institution;
- Knowledge management, ensuring the continuity of experience within the higher education institution;
- Formation of unified approaches to learning;
- Development of modern corporate culture of higher educational institution [3].

E-learning marked the beginning of the aforementioned smart learning. This is a new philosophy of learning, which is called intelligent learning. It brings together educational institutions, teaching staff to carry out joint educational activities on the Internet on the basis of 19 common standards, approvals and technologies.

It is about sharing and using content. Smart learning is flexible learning in an interactive learning environment with freely available content from around the world.

“Generations of Google”, “millennials”, digitalnatives all these names emphasize the great role of digital technologies in the lives of today's youth and children.

Digital technologies, first of all, give access to a large amount of different information and the ability to process it quickly. As a result, IT technologies add a new quality to public life, but also create new challenges. Higher education, like education in general, is no exception.

Let us note that SMART education, gaining increasingly more popularity today, is not a separate special way of transferring knowledge and experience through the formation of professional competencies in the future specialist. SMART education aims to implement the formula of "conscious education". The latter is not only the desired entrant (i.e., he/she is already motivated to study/practice within a particular specialty), but also involves efforts to promote the formation of his/her own professional competencies (extracurricular knowledge, for example) [2, 4].

SMART education does not offer any special techniques, except for one: individual-algorithmic training. Each student enters the university already "at different levels" (they have a different upbringing, psychotype, experience, emotionality, etc.). The aim of the training is to orient them to their own "completion" (everyone will "take" from the discipline only what is necessary what he/she lacks to a separate competence), which is possible by finding an individual learning algorithm for each (this is done by teachers) [17].

On the one hand, modern higher education institutions are becoming part of a single communication system of society that effectively adapts to changes in the global socio-communication environment. Without a website, the process of entry of domestic higher education institutions into the world information space is hardly possible. Through communication processes, society creates an environment – communication and communication space, establishing a boundary between communications, on the one hand, and information on the other. The vastness of the concepts of information and communication determines the global essence of information.

In the space of interaction of these concepts and phenomena, there are relations of information exchange and communication of different levels, which are due to the types of subjects interacting with each other. On the other hand, a modern higher education institution is characterized by the growing importance of its own information environment, which is a set of information, educational documentation, intellectual resources, information technology, communication infrastructure, which contains communications of different categories of subjects [7, 13].

New technologies in education must be used and developed. To solve this problem, Western universities offer a "mixed" form of education, the essence of which is that Internet services and electronic educational technologies are used to support traditional full-time education.

The modern information infrastructure of a higher education institution is strengthened and improved thanks to websites that perform numerous educational, informational, communication functions in society. Internet communications provide access to a wide range of network users to e-learning resources and services, including e-learning documentation [22].

In turn, electronic educational resources are a set of software, informational, technical, normative and methodical materials, full-text electronic educational documentation, including audio and video materials, illustrative materials and catalogs of electronic libraries, which are placed on computer media and on the Internet.

The advantages of SMART-education are that it promotes the development of creative abilities, the formation of professional knowledge, communication skills, literacy in the field of information and communication technologies; forms critical thinking, innovative approaches to solving economic problems; contributes to the improvement of skills of effective cooperation and mutual understanding, leadership, career development. Its conceptual basis is the use of a large number of scientific sources, information and teaching materials and multimedia resources that can be easily and quickly designed, assembled into a set, customized individually for each student with his needs, educational activities and level of academic achievement [14].

The role of the university is also undergoing some transformation. The university should offer its own platform for the exchange of information, provide technical opportunities for communication between teachers and students, and guarantee the quality of such communication. At the same time, it is a place where colleagues can share experiences, opinions on the effectiveness of certain approaches, together fill and improve the learning platform.

Thus, the process of adapting education to the rapid changes of recent years must be assessed from the standpoint that information and communication technologies did not come to compete or destroy the education system, but to help it become more efficient, enjoying all their privileges.

4 Discussion

Rapid informatization and computerization of society require new knowledge, skills, and abilities that will be adapted to the conditions of the information society. One of the priority areas of informatization of modern society is the informatization of education, which consists in the use of new technologies focused on the formation of communication and educational environment.

At the present stage of development and global changes in the information society, there is the intensive development and use of information technology in all spheres of society, including education. All over the world, the process of forming a digital society with appropriate components is underway. Smart education is gaining wide spread, representing the implementation of educational activities on the global Internet on the basis of common standards, technologies and relationships established between the network of the educational institution and the team of teachers and students.

To achieve this goal, a questionnaire survey was conducted in which 1240 students of the National Technical University "Kharkiv Polytechnic Institute" took part. Spontaneous sampling was used in the study. Among the respondents, there were 86% women and 14% men. The distribution of respondents by direction of future profession is shown in Figure 1.

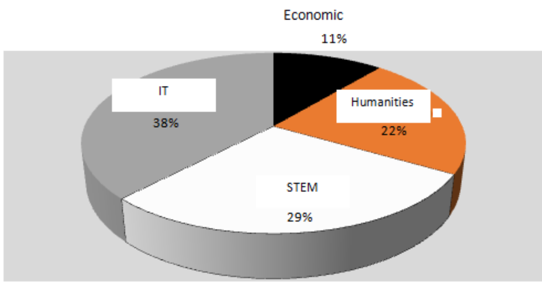

Figure 1 – Distribution of respondents by direction of future profession

In total, 41 – 1–2 year students (34%), 60 – 3–4 year students (48%) and 23 – 5-6 year students (18%) answered the questionnaire; 22% of respondents study on a budget basis, the rest on a contract basis; 2% of those who took part in the survey referred to the group with below average income, 91% – to the group with average income and 7% of those who have income above average.

All respondents, without exception, noted that they use Internet services. In particular, all respondents use the services of Internet channels for training purposes. Table 1 shows convenience of Internet communication channels according to students

Table 1: Convenience of Internet communication channels according to students

	Receiving training materials	Communication with teacher	Self-learning	Development of educational projects	Control of learning outcomes
Email	89%	37%	0%	0%	26%
Internet-conference	5%	79%	16%	37%	11%
Webinar	11%	11%	84%	11%	11%
Electronic learning materials	53%	5%	58%	26%	0%
Electronic libraries	37%	0%	58%	26%	0%
Chat in messenger	47%	74%	11%	26%	42%
Forum	5%	16%	16%	16%	16%

According to the results of the survey, respondents indicated that the most convenient Internet communication channels for receiving educational materials are e-mail, the ability to download electronic initial materials and chat messengers. To communicate with the teacher via the Internet, students most often use Internet conferences and chats in messengers. Meanwhile, such a channel as chat in mobile messengers is relevant for students to control learning outcomes. For the purpose of self-education, students use primarily webinars, various electronic learning materials and electronic libraries. Students also participate in the development of educational projects and for this purpose use primarily Internet conferences. Such a channel of Internet communication as forums in the educational environment does not play any role.

Meanwhile, respondents note that only 68% of respondents had experience of distance learning, with girls 1.5 times more often than boys. In general, students, despite the fact that during the quarantine distance learning was organized at NTU KhPI, only some respondents note that they are involved in this form of education.

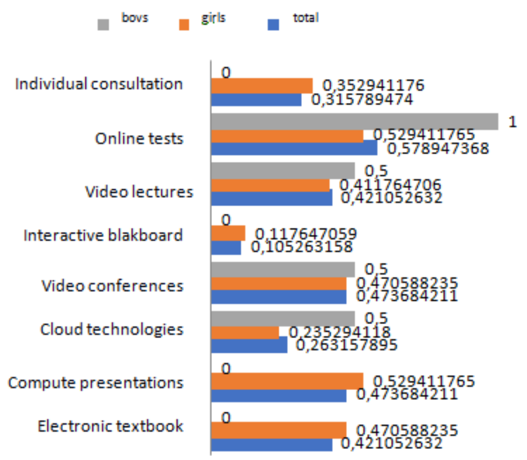

Figure 2 – Distribution of students' assessments on the question "Which of the following methods are most often used by teachers of humanities in the process of your distance learning"

When answering the question "Which of the following methods were most often used by teachers in the process of your distance learning?" students noted that teachers of humanities most often use online tests, electronic textbooks, computer presentations and video conferences (Figure 2).

According to students, teachers of computer technology use computer presentations, interactive whiteboards, cloud technologies and online tests during distance learning (Figure 3).

Teachers in the disciplines of professional training in the specialization, according to respondents, most often use electronic textbooks, computer presentations, interactive whiteboards, video lectures and individual counseling (Figure 4).

Students also noted separately that teachers use Zoom online conferencing.

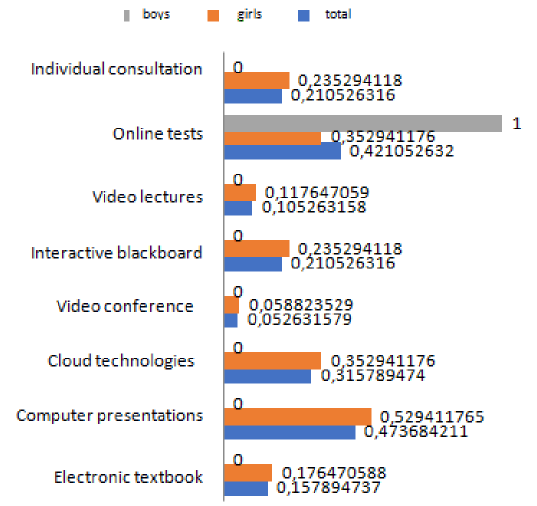

Figure 3 – Distribution of students' assessments on the question "Which of the following methods are most often used by teachers of disciplines in computer technology in the process of your distance learning?"

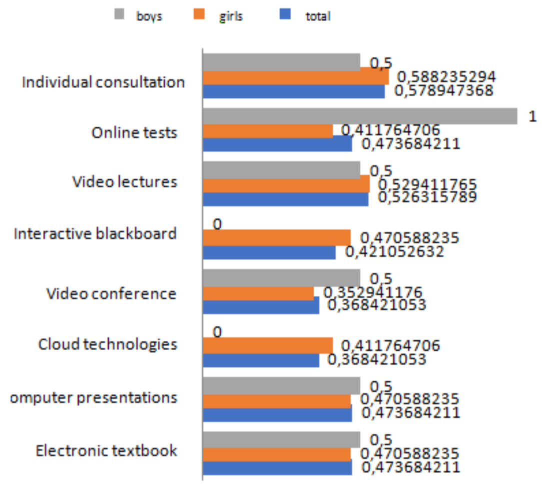

Figure 4 – Distribution of students' assessments on the question "Which of the following methods are most often used by teachers in the disciplines of professional training in the process of your distance learning?"

According to the respondents, the most relevant criteria for distance learning are the possibility of regulating the individual pace of knowledge acquisition and the availability of information regardless of time and distance (Figure 5). At the same time, such criteria as the convenience of acquiring knowledge through distance learning, the ability to communicate with the teacher on-line, the ability to work in parallel with learning and simplification of the system of monitoring results in the learning process are also relevant for boys.

Among the least relevant criteria for distance learning students include experience in using new educational technologies, comfortable conditions for student creativity and the ability to analyze information obtained in the learning process, increase the level of independence in the development of educational material (Figure 6). Meanwhile, such positions as the ability to regulate the individual pace of knowledge acquisition and stimulate personal development in the opinion of students have not yet reached a certain level.

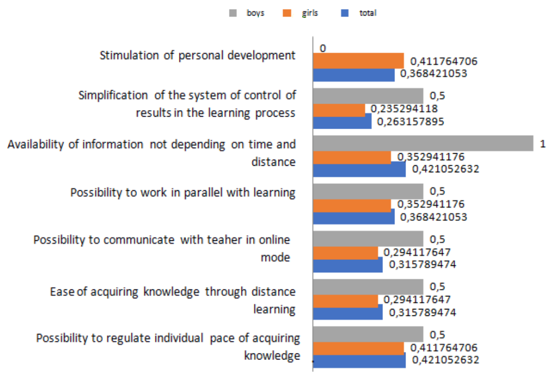

Figure 5 – The most relevant criteria for distance learning

According to the study, the most popular Internet communication channel used by students to communicate is Telegram. At the same time, respondents use all the proposed channels and did not specify others. The least popular are Skype, Facebook Messenger and WhatsApp, and such channels as Instragram and Telegram are used by students of NTU KhPI every day and sometimes around the clock (Figure 6, 7). For both boys and girls, the most popular Internet communication channels are Telegram and Instragram.

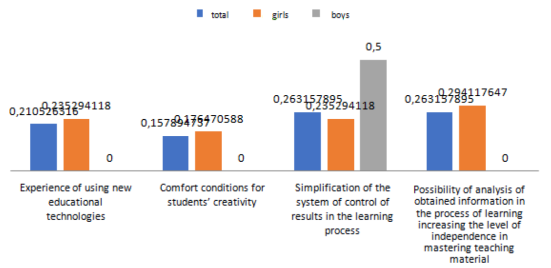

Figure 6 – The least relevant criteria for distance learning

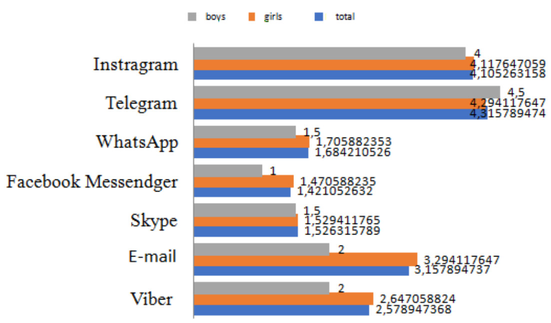

Figure 7 – Use of Internet communication channels by NTU KhPI students

Thus, students of economic direction of study use WhatsApp every day and almost never Skype, while humanities students use WhatsApp and Facebook Messengder equally; and students of computer specialties often use all the proposed mobile messengers (Figure 8).

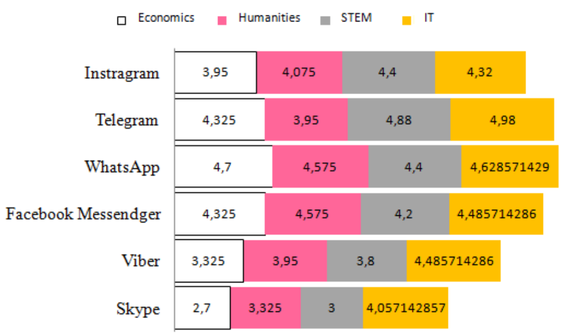

Figure 8 – Use of Internet communication channels by NTU KhPI students, by the areas of training

Very often both boys and girls communicate 1-2 times a week on training issues (looking for material for reports, reports, essays, etc.), as well as communicate both on training and out of personal interest. Video calls are also seldom made, with girls more often making them than boys and very rarely playing via the Internet (Figure 9).

According to the results of the research, the respondents carry out all the proposed actions through Internet communication channels, and most often communicate with close friends and relatives, as well as receive advertising messages. At the same time, girls exchange educational materials with their classmates almost every day, and boys communicate in interest groups. It is clear that from time to time respondents write greetings on holidays (Figure 10). Table 2 shows NTU KhPI students' usng of channels of Internet communication by courses and forms of training.

Table 2: NTU KhPI students' usng of channels of Internet communication by courses and forms of training where 1 - no, never; 2 - very rarely; 3 - 1-2 times a week; 4 - every day; 5 - round the clock

	1-2 years	3-4 years	5-6 years	Contract	Budget
Skype	3,42	3,31	2,60	3,63	3,12
Viber	3,98	3,94	3,40	4,49	3,70
Facebook Messengder	4,64	4,25	4,40	4,49	4,35
WhatsApp	4,42	4,62	4,60	4,20	4,66
Telegram	4,42	4,67	4,80	4,77	4,58
Instragram	4,53	4,36	4,20	4,91	4,24

At the same time, self-employed students, for whom the purchase of most durable goods is not difficult, often distribute their own photos and videos through Internet communication channels, and very rarely write holiday greetings and observe the posts of others. Those students who have enough money only for daily expenses, every day carry out almost all the proposed actions through Internet communication channels (Figure 11).

Among the advantages of Internet communication channels, students include round-the-clock access and storage of the archive of communication. It is also important for girls to save time provided by Internet communication channels; and for boys – the opportunity to write but not speak (Figure 12). Students are least interested in the fact that with the help of Internet communication channels it is possible to emotionally color the message with the help of postcards. Convenience is important for each of the three categories of students.

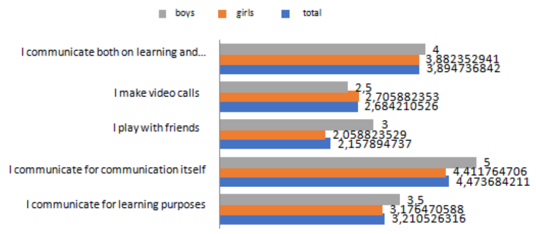

Figure 9 – The nature of students' communication through Internet communication channels by gender, where 1 - no, never; 2 - very rarely; 3 - 1-2 times a week; 4 - every day; 5 - round the clock

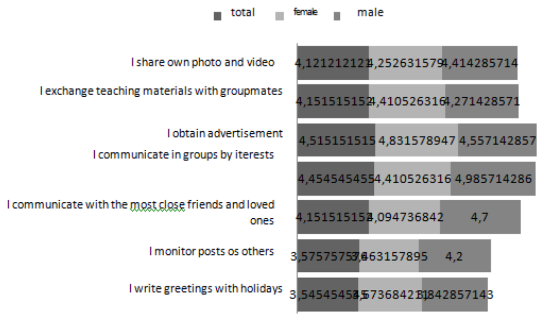

Figure 10 – Practices of students carried out by them during the use of Internet communication channels, where 1 – no, never; 2 – very rarely; 3 – 1–2 times a week; 4 – every day; 5 – round the clock

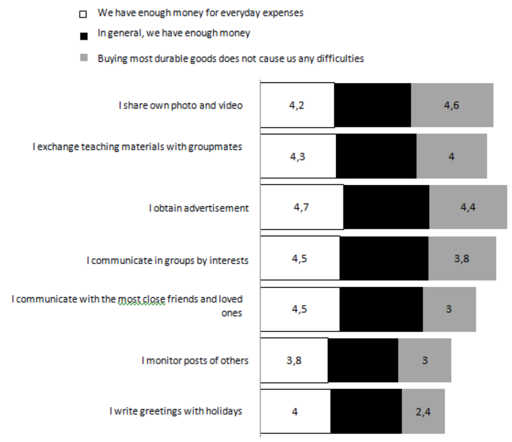

Figure 11 – Practices of students carried out by them while using Internet communication channels, with regard to financial position

According to their financial situation, respondents prefer the following factors. Students who belong to the lower strata communicate through Internet communication channels, because they provide the opportunity to communicate with the right people and the opportunity to emotionally color the message with the help of emoji. Middle-class students appreciate the 24-hour access mode, time savings and storage of the communication archive in Internet communication channels, while students of the upper class appreciate the opportunity to write and not speak (Figure 13).

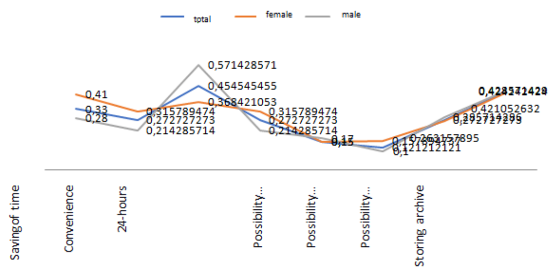

Figure 12 – Advantages of Internet communication channels in students' assessments

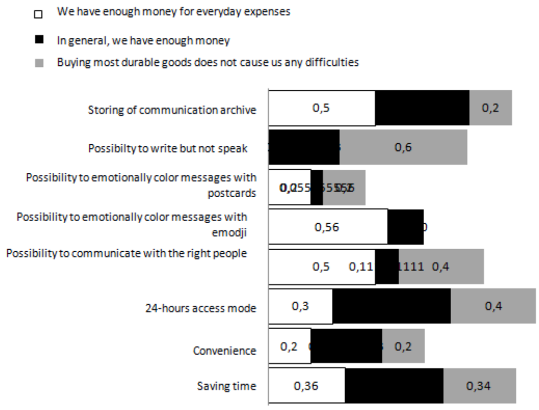

Figure 13 – Advantages of Internet communication channels in students' assessments, by financial situation of respondents

Separately, when answering open-ended questions, students indicate that Internet communication channels have supporters because they provide freedom of action, time, convenience, variety of content, information, and so on. The attractiveness of an Internet communication channel is not only the ability to attach files, it is not only the popularity of the channel and friends. This is the convenience of design, the use of cloud storage, the ability to be in two chats at once, sort letters/messages, record different types of messages, maximize the personalization of the platform and the ability to connect to any device.

When choosing Internet communication channels, students trust such sources of information as the popularity and ratings of magazines and websites (Figure 14). At the same time, students, regardless of gender, least trust the feedback of users and the advice of friends and acquaintances. Own experience occupies an average position in student assessments. No differences were found on other grounds.

According to the study, almost 30% of students have several favorite Internet communication channels, no student who does not have a favorite channel. This applies to both boys and girls (Figure 15). At the same time, the largest percentage, namely 41%, students of technical specialties have several favorite channels of Internet communication, and students of computer specialties do not have any (Figure 16).

Almost all students are attracted to the particular channel of Internet communication by the possibility to attach files, connect to most of friends, and because it is the most popular channel (Figure 17).

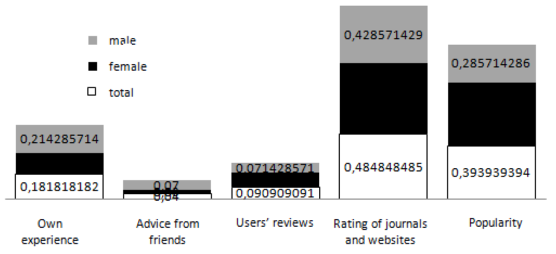

Figure 14 – Sources of information that students trust when choosing an Internet communication channel

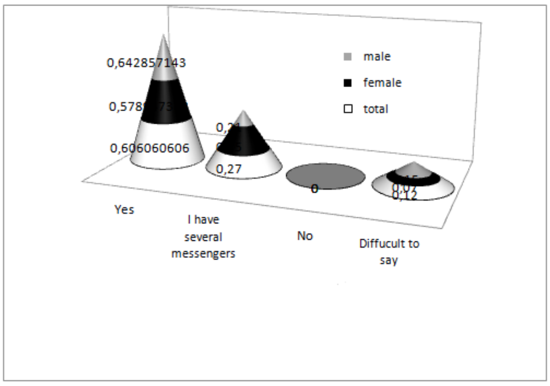

Figure 15 – Students' preferences for using Internet communication channels

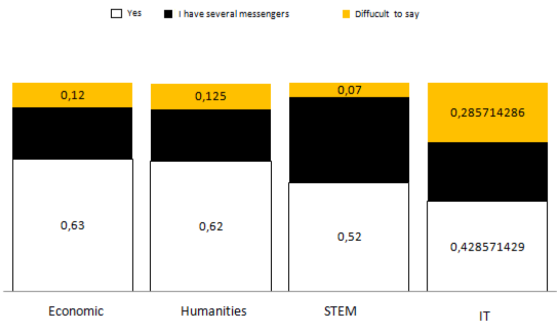

Figure 16 – Students' preferences regarding the use of Internet communication channels, in the field of study

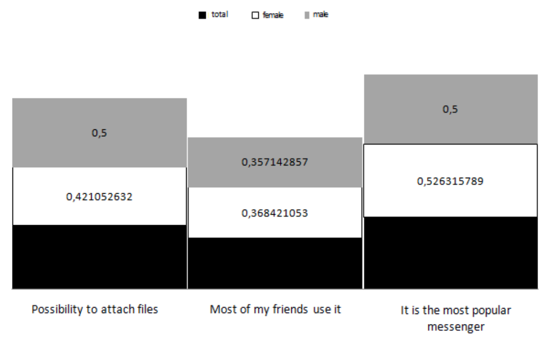

Figure 17 – Factors-preferences of students regarding the use of Internet communication channels

Today, when researching the Internet on educational issues, it is increasingly called the educational and communicative environment. The relevance of the topic of Internet research in this perspective is that the results of social progress, previously concentrated in the field of technology, are now concentrated in the information sphere. The stage of development of the Internet at this time can be characterized as educational and communication.

The Internet as a platform for distance learning provides an opportunity to create a system of mass lifelong learning and personal self-learning, general exchange of information, regardless of temporal and spatial and other frameworks.

In addition, the Internet as an educational and communicative environment gives equal opportunities to all people regardless of social status (schoolchildren, students, civilians and military, unemployed, etc.) in any part of the country and abroad to exercise human rights to education and information.

Like any form of learning, distance learning has a certain component composition: the goals of the social order for all forms of learning; content, methods, organizational forms, teaching aids.

The standard set of services, which is a priori each channel of Internet communication has, is text, audio, and video communications, the ability to create a group chat, and transfer files and geolocation.

To determine the features of the use of Internet channels to master the educational and communicative environment of communication, according to students, a questionnaire was conducted in which 1240 students of NTU KhPI took part. Spontaneous sampling was used in the study. Among the respondents, there were 58% – women and 42% – men.

The study showed the following:

- All respondents, without exception, noted that they use Internet services. In particular, all respondents use the services of Internet channels as an educational and communication environment.
- According to the results of the survey, respondents indicated that the most convenient Internet communication channels for receiving educational materials are e-mail, the ability to download electronic initial materials and chat messengers. To communicate with the teacher via the Internet, students most often use Internet conferences and chats in messengers. Meanwhile, such a channel as chat in mobile messengers is relevant for students to control learning outcomes. For the purpose of self-education, students use primarily webinars, various electronic learning materials and electronic libraries. Students also participate in the development of educational projects and for this purpose use primarily Internet conferences. Such a channel of Internet communication as forums in the educational environment does not play any role.
- In general, despite the fact that distance learning was organized at the NTU KhPI during the quarantine, only a part of the respondents note that they are involved in this form of education.
- Students report that teachers most often use online tests, e-textbooks, computer presentations and video conferencing, less interactive whiteboards, cloud technologies, and very rarely video lectures and one-on-one counseling. An Internet platform such as Zoom is gaining popularity.
- According to respondents, they are attracted to distance learning by the ability to regulate the individual pace of knowledge and access to information. It is also important for boys that distance learning makes it possible to work in parallel with learning and simplify the system of monitoring results in the learning process.
- Meanwhile, students note that distance learning does not create comfortable conditions for student creativity.
- According to the study, the most popular Internet communication channel used by students to communicate is Telegram.
- According to the results of the survey, respondents most often communicate with close friends and relatives, as well as receive advertising messages. At the same time, girls exchange educational materials with their classmates almost every day, and boys communicate in interest

groups. It is revealed that from time to time respondents write greetings on holidays.

- Among the advantages of Internet communication channels, students note round-the-clock access and storage of the archive of communication. Separately, students note the importance of such factors as ease of design, use of cloud storage, the ability to be in two chats at once, sort letters/messages, record different types of messages, personalize the platform and the ability to connect to any device.
- When choosing an Internet communication channel, students trust such sources of information as popularity. At the same time, students, regardless of gender, least trust the feedback of users and the advice of friends and acquaintances.

Ukraine's integration into the European educational space and the globalization of the international labor market, on the one hand, and the global crises that swept the world in 2020, on the other hand, highlighted the problem of more effective use of the Internet as an educational and communication environment for student youth. Namely the Internet allows a young person to carry out own educational trajectory under the influence of an educational institution, combining distance learning with self-education and communication. It is the Internet as an educational and communication environment that allows forming qualified, competent, competitive professionals who are able to quickly perceive and process large amounts of information presented in both paper and electronic form, know and is able to use different methods of working with information sources, constantly update their knowledge, expand the range of necessary skills and increase the level of their competence.

5 Conclusion

In general, the Internet actively influences the educational process. Virtual reality occupies an important place in education and becomes a relevant learning environment in the learning, development and socialization of student youth. With the help of the Internet, one can transfer knowledge and gain world educational experience, as well as develop the educational and communication environment of students.

The educational and communication environment of student youth is a set of knowledge, technological and mental entities, which in synchronous integration provide high-quality mastery of the system of relevant knowledge and communication skills.
Students represent one of the most problematic social groups, which is undergoing dynamic internal changes, accompanied by the complication of relationships and relations in the social structure of Ukrainian society.

In recent years, electronic forms of learning have rapidly become widespread in the educational environment of all levels of education. Network communication and cloud computing technologies have greatly influenced the spread of services and changes in the methodology of the educational process. The information content and capabilities of the services determine the quality of the virtual environment of the higher education institution.

Recommendations for heads of higher education institutions on the effective use of Internet communication channels include:

- To spread the practice of using Internet channels as an educational and communicative environment aimed at student youth;
- Teachers should use various channels of Internet communication as methodological and educational platforms on a larger scale.
- For owners of existing public accounts, it is expedient to develop a series of their own emojis, stickers and flyers to help promote these organizations;
- Universities should increase the level of security when using Internet communication channels.

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Primary Paper Section: A

Secondary Paper Section: AM

SOCIAL ADVERTISING AS A TOOL OF SOCIAL MARKETING AND A WAY TO FORM A POSITIVE BRAND IMAGE

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Abstract: The relevance of the study of social advertising as one of the streams of mass media focused on the humanization of public relations, which some authors even call the “information branch of social work”, increases as the reforms taking place in many countries increase their social content. The fact is that the stabilization of political life, an increase in the efficiency of the economy, and successful administrative and legal reforms are accompanied, unfortunately, by crisis phenomena in the social sphere, including the following: a deterioration in the demographic situation, a fall in moral and ethical values, and excessive stratification in property, incomes, access to healthcare services, etc.. In these conditions, social advertising becomes the most important factor in optimizing the process of social development in the public mind. At the same time, social advertising, designed to generate the creation and dissemination of socially significant values, acts as an essential element of information support for a civil society that is developing with great difficulties, at the same time bringing practical benefits to companies which are practicing social advertising in the framework of social PR and CSR programs.

Keywords: Brand, CSR, Social advertizing, Social PR, Sustainable development.

1 Introduction

Social advertising in modern society is becoming increasingly more widespread and even by analogy with PR (public relations,) received its abbreviation SR (social relations). In the most general view, social advertising is a type of communication focused on drawing attention to the most pressing problems of society and its moral values [7]. The purpose of social advertising is the humanization of society, the formation of moral values, and the mission of social advertising is to change behavioral models in society.

Today, thanks to social advertising initiated by the “third sector”, the attention of Western society is focused on such problems as racial and gender discrimination, sex crimes, domestic violence, AIDS, drug addiction, environmental imbalance, growing social inequality, etc. Social advertising encourages people to donate their personal savings to various mutual funds, give up overconsumption in favor of energy conservation, participate in the recycling of industrial waste, adjust their thinking and behavior in accordance with the ideas of a safe and harmonious communities functioning. Thus, along with socially responsible journalism, social advertising performs an important function of fostering civic engagement in society and redistributing public goods from the sphere of prestigious consumption to the sphere of mutual support of each other by individuals.

Today society is more and more actively assimilating the ideas of a healthy lifestyle, physical and moral improvement of the individual. The style of life that corresponds to the motto “to work in order to live, not to live in order to work” is gaining more and more popularity. At the same time, interest in the problems of preserving the environment is growing. In this regard, when buying goods or purchasing services, consumers are increasingly giving preference to brands that are somehow associated with certain ideals that contribute to the establishment or change for the better of traditional lifestyles. Manufacturers today are increasingly seeking to work with those partners who declare their commitment to the ideas of environmental or social responsibility. As a result, marketing communications focused on maintaining and promoting brands are increasingly being introduced into the social environment and, accordingly, more actively influencing it, while acquiring additional value. To form a positive brand image and a loyal attitude of target consumers to it, the means, tools and approaches of social marketing are actively used, which is part of the global strategy of modern branding.

Unlike commercial marketing, when developing and implementing marketing strategies entirely focused on making a profit, social marketing is a new concept of social responsibility of all members of society, and it is aimed at changing the behavior of the target audience for the better in order to advance along the path of harmonizing society and achieving its sustainable development.

Social advertising can be considered an integral part of social marketing, since advertising is only one of the marketing communications tools used to achieve the desired result in social marketing [10].

Today, social advertising acts, on the one hand, as a means of spreading spiritual and social values desirable for society, on the other hand, as a factor, if not of the formation, then of the promotion of values in the social environment that contribute both to the development of an individual and the improvement of society as a whole, and also - explaining to potential consumers what behavior, what way of life are undesirable [1]. Genuine social advertising often has a targeted social marketing basis and is often tied to specific social programs. It is one of the main ways to explain the meaning of a social marketing program, creating the critical prerequisites for its successful implementation.

For example, IKEA supports reforestation programs. The company cooperates with WWF and plans to produce wooden furniture from trees grown under its own management in the long term. Moreover, working with UNICEF and Save the Children, the company fights for the rights of minors. For example, if IKEA representatives find out that a supplier uses minors' labor, they ask this manufacturer to fix the problem. If the supplier continues to use child labor, then the company breaks off all business relations with him. This practice of working with suppliers is gaining increasing popularity across the world, in frames of new phenomenon of “greening” of business, namely “green supply chains” and “green logistics”.

In 2016, Unilever launched its Bright Future social media campaign, featuring Dove, Domestos, and Persil. According to company representatives, Dove is helping 19 million teens overcome self-doubt, Domestos has installed free toilets in economically weak countries, and Persil is helping millions of children to get an education by providing them with free office supplies [5]

From the general ideology of the branding of one of the leading manufacturers of sportswear and footwear Nike, it follows that the company does not sell sport cloth and shoes, but creates a healthy environment in which one wants to be involved. The brand declares: “If you have a body, you are an athlete!”, thus contributing to popularization of amateur sports and healthy lifestyle.

According to the survey results, speaking about the role of the brand in people's lives, 87% of the respondents believe that brands should defend the ideas and values in which they believe; 73% would rather give preference to a brand that has a clear positioning and reflects the willingness of its owners to solve certain problems of society [2, 3].

The subject of this research is the current state and development trends of social advertising, conditioned by the internal logic of this phenomenon, the peculiarities of its functioning and the nature of interaction with other types of mass communication.

"Promotion of social values and ideals", "coverage of socially significant issues", "information of social orientation", "information of social purpose", "social advertising" are terms that are repeatedly used by the media, officials, businessmen, advertising agents. What are we talking about? This includes equally the fight against bad habits (drug addiction, alcoholism, smoking), and drawing the attention of the population to important issues of the existence of the state and its projects, and information on the location and coordinates of special services of the state (fire supervision, rescue services, law enforcement agencies), and the need to solve environmental problems, etc. Of course, these phenomena of public life are not equivalent, but they are interdependent and are the subject of social advertising in many respects [6].

In recent years, interest in social advertising has constantly been growing. This is facilitated by the activities of state structures, which is confirmed by a significant number of competitions and tenders for the placement of advertising products of social orientation. In addition, the lion's share in this segment is occupied by political advertising, which very often merges with social information.

2 Literature Review

In many countries, the trend for social advertising appeared a long time ago, and now it is becoming more and more in demand. The qualification "manager of social technologies" or "director of social projects", for example, among young people in Germany, is one of the priority places in choosing a profession. Obviously, a similar trend will soon manifest itself in Ukraine. However, the issue of identifying social advertising from the point of view of its institutional status and content, which is necessary to distinguish it from other types of advertising clearly, still remains controversial [14].

The impetus for the development of social advertising was the economic crisis. As a result, the advertising activities of many companies were suspended, advertising spaces were empty, and the state invited them to fill the formed "niches" with social advertising without suffering losses and benefiting the country [5].

There are three main players in the social advertising market: the state, non-profit organizations, and businesses.

The state is the main participant, and it is expected from its rational regulation of activities in this market, implementation of programs for the development of social advertising. Two types of advertising are distinguished here: state advertising (State Emergency Service of Ukraine, "Because we are the first to come to the rescue", traffic police "Safety on the roads", etc.) and social [17]. Despite the fact that state advertising expresses the interests of the state and reflects the moral and ethical values of the people, it has its own characteristics and differences from social advertising. These differences primarily consist of the fact that social advertising aims to achieve socially significant goals, while state advertising is focused on promoting state services. Its goal is to increase the efficiency of the state's performance of its functions and improve the state's image as a provider of various kinds of state services, service products, and others [4] (however, it is interesting to note that, as mentioned above, in accordance with legislation, both of these types of advertising are combined in the general concept of social advertising). The second type (i.e., social advertising in the narrow sense of the word) includes examples of social advertising such as: "We will succeed," "Call your parents," "This is my city," etc.

Social advertising enriches society spiritually, awakens the best qualities in people. In one of the social advertisements, the call "Call your parents!" Sounds can be perceived in every family and every child in its way, but only a real adult person realizes his responsibility for the future of fathers and mothers. In this case, the possibilities of social advertising are invaluable, and the state actively uses this.

Society wants to know who cares about it and what programs are being created for it. The state constantly draws the attention of citizens to the measures taken so as not to create the appearance of indifference to social problems [21]. With the help of social advertising, the state creates an image of a social problem and an image of state participation in this area. It is an effective tool of social policy and contributes to obtaining important practical results for society that can help the population in solving pressing social problems that the state is unable to solve with the help of administrative and legal methods.

Non-profit and public organizations are one of the main and regular customers of social advertising, which for such organizations is a tool for the implementation of their activities related to the achievement of social, charitable, cultural, educational, and scientific goals. It is distributed to protect citizens' health, develop physical culture and sports, and meet the spiritual and other non-material needs of citizens. Social advertising of non-profit organizations aims to raise funds for donations to the poor, build temples, buy food and clothing for the poor, etc. The advertising of non-profit organizations occupies the central part of social advertising placed in the mass media. The last participant in this market, which is increasingly aware of its need for this activity, is business [9].

For an entrepreneur, social advertising is a tool for creating an image of a socially responsible business. No one can force an entrepreneur to lead a socially responsible business [16]; only an internal ethical principle based on moral and ethical values accepted in society calls for this [3]. Some commercial companies create public and non-profit organizations of the same name, discovering great opportunities for filling advertising space with social advertising similar in sound to the names of well-known commercial brands and brands. Here, the reason for the creation of socially-oriented advertising is the public activity of a commercial enterprise.

Laws, decrees, and normative legal acts have been adopted to regulate business activities in a modern state. But besides them, there are unspoken, not fixed rules. One of them is the appeal to corporate social responsibility (CSR) of business. The very concept of CSR implies the responsibility of business entities for compliance with norms and rules, implicitly defined or undefined by legislation (in the field of ethics, ecology, mercy, philanthropy, compassion, etc.) affecting the quality of life of individual social groups and society as a whole [5].

One of the ways to achieve such goals is the active participation of companies in the creation and distribution of social advertising. At first glance, there is a discrepancy with the basic principle of the business, which is aimed at systematically obtaining maximum profit [20]. However, this contradiction is only apparent since the company, although it does not have the right to mention its product, has the opportunity to focus on sponsorship in this program, and even this insignificant mention has a greater effect on it than the use of bright billboards.

Despite the positive experience of companies in using social advertising, there are other motives for using CSR. For example, some corporations start CSR programs for the commercial benefits that they will gain by enhancing their reputation in the eyes of the public or government [5].

Therefore, entrepreneurs conducting various social events or promoting social advertising should always have feedback from the audience to which it is directed. This should be done because social advertising is perceived by the population as a disinterested action and not as

a tool with which you can mislead, change society's attention, and create a positive attitude of citizens towards someone's selfish interests.

The social responsibility of business is, first of all, the impact on society. This responsibility manifests itself not only in the implementation of charitable programs, special social programs, etc., but also in producing safe quality goods, setting affordable prices, providing truthful information about their products, and contributing to the improvement of the social climate in their organization, and then in the state.

In the United States, social advertising appeared in 1906 to protect Niagara Falls from energy companies. In some CIS countries, social advertising began to acquire modern features only in 1994 [2].

In general, the history of social advertising can be divided into two periods: Soviet and modern. In Soviet times, social advertising was almost completely monopolized by the state and was reduced to one political type. The advertisements used colorful posters with slogans glorifying communist ideals. The main problems of concern to the state were:

- The themes of war;
- The fight against dissent;
- Helping the hungry and the sick;
- Calling for a healthy lifestyle;
- Promoting the ideas of communism [8].

To achieve political goals, indirect methods of social advertising were also used. Sometimes PSAs have been used in songs or movies. The famous song "Let there always be sunshine!" can be classified as a type of social advertising. Advertising of the Soviet period was not very diverse and, to a large extent politicized, however, according to experts of that time, of high quality. For example, in 1925, at the art and industrial exhibition in Paris, a cycle of posters of Soviet advertising was awarded a silver medal [8].

Today's PSA is more diverse, both creatively and technically. It is less politicized, but often it reflects the selfish views of various public organizations and groups. The main topics reflected in social advertising are promoting a healthy lifestyle, the fight against AIDS and drug addiction, environmental issues, environmental protection, and patriotic education of young people. The main problem of forming a stable and effective social advertising market is the disunity of the main participants, the lack of solid contacts between manufacturers and experts, customers, and the media, a tool for diagnosing and correcting social problems of society [12].

Social advertising is not a tool for changing society, changing behavior patterns, a method of combating immorality and moral irresponsibility [21], but it can be a way of cultural and moral enrichment of the population, forming public opinion.

3 Materials and Methods

The methodological foundation of the presented research is based on the general scientific principles of objectivity and consistency. Observation with the subsequent application of system analysis to the collected empirical material was chosen as a key research method. In the process of applying the systemic method, much attention was paid to the semiotic aspect of text analysis, i.e., the texts were considered as a sign integrity, including verbal and non-verbal components interacting with each other, collectively affecting the mass consciousness and giving a certain result, due to both the features of the texts themselves and the socio-psychological characteristics of the recipient. The transition from the observation of particular facts to the establishment of general laws, necessary to achieve the goal of the study, led to the use of the induction method in the work.

The empirical basis of the article is formed by the companies' best practices in social advertizing/PR, texts of social advertising distributed through various channels, as well as other texts of the mass media, which include some important characteristics of social advertising, and, therefore, are considered by us as an illustration of the convergent processes occurring in the system of mass communication.

4 Results and Discussion

The date of birth of social advertising is considered 1906, when the public organization "American Citizens Association" created the first advertisement of this kind, calling for the protection of Niagara Falls from the harm caused by energy companies [4]. As a pure form of the genre, social advertising began to function after World War II. Undoubtedly, social advertising was used before in other wars, when it was necessary to call citizens into military service or to call people to work and help the front. One of the most famous examples of PSA was a wartime American PSA, where a poster depicts Uncle Sam asking, "Have you enlisted in the military?"

Over the past decades, social advertising has evolved, and now it covers various areas, including those related to sustainable development (SD) and appropriate 17 UN goals (SDGs). NGOs, business, and the state are interested in creating social advertising.

Such social and environmental investments are brought into being and are not supported only by humanistic sentiments: from no matter what high motives created this or that phenomenon, as soon as it becomes wide in demand, it immediately acquires features of a profit-making instrument; after all, increasing the loyalty of potential customers significantly stimulates profit growth. In this, an important role is played by the social advertising that focuses the attention of the target audience on pressing issues. Of course, it, unlike commercial advertising, does not brings significant income, but can be considered as "investment for the future". However, social advertising is popularizing public ideas, positively affects the state of society and is designed to bring to the minds of people the most important facts and information about existing in society problems. As practice shows, people are more willing to cooperate with those companies that perform socially useful tasks.

Considering social prevention as a conscious and socially organized activity, one can implement it through social advertising and PR. With the help of advertising and PR, it is possible to inform, explain, urge, form new behavioral attitudes in smoking cessation, conduct anti-alcohol propaganda and promote a healthy lifestyle, create a positive image of social services and implement many other ideas that have a certain social value [17].

Social advertising, broadcasting universal and national values in society, expands and forms the cultural basis of society, social capital, which then begins to influence economic development. Social advertising today is an effective tool for influencing the mentality of people, capable, along with ideology, morality, religion and modern myth-making, to perform axiological and humanistic functions, to form the humanistic attitudes of mass consciousness required by a democratic society. Trust and tolerance are such social virtues that must be brought up in a person before others, in order for him to become truly human, and the community of such people - humane.

Functions of social advertising include integration of society; prevention of deviant behavior; overcoming various symptoms of social pathology; medical and social prevention; informing about socially significant events; educational goals; adaptive goals; security and protection [22].

At the same time, social advertising brings practical economic benefits to companies that practice it, testifying to the high level of CSR in the company. In developed countries, many companies have long made social responsibility a part of their marketing plans. Research shows that this has a positive effect on brand loyalty and improves financial performance. The point is that consumers are ready to "vote loyalty" for those companies that pay attention to social projects [8].

In order for the organization to develop a positive image as a socially responsible, company needs to develop and build clearly a well-thought-out, regularly implemented strategy. It must represent a collaboration of effective PR technologies combined with control over the quality of products, services rendered and over cultural component of advertising of this organization.

These aspects must be taken into account by management in order to play an effective social role by introducing CSR into customer acquisition strategies to increase satisfaction and loyalty of consumers, as well as company’s competitiveness.

Many researchers argue that among the main motives for introducing CSR into strategies, there is the ability to distinguish a business from its competitors [1, 11] and increase profits [2].

Earlier, Freeman [13] argued, in the context of stakeholder theory, that CSR can improve brand image in the face of customers, employees, and other stakeholders. Of course, such activities can ultimately affect customer satisfaction. By analogy, Coldwell [14] argued that effective corporate social projects lead to improved corporate image and, ultimately, improve overall efficiency. However, most of the empirical evidence for this is circumstantial. Therefore, a model is needed to – customer satisfaction – brand image.

The main goal of CSR is the possible benefits that firms can receive from social responsibility towards their stakeholders [7, 12]. Among various stakeholders, clients need additional attention, since CSR projects have a significant impact on clients, their decision-making and their satisfaction, and the tool for informing clients about the company's CSR is precisely social advertising.

Brands hold the market not only with quality, but also with their social responsibility, loyalty and empathy. Fortune 500 members spend $20 billion a year on corporate social responsibility projecting philanthropy on vulnerable communities [19]. Social advertising is one of the CSR tools.

Of course, brand makers cannot be socially irresponsible when working on brand positioning. In this case, we are talking about the inadmissibility of using samples of immoral behavior when positioning brands in the process of appropriate advertising influences on consumers, which is sometimes the disadvantage of advertising creators’ activity in pursuit of memorable stories.

Therefore, CSR is often used as a marketing tool, where the main task is to attract consumers who want to make the world a better place or help those in need. At the same time, it is important that such initiatives be organically integrated into the company's activities, and not exist “separately” from its principles, mission, and ideas [14, 22].

So, the Sturbucks coffee chain on September 7, 2016 released the reality show Upstanders, dedicated to the stories of ten people from different socially vulnerable groups struggling with their problems. Starbucks believes the company is using the transformations to help these people's dreams come true. However, in this case, Starbucks is more likely to act as a media, rather than a direct participant in positive transformations [6].

CSR and social advertising policy also takes into account the fact that companies should have their own position on many socially significant issues. Meanwhile, if earlier the business preferred to remain ‘silent’ and observed neutrality, today it is time to speak openly about everything that affects our life. According to a study conducted by Cone Communications, 87% of respondents said they would buy a company's product if it advocates a problem that worries them [5, 6].

In 2014, research company Nielsen surveyed more than 30,000 consumers in 60 countries. 55% of respondents said they are ready to pay more for goods and services of those companies that are engaged in social and environmental projects. Research has shown that companies that have integrated social responsibility into their business model can expect to increase sales through such initiatives [12].

According to an analysis by Edelman, in 2020, 71% of shoppers were willing to abandon a brand that doesn't care about social benefits and is only focused on profit. Moreover, more than 37% of buyers in the same year used the service for the first time or bought a product from brands that showed empathy during the pandemic [15].

Over time, increasingly more companies began to follow the principles of sustainable development. One can still find those who have been bypassed by the trend, but this is rather an exception to the rule. Based on surveys, only 2% of companies do not prioritize sustainability. For the overwhelming majority of participants, the choice in favor of responsible business is obvious: 64% consider sustainable development issues a priority and refer to the strategic direction of the company. According to representatives of organizations, these tasks are included in the top three key areas of their work [11, 18].

99% of CEOs of the world's largest companies noted that sustainable development issues are important for the future business success, and recognized them as an integral part of their corporate strategy [20]. At the same time, the explosive growth of public involvement in solving social and environmental problems has not left an opportunity to remain on the sidelines, which determines the urgent need for companies to practice social advertising on a large scale.

Sources of social advertising texts can be conditionally divided into several groups: 1) traditional print media; 2) advertising printing products; 3) federal television channels; 4) federal radio stations; 5) external media; 6) the official websites of NGOs; 7) Internet resources, the creation of which was timed to the implementation of specific social programs and campaigns; 8) official websites of business organizations that initiated and supported social projects; 9) news and analytical Internet resources, mainly specializing in advertising and PR; 20) Internet resources dedicated to social advertising; 11) official sites of social advertising festivals.

Since its inception, a shocking public service advertisement in France has reduced the number of road deaths by 40%. In 2001, 8 thousand people died on the roads in France. This was deemed a national disaster, and Interior Minister Nicolas Sarkozy ordered the launch of a shocking public service announcement on television. For five years, the number of deaths has decreased to 4 thousand 709 people [21]. This example clearly demonstrates the potential effectiveness of social advertising.

The emotional component of brand perception is an important factor in choosing a particular product, and its image is very important as a factor of social communication. People, correlating the brand with their life priorities and values, get a sense of belonging to the life of other representatives of society through non-verbal communication with them of a symbolic nature, which forms a sense of belonging to a certain group of the population and possessing a corresponding social status.

It should be noted that the cooperation of stakeholders in the field of social advertising is very important. For example, the American Federation of Advertising annually organizes advertising competitions in which the best works in social advertising are presented in the category “Public Service”. In general, America treats social advertising as a kind of social “medicine”, a tool for the prevention of social ills [18]. This is and should be the high mission of social advertising, and at the current pace of evolution and development of society, it is becoming a larger-scale type of communication, which can be conventionally called social PR.

Along with the already traditional social advertising proper, today it is the social component of commercial advertising that is gaining momentum. This is undoubtedly a new phenomenon in modern society and the commercial activity developing within its framework, which awaits further study and has a huge potential for shaping the situation in society.

Most advertising researchers advocate in favor of targeting an advertising message solely to positive emotions. “Any advertisement should evoke only positive emotions. They help a person to remember and reproduce the information received correctly and for a long time. Negative emotions, on the contrary, contribute to the distortion of the information received” [17].

However, there is a point of view according to which even negative advertising can achieve the goal of bringing a person to the desired action. “Advertising can outrage, irritate, annoy, but most importantly, it should not leave a person indifferent. Everyone scolds advertising for importunity, inappropriateness, immorality, etc., but no one denies its effectiveness in that the appeal to negative emotions in advertising is also expedient from the point of view of efficiency. For example, appeal to fear or guilt. But advertising in the same message should provide ways to get rid of negative emotions by performing some actions” [16].

There are certain barriers to the development of social advertising. One of them is the corruption of this type of activity. About 60% of the social advertising budget is made up of state money allocated to companies on a competitive basis; accordingly, many officials strive to get profitable orders for themselves. Therefore, companies professionally engaged in this activity do not always win government tenders.

It is important to understand that social advertising alone is not enough to change the behavioral model of society. Comprehensive programs are being developed to solve some social issues that require high financial costs and the full participation of the whole society.

Our country is currently at the stage of realizing the role of business and society in the development of social advertising, which is a way of influencing public associations pursuing spiritual, moral, or social goals, or the state on society as a whole or on certain segments of the population, and it also contributes to social support population, the restoration of friendly relations between people and the development of new economic relations on these principles and the construction of modern civil society.

It is important that business people who own large companies are beginning to invest in the creation of social advertising to maintain the image and indirectly advertise their products and because they are not indifferent to which country their children will grow up in. This indicates the beginning of the transition of entrepreneurs from making a profit as soon as possible without assessing the negative consequences of their activities for society to the implementation of an ethical assessment of their business and to participation in solving socially significant tasks that do not promise economic benefits in the short term (or are not related to receiving income). This is of great importance for the socio-economic development of our country and for improving the quality of life.

The main source of the emergence of social advertising is modern social life, which is replete with conflict situations and confrontation at the level of social groups and, therefore, needs creative incentives and processes. Public (social) advertising conveys a message that promotes a positive phenomenon. Professionals create it free of charge (it would be more correct to talk about the ethical position of rejecting profit), space and time in the media are also provided on a non-commercial basis. [3].

The same agencies and studios produce social advertisements as commercial and political advertisements. They recognize that "social" for them is a kind of professional challenge because, to be successful, it must influence people much more than, for example, an advertisement for washing powder.

Interestingly, there are no established prices for social advertising in Ukraine. The focus of such advertising and the limited capabilities of most customers do not allow focusing on commercial prices. Therefore, if they do get to work, manufacturers prefer to do it for free or with a big discount. The exception is the projects of large corporations – in such cases, social advertising is paid as usual.

The business is mainly interested in what benefits (reputation improvement, sales growth) it can derive from social advertising. But there are already such commercial structures that invest in social projects in pursuit of purely charitable goals. Some analysts believe that the goals of social advertising and the main goal of a business – making a profit – are incompatible. But most are less categorical. They assume that business goals seem to drift towards greater sociality. Even the concept of "socially responsible business" has appeared.

The convergence of social advertising and business is happening today through the commercialization of social advertising itself, recognizing that it can also be profitable. Gradually, there is an understanding that the funds invested in social advertising bring moral and material dividends.

5 Conclusion

An integral part of the media in a market economy and political democracy is advertising, including social advertising, which becomes capable of influencing a mass audience, implementing the values necessary for the functioning of society. Social advertising affects a deep level - ideological. While the driving force of the historical process is not only the material needs of people, but also to the same extent, if not stronger one, the struggle for recognition, the significance of mass communication is growing sharply in the present period of time. A person believes in his own dignity and worth, striving to earn the high praise of the community. Social advertising is aimed at revealing them in every person, to unite different individuals with a common interest. At present, the spiritual unity of the people and uniting moral values are important as a factor in development as political and economic stability. A society is only capable of setting and solving large-scale national tasks when it has a common system of moral guidelines.

Social advertising represents a phenomenon that arises at the junction of the economic and social spheres of public relations, contributing to the humanization of society, promoting any positive or fighting negative phenomena, an idea necessary to create new social values or reconstruct old ones.

In the civilized world, social advertising is an important component of the worldview and moral health of society, which is an organizationally formalized specific activity to create ‘texts’ that form the image of a socially approved and socially unapproved action or opinion.

Today, social advertising acts, on the one hand, as a means of spreading spiritual and social values desirable for society, on the other, as a factor, if not the formation, then promotion of values in the social environment that contribute to both the development of an individual and the improvement of society as a whole, and also – explaining to potential consumers what behavior, what lifestyle are undesirable. Genuine social advertising often has a targeted social marketing basis and is often tied to specific social programs. It is one of the main ways to explain the meaning of a social marketing program, creating the critical prerequisites for its successful implementation.

Currently, the term “social marketing” in a broad sense refers to the work of commercial companies aimed at simultaneously promoting the brand and social values [6]. For example, it is the beliefs of people to lead a healthy lifestyle, play sports, become a donor, etc. There is also the concept of “socially oriented marketing” – it is a commercial partnership between businesses and NGOs, in which the power of their brands is used to solve a social problem while obtaining business benefits: for example, when a customer sees on the packaging of a product that part of the proceeds from the sale will go to a charitable foundation. At the same time, cooperation between business and non-profit organizations makes it possible to make a good social advertising campaign.

Well-known cosmetic brands are increasingly involved in charity, creating new socially and culturally significant consumer trends. Everyone can support the initiative of cosmetic brands, for example, by buying Viva Glam lipstick from MAC (AIDS Foundation), souvenirs with a pink ribbon from the Avon catalog (Together Against Breast Cancer program), Dior Capture Totale cream (Fund to help disadvantaged children and families) or Splat toothpaste (Foundation for Children with Cancer).

At the same time, as practiced within the framework of CSR, social advertising is an excellent tool for improving brand equity by increasing consumer loyalty to the brand.

Social advertising and social marketing are related to each other, respectively, as a part and a whole. Advertising is often a useful and even the main part of marketing programs, but it is only one of the marketing communications tools that are used to achieve the desired result in social marketing. It is an important 'vehicle' for explaining the meaning of a social marketing program. Social marketing goes beyond advertising with its messages to the public, as it coordinates the efforts of advertising and all other elements of the marketing mix. The main thing for social marketing is achieving a social effect, taking into account the quality of socially significant products, their cost, the place of their distribution and dissemination.

The process of turning a favorable company image into a strategic asset usually begins within the company itself. When a company builds up its favorable image from the inside, i.e., based on values, policies, abilities, culture, and commitments to the corporate audience, has the opportunity to present herself as a responsible, unique, reliable, decent, and trustworthy company. Since most people also adhere to these values, the image created on this foundation can be easily turned into a good business reputation.

Investments are an integral part of full-fledged brand development because the attractiveness of a business for investors is undoubtedly interconnected with the attractiveness of a brand for potential customers. Investing in public service announcements has a beneficial effect on companies' business practices and stimulates positive change in society. It is very important to understand that spending on social advertising is not a charity but an investment that has a significant social impact. Their payback period is much longer, and their net present value is lower, but their return is expressed not only in monetary terms. The effect can be in the form of building trust and creating a positive image of the company among community representatives to which the investment was directed. Many foreign studies show that all other things being equal, people choose the company that, in their opinion, is socially responsible. And in the future, these preferences are transformed into actions – the purchase of shares, the purchase of goods and services, and an increase in the company's market value in the long term.

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EPISTOLOGICAL DOCUMENTS OF THE HISTORY OF UKRAINIAN MUSIC: AN ATTEMPT OF CONCEPTUAL ANALYSIS

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Abstract: The article is devoted to the study of the epistle as a science of correspondence and the study of epistological materials in the context of the history of music in Ukraine. To date, epistology remains subordinate to the historical, source, and art sciences in the system of culturology. Through correspondence, it is possible to recreate fateful events, unknown facts of biography, life, and work of prominent artists, particularly B. Lyatoshynsky and I. Karabyts. The work supplements and clarifies information on the history of creation and existence of works by these composers. It is revealed in the work that epistolary creativity is an activity using which the personal creative experience of the artist is preserved. The letter is an artifact of culture, the process of studying notes is long, and the results of this work are invaluable in the history of culture. The authors reveal that an essential principle in the scientific understanding of epistological heritage is the need for logical integration of epistolary into the system of musical-historical processes. The authors consider prospects for the development of national science of epistology further search and decipherment of sources relevant to the development of national culture in its main stages. It involves scholars in the processing of public and private archives, museums, repositories, and libraries. This process should enrich and make appropriate adjustments to the conceptual foundations of culturology and musicology. In addition, these processes will contribute to the rethinking and reassessment of artistic phenomena of the twentieth century.

Keywords: Artist's legacy, Correspondence, Edition stage, Epistology, History of Ukrainian music, Scientific-historical fact, Source studies, Textology, Thematic-genre section.

1 Introduction

The urgency of the subject of the article is due to changes in the modern understanding of the musical-historical processes of the Ukrainian musical history of the post-Soviet space in the stream of source studies, its role in the formation of objective historical visions. An important role in this decoding of musical history is played by the epistotol – one of the most important components in the meta-description of culture. It is not enough to decipher and publish epistolary documents. The most difficult task is their conceptual understanding. Correspondence has seldom become a separate object of analysis, being in the status of empirical knowledge in the history of music. In this vein, it is important to outline the main constants of musical epistology, the importance of creating a clear system of studying epistolary documents, and thus the feasibility of creating and conceptual understanding of epistolary materials in the legacy of leading Ukrainian artists. All this will make it possible to get rid of post-Soviet narratives in understanding the figure of the artist, his contribution, and in general will help to renew strategic ideas about the development of Ukrainian music of the 20th century.

Conceptual analysis of the artist's epistolary work reveals the social and creative vision of the world, decodes the nature of the organization of the artistic space of the creative personality, and allows forming objective ideas about socio-cultural reality, which in turn destroys established narratives composed in the Soviet era. The conceptual approach to the analysis of the epistle involves consideration not only of individual objective social information, the author's reflections, but their totality and interaction, their influence on each other. Namely in this perspective, the study of the epistolary of Ukrainian artists is of great importance – not only cultural but also socio-political. Adverse historical conditions, the stateless status of the country, the disenfranchised position of cultural figures forced to “encode” in the epistolary genre thoughts and beliefs. In the 20th century, repressive censorship campaigns severely hampered the development of epistolary. Researchers were faced with the task not only of finding and processing unknown archival holdings, but also of reviewing those published in the 1920s and 1990s. An important function of epistolary researchers is to save from forgetting the facts of the past, to include them in scientific circulation, to systematize, to classify, and to introduce them into the musical-historical context. The scale of the updated material requires a musicologist, who must be an archivist, textologist, bibliographer, editor, chronographer, notographer, translator, i.e., have knowledge of the full range of disciplines absorbed by the science of source studies. Nevertheless, the researcher must be able to immerse himself deeply in the semiotics of musical language, its stylistics and stylistic discourses.

In this context, the problem of preserving the epistolary heritage is also indicative. Documentary Ukrainian musical culture is concentrated primarily in the personal funds of the Institute of Manuscripts of the National Library of Ukraine named after V.I. Vernadsky. Systematization of this fund began in 1918, and now it has more than 40 thousand units of storage. Another powerful archival foundation, the Central State Archive-Museum of Literature and Art of Ukraine, has about three hundred complete archival files of personal origin, among which the epistolary of musicians occupies almost a third of the total number of storage units. The materials of the memorial museums-apartments of prominent Ukrainian artists Viktor Kosenko, Borys Gmyria, Borys Lyatoshynsky, Levko Revutsky, the Manuscripts Department of the Maksym Rylsky Institute of Art History, Folklore and Ethnology, as well as the handwritten collection of the Petrasky Academy of Music of Ukraine also deserve attention. Similar archives have been created at the libraries of all music academies of Ukraine – in Lviv, Odessa, Kharkiv. Apparently, these personal materials, which in Soviet times were often classified as “secret”, significantly correct the perception of the course of musical and historical processes in Ukraine.

2 Materials and Methods

The results of the analysis of scientific works show that the problem of studying the letter and understanding its role in the formation of Ukrainian musical culture is very important both in terms of reconstruction of the history of Ukrainian music of the 20th century and for detailed study of the artist as a general figure of time, with an attempt to delve into the inner worlds of creativity, the meaningful picture of the author's idea and socio-cultural missions of the artist.

The source methodological generalizations in the article are based on the research of Slavic scholars of the early 20th century. It is known that their works have been lifted from special library repositories only in recent decades and have become available to scientists. These are the works of the founders of the source school Guerrier [13], Lappo-Danilevsky [27], Kareev [17, 18, 19], Meyeer [37], Peretz [37,38], Chizhevsky [2,3], and others. Concerning modern epistological studies, the ideas of the typology of letters put forward by Richter Antje are of interest [43]. From the point of view of reconstruction of cultural and creative initiatives of the artist, the “complex of personal texts” put forward by Kabka [14] as a specific textual narrative formed during the artist's life and appears as a kind of metatextual commentary on his actions is productive. In this vein, it is also important to determine the genre essence of personal texts – epistles, notes, diaries, because, according to Kateryna Korobova [21], the epistolary heritage of artists is a kind of continuation of their creative search, representing a kind of array where the artist's creative search crystallizes. On the basis of the analysis of works of a methodological direction, the circle of the unresolved questions is established, and the basic levers which can be used in musicological research are defined.

In order to achieve this goal, we used a number of methods, including methods of classification, cataloging, scientific textology. The study of the role of correspondence in the biography of artists requires the use of methods of deciphering the written source, the principles of general biography. The importance of epistology in the construction of the theory of musical-historical process is revealed with the help of philosophical-cultural and musical-analytical methods.

The study was based on epistolary documents stored in public and private libraries, museums-archives, in particular, in the manuscript department of the National Library of Ukraine named after Volodymyr Vernadsky (Kyiv), the Central State Archive-Museum of Literature and Art of Ukraine (Kyiv), the manuscript collection of the National Academy of Music of Ukraine named after Peter Tchaikovsky (Kyiv), archives of the Memorial Cabinet-Museum of Borys Lyatoshynsky (Kyiv).

The purpose of this article is to outline and conceptually comprehend the role of epistolary heritage in the creation of strategic perceptions about the Ukrainian musical culture of the 20th century. Based on this goal, we see the following tasks: to describe the range of major problems facing musicologists in the light of the study of the epistle; to find out the significance of epistology in understanding the principles of the history of Ukrainian music; to find out the role and significance of the epistolary legacy of the modernist composer Borys Lyatoshynsky and his student, composer Ivan Karabyts, in the reconstruction of the basic processes of the Ukrainian musical history of the Soviet era.

3 Results and Discussion

The artistic process reflects the development of society, the life of the works of art themselves, presented in the biographical realities of their authors. That is why, in the theory of the development of musical art, source studies should come first, because without the study of empirical facts, their accumulation, understanding and rethinking from new methodological positions, correct scientific generalizations are impossible. Only in this way can musical-historical reality be presented as a holistic concept. Properly chosen methods of source research is one of the basic methodological positions of source studies as a component of musicology. Factual materials of personal origin are concentrated in epistolary, memoirs, official and private documents, etc. Letters help to find out the nature of people's relationships, the peculiarities of their mentality. The action of the text in the epistle depends on the rhetorical structures in the style, confessional ethics, historical mentality. The development of methods for analyzing such documents remains relevant. In Ukraine, each fund has its own unified description scheme, and the structure of the description is formed from permanent and additional headings, subheadings, additions. Of particular importance is the correspondence, which is divided into two parts: the letters of the founder, or the person to whom these documents belong, and the letters of other persons to the founder.

It should be emphasized that the letter represents a status example of microhistory, which allows reading objectively, and thus decoding a wide range of values of macrohistory. In this vein, to decipher the message from the past, the researcher must delve into the cultural space of a particular era being studied. When considering the epistle, we must not only “ask questions” to the letter-document, but also must identify patterns that do not lie in sight, to feel the meaning hidden as if between the lines. The dialogue of the past with the present, the conditional “meeting of thoughts” of the modern researcher and authors of the epistle is a unique territory of the source researcher, taking place in a special time.

The next stage of epistological research is the process of finding out the reasons and conditions for creating a source-letter. This is one of the essential parameters of theoretical understanding, without which it is difficult to reproduce the general historical picture. Another important component is the study of the social organization of the cultural and musical space and the mechanisms of functioning of those social conditions in which correspondence arose. This can be described as a phenomenological approach to the epistle and its content. In this context, the epistle for the researcher appears as a kind of cultural phenomenon of his time, a phenomenon of intersubjective communication. At this main stage of the study, the following tasks should be solved:

- Carefully study the historical and cultural situation at the level of political, legal, historical, cultural, and psychological circumstances;
- Interpret the sources-epistles at the level of those socio-cultural circumstances in which it can be explained specifically and only in them;
- Analyze the sources-epistles from the standpoint of their author;
- Consider special information that includes possible actions of prohibitions – censorship and all variants of its existence: printed, subtextual content, etc.

Classification of epistles is realized through the scheme of the content of the source, namely through attention to general issues of correspondence, origin, authorship, interpretation of general ideas.

Also, all letters can be classified in terms of a permanent addressee, in other words, it is about the number of letters that were addressed to a particular person and the general tone of these letters. One can also classify letters in terms of content and its purpose. Conditionally in this classification, the following genre groups are allocated, according to the studied material: private letters, business letters, journalistic letters, and philosophical essays.

The stage of content analysis includes: completeness of information, reliability, factual value. Through the prism of correspondence, a panorama of probable internal and external-event connections is illuminated. An example is almost all epistolary sources that have been studied, deciphered, or introduced into the information and bibliographic context. Nowadays, it is difficult to imagine and interpret the figures of J.S. Bach, Nikolai Lysenko, Boris Lyatoshynsky, Sergei Prokofiev, Igor Stravinsky, Peter Tchaikovsky, Arnold Schoenberg, Dmitry Shostakovich without aesthetic and cultural generalizations, reflections on art, stories about creative ideas reflected in the letters. The publication of epistolary materials has significantly expanded the conceptual, contextual parameters of research not only on the work of artists, but also on the entire panoramic background of a particular era.

We will indicate the level of multifunctional connections of epistolary materials with the context of the time of their creation. The first level is related to the objective factors of source analysis, namely, the replenishment and enrichment of the historical and cultural panorama; coverage of elements of the culture of the time; outlining socio-political portraits of contemporaries; introduction of new sources into scientific circulation. The second level is related to the letter as an internal carrier of subjective connections. Important in this context are such parameters as the reconstruction of the pages of life, i.e., biographical factors; comprehensive research of creative heritage; factor of the artist's creative laboratory; characteristics of psychological traits of personality, its evolution; determining the types of subjective knowledge of a historical event.

Establishment or clarification of the main parameters of the source-epistle, i.e., attribution, should take into account the authorship, addressee, dating, place of origin, type and nature of the letter. After covering the history of the origin of the epistle, the next step is a detailed analysis, the object of which should be the following: paper and its quality, the nature of handwriting, the duration of correspondence, the features of individual language, quality and nature of the composition.

The last, synthesizing third level of analysis includes the reconstruction of the life of the contributors, a comprehensive scientific study of creative heritage through the prism of life conflicts reflected in the letters, textual analysis of the source, theoretical and methodological understanding of epistolary heritage as part of aesthetic and cultural process, and ideological stereotypes, a circle of possible falsified information. By establishing connections between historical facts through analytical operations, the researcher achieves the highest goal of epistology – to create a system in its logical sequence. From epistological facts to the concept of musical-historical processes, this is the way in source-epistolary research.

Epistolary activity in Soviet-era Ukraine is characterized by sporadic, wave-like functioning. Despite all the unfavorable conditions, many valuable materials of the previous century still survived. The practice of processing epistles had no scientific basis, and even the achievements over the years were lost. There are two levels in the explanation of correspondence. The external level provides a general analysis of the epistles, determining the authenticity of the time of creation, the circumstances of receipt in the archive, interpretation of the source, outlining the range of thematic motivations, reproducing the author's idea, identifying historical and artistic value. The internal level concerns the commenting on the epistolary text, the deciphering of the text series, the hermeneutic slice, the essence of which is the completeness of the information, the accuracy and reliability of the statement, the commenting on the names.

However, since the end of the 20th century, letters have come out of the "historical shadow", they are actively updated by public and private archives, special repositories; previously banned museum and literary collections are published, i.e.,, according to one researcher, the process of releasing thoughts from epistolary drawers is going on. In 1979, after the organization of a conference on the problems of 20th century history in Moscow, which was attended by Alexander Pronstein [40], Victor Farsobin [8], Olga Medushevskaya [34], from Ukraine - Mark Varshavchik [50], a new wave of research began in classification, structure, informativeness of sources, definition of their conceptual levers. Today, in the post-Soviet era, the issue of textology remains important, where the history and theory of the source text are considered. Components of textual processing of sources are decoding of texts (textography), research of drafts, description of handwriting, disclosure of variants of authors's thoughts, definition of errors. Knowledge of the nature of texts, the purpose of creation, significant and insignificant changes in documents becomes important in the textual process of study. The main positions of textology are to take into account such factors as the circumstances necessary to explain the history of writing a letter; the study of epistles only in a broad general historical and general cultural context; stylistics of the source text, which is the subject of textology.

The main methods of studying and researching the history of the source text are such as handwriting analysis, reading the text (with analysis of palaeographic parameters, in the original spelling), involvement of methods of photoanalysis, radioscopy, and other new means of decoding; classification of sources; analysis of textual notes and dating; determination of the place of creation of the epistle, attribution if necessary (establishment of authorship); compilation of indexes (nominal, geographical, subject, terminological); composing comments; compilation of bibliography (taking into account the range of study search).

At the beginning of the 21st century, Ukrainian musical epistology was enriched by publications of the legacy of Oleksandr Koshyts [23], Borys Lyatoshynsky [30, 31, 32] and Mykola Lysenko [33]. The compilers carried out painstaking work on the search, decryption, certification of letters, and published them on a chronological basis. According to the professional scheme, the level of edition is maintained - the addresses of letters storage are indicated, archives are mentioned, the fate of the epistle, attributive and textual aspects of the model are described: reading – explanation – interpretation.

The scientific significance of these publications is important due to the nature of the attribution of epistological positions: a general overview is made, the history of its origin is studied, its reliability is proved, and difficulties in deciphering are described. The letters are accompanied by detailed explanations of the text series: along with the interpretation of the literal meaning, the secret writing is revealed, the living language of the artists is restored. The arsenal of professional certification of epistolary includes: a list of abbreviations; the list of archival institutions mentioned in the letters; funds designations; registered references; annotated index of names; directory of archaisms, dialectisms, neologisms. Thus, three editions of epistolary give grounds for the conclusion that Ukrainian epistological science is very close to the formation of methodological and conceptual foundations, which is an important part of the theoretical achievements of European source science and practice.

Important for science in terms of textual and attributive parameters are more modest in volume, but no less significant editions of epistolary in the issues of "Ukrainian Music Archive" [53, 54, 55], in collections of materials and documents by Kosenko [22], Revutsky [25], Verykivsky [58], Vasyl Barvinsky [1]. Numerous shortcomings in the publications carried out in 1950-1980 and concerning outstanding artists, performers, composers of Ukraine of the 20th century (series "Memories, letters, materials") represent a consequence of the lack of creative freedom of their compilers. Despite the fact that the publications were prepared for publishing mainly by relatives of artists (wives or children), who had excellent information, for censorship reasons, a lot of valuable information did not get on the pages of publications. These include the publication of letters and memoirs dedicated to Kirill Stetsenko [47], M. Leontovych [28], B. Gmyria [11], Viktor Kosenko [22], and M. Skorulsky [46]. Lack of important information, incorrect attribution and terminology, unacceptable abbreviations of letters, lack of description of the text series, analysis of options, contextual explanations are due not only to the shortcomings of publishing traditions, but also the destruction of epistological science for six decades of prejudice, loss of continuity, and hence the lag of Ukrainian source studies from European theory and practice.

Let us turn to the practical plane of the actualized question, which updates the idea of the musical history of Ukraine of the 20th century on the example of the epistolary of Borys Lyatoshynsky, a distant Ukrainian composer-modernist, a classic of Ukrainian music of the 20th century. The found documents open for us little-known pages of the life and work of the artist, his worldview, facts of a biographical nature that resonate with the socio-historical events of the era. The epistolary reveals important episodes of the composer's relations with colleagues, government agencies, sheds light on the functioning of such an ambiguous organization as the Union of Composers and, most importantly, provides accurate information about the history of creation, date, performance, future fate of many works.

The materials cover more than fifty years. In fact, almost the entire creative path of the composer fits into this time period. Borys Lyatoshynsky corresponded with prominent figures of world music culture Reinhold Glier, Grazyna Batsevych, Mykola Myaskovsky, Alexander Dmitriev, Eugene Mravinsky, Igor Belza, Dmitry Shostakovich, and many other figures of culture and art of Central and Eastern Europe. The epistolary heritage of the artist is preserved in many state Ukrainian and foreign archival foundations, in particular, in the Central State Museum-Archive of Literature and Arts of Ukraine (Kyiv), the Russian State Archive of Literature and Art (Moscow), the State Central Museum of Music named after MI Glinka (Moscow) and private archives, but the most important part - in the private Memorial Cabinet-Museum of Boris Lyatoshynsky in Kiev.

The epistolary is sustained in the traditions of the romantic style of writing of the twentieth century. At those times, people loved and knew how to write, it was customary to compose long frank letters. The letters detail thoughts, feelings, and deeply and impartially evaluate various events. Letters are written mostly on small, sometimes standard sheets of paper, in black or blue ink (sometimes in pencil). Almost all are dated; some of the correspondence is preserved with envelopes. A certain number of letters are represented by postcards, where the handwriting is very small, extremely difficult to decipher. In general, a wide range of moods is noticeable in correspondence: from active, even nervous to calm-narrative. There are letters that were sent on occasion due to fear of perlustration. There are barely clear notes about some important events or facts, moments of the "Aesopian" language, which was used in view of censorship.

At the external level of processing the letters, it is analyzed how Borys Lyatoshynsky and his addressees saw the historical and cultural situation in Ukraine. Epistolary have the character of a multi-channel picture on the vector "intelligentsia – power", inseparable from the problem of the role of the individual in history. Closely related to the artistic ones were the factors of the so-called "ideological front", when the role of man, and especially the artist, was reduced to the wordless 'nail' of the social mechanism of the superpower. The tendentious design of the so-called cultural space in Ukraine as part of the Soviet empire forced artists to adapt to the difficult conditions of ideological pressure and sometimes to immigrate to Moscow, the then capital. After the departure of Borys Yavorsky, Heinrich Neuhaus, Vikor Zuckermann, Reinhold Glier from Kyiv, Borys Lyatoshynsky bitterly states that the city has become impoverished with bright artistic personalities. However, the reason was deeper – here is the problem of their choice of environments for creativity: to continue to create in Soviet Ukraine under the national communism of the 1920s or to assimilate the Soviet central centers. The topic of the wanderings of Kyiv artists caused by the First World and Civil Wars of the 1910s was also poignant.

The correspondence also reflects the vicissitudes of ideological terror of the 1930s, the reaction to the Resolution of the Central Committee of the Communist Party of the Soviet Union (b) of 1948 "On the opera "Great Friendship" by V. Muradeli" [41] and its Ukrainian counterpart [42]. For the first time, the documents on the visiting plenum of the organizing committee in 1940 were deciphered as an action of ideological pressure on Ukrainian artists by the official authorities from the center.

At the internal level of explanation of letters, there is a commentary on epistolary texts, names, musical events, personalities that appear in the texts. The epistolary adds facts to the register not only concerning the works of Borys Lyatoshynsky, but also of Reinhold Glier, Grazyna Batsevych, Mykola Myaskovsky, and others. Reinhold Glier's creative relationship with Les Kurbas, as well as the circumstances of Reinhold Glier's father's death, which were a secret to his mother, Josephine Vikentievna, deserve further study. The facts concerning the orchestration of the works of Mykola Lysenko and Kyryl Stetsenko by Borys Lyatoshynsky, the realities of the shameful campaign "against the cosmopolitans", the unknown pages of the history of the Kyiv Conservatory need to be studied. However, the most important thing that is reproduced in the letters is the fate of the creative heritage of Borys Lyatoshynsky, his Second and Third Symphonies, and early chamber works of the 1920s. The terms of writing the Third Symphony are specified, the history of functioning of its two editions is covered.

Observations of the materials of Borys Lyatoshynsky's epistolary legacy lead to the conclusion that the musical culture of Ukraine is rich in materials related to unique creative personalities, and in this context it is difficult to overestimate the epistolary heritage of the artist.

The epistles of the student of Borys Lyatoshynsky, the famous Ukrainian composer Ivan Karabyts, which realize a kind of communicative conditionality of creativity in the context of the Soviet and post-Soviet periods of development of Ukrainian musical culture, also deserve attention. Ivan Karabyts' epistolary legacy is large-scale and multi-vector in its genre types. Its chronological boundaries – from the 1960s to the beginning of the 21st century (2001) – allow stating: despite the rapidly progressing forms of modern means of communication (Internet, extensive multimedia capabilities and advanced communication technologies), which, incidentally, also were actively used by Ivan Karabyts, he remained a supporter of the traditional epistolary genre.

Only part of the correspondence is kept in the artist's archive, while other materials are scattered in the private and state archives of Ukraine, the USA, Canada, Australia, Switzerland, Japan, etc. The large amount of correspondence in the private archives of Ukrainian-American Irena Stetsyura, a staff diplomat, poet and translator Viktor Batyuk, publisher Mykhailo Kotsy, composer Virko Baley, and many other officials needs attention. Correspondence with his mother, which could not only open the tragic pages of the Karabitsy family, but also help to know the spiritual aura of the artist, has been partially preserved. Indirectly, through the mother's feedback to her son, it is possible to recreate the charisma of compassion, the deep humanity that prevailed in the family.

The presence of rich epistolary material testifies to the favorable attitude to the epistolary genre inherited from teachers and senior colleagues of Borys Lyatoshynsky and Yuliy Meitus. Letters occupy an honorable place in the archival heritage of the artist, presenting not only creative relations or biographical details in the life of the composer, but also a powerful layer of artistic life of Ukraine in the tense and difficult period of the last third of the twentieth century. The genre amplitude of the epistolary covers private and official correspondence.

The main directions of creative activity are seen from the epistle quite clearly. Already the first correspondence of a young recruit of the Soviet Army (1963) to teacher B. Lyatoshynsky testified to the seriousness of the young man's chosen path in art and confirmed the invaluable creative and human support by great Maestro to his student. Correspondence and support decided the fate of the gifted composer at the initial stage of professional development.

Much of the business correspondence characterizes Ivan Karabyts as an extraordinary person, endowed not only with compositional talent, but also with a tendency to active social activity. He managed to organize various presentation events not only in the Union of Composers of Ukraine, but also within the Soviet Union. The epistolary sheds light on the origins, birth of the idea and steps to its implementation, namely – the functioning of the first large-scale International Festival "Kyiv Music Fest" before the proclamation of Ukraine as an independent state.

Ivan Karabyts' vividly realized public potentials were part of the artist's worldview. The concepts of the categories of Mother, Fate, Spirit, God's choice of his land for the composer were organic. The feeling of involvement in the fate of the Motherland, responsibility for its future, sacrifice in interpreting the mission of the creator – in the epistolary legacy of Ivan Karabyts, as well as in his journalistic intentions, interviews, articles, is seen quite realistically. This is a feature of the artist's civic talent, his ability to find his rightful place in a period of complex worldview changes.

Ivan Karabyts' epistles appear voluminous from the textual point of view. The language of the texts is distinguished by a bright presentation of thought, with witty hints, soft humor. In the syntactic series, there is respect for the interlocutor. Genre varieties are as follows: letters-information, letters-documents, letters-request. There are such epistolary opuses in the composer's archive as a letter-provocation, a letter-gossip, written, unfortunately, by colleagues in the art department. This indicates a difficult psychological situation in the Union of Composers of Ukraine in 1960-1980. The difficult times of the totalitarian past are marked by lawsuits, humiliation of artists, encouragement of dirty gossip. In this series, there are baseless accusations of composers Vitaly Godyatsky, Valentin Silvestrov, expulsion from the Union of Composers Yuri Shamo, attempts to tarnish the honor of Vladimir Guba, Lesya Dychko. All composers, without any evidence of their guilt, suffered brutal psychological terror in the style of the notorious post-Stalinist "repression of the spirit". However, judging by the epistolary material, they survived, managed to maintain mental balance and not lose human dignity.

4 Conclusion

It is safe to say that among all the materials of the original direction, the epistle acquires special origin - the most objective witness to an event, a fact. This is acknowledged not only by epistologists, who are unfortunately few, but also by scholars studying other documentary sources. Well-known Russian researcher of journalistic works by Sergei Prokofiev and Igor Stravinsky, compiler of the latter's unique collection of letters, Viktor Varunz believed that the highest level of documentary and truthfulness is not in the genre of interviews, memoirs or memoirs, but in epistolary. The last century has tragically dealt with numerous documents of the epistolary genre: they were banned, cut down, destroyed. This, in turn, formed a distorted idea of the course of the musical process, of a number of events, facts, important pages of biographies of artists, the realities of human relations, spiritual twists and turns.

Epistolary creativity is a form of activity through which invaluable personal experience is recorded. The realization of the historical self-knowledge of the individual is the most important and specific social function of epistolary as a source. The process of researching letters is long, time consuming, and generally quite difficult. As proved by the specific material analyzed in the article, all the stages mentioned in the theoretical section are equally important in the research work.

The next principle in the scientific understanding of epistological heritage is the need for logical embedding of the epistolary in the system of musical-historical and culturological processes. Unfortunately, in the field of education, focused on the time-tested methods of teaching disciplines, the curriculum does not provide for the study of a subject related to epistology as a science. The letter is not only a spiritual phenomenon, the letter is a cultural continent on which musicological science stands. Let us say more: without studying the epistolary heritage, the spiritual world of musical culture seems extremely impoverished. For example, Ivan Karabyts' epistles, full of information and biographical information, reproduce the nature of functioning and methods of organizing international musical actions, competitions, and festivals, which significantly expanded the musical and informative field of Ukrainian culture. Through the epistle, one can learn about the existence of serious moral and ethical problems of creative organizations of those times, from which the composers Borys Lyatoshynsky, Yuliy Meitus, Ivan Karabyts, Lesya Dychko suffered. In this context, an important feature of the analyzed epistles is their intertextual nature. The level of measurement of the epistle is its communicative nature and two-way dialogue.

It is difficult to predict which paths in the cultural space of musical processes epistolary practice will take. Communication develops according to the scenario of computer, electronic, virtual relationships. Cordocentrism in the address of addressees to each other disappears. Communication develops according to the scenario of computer, electronic, virtual relationships. Cordocentrism in the address of addressees to each other disappears. Correspondence turns into a letter-message, information, order. But, undoubtedly, the landscape of the centuries-old existence of the epistle has left significant achievements, the comprehension of which takes a long time, until the possible revival of the traditions of correspondence in their new dimension.

Prospects for the development of the national science of epistology are in the search for and deciphering sources, involving scientists in the study of public and private archives, museums, repositories and libraries. This process will not only enrich and properly adjust the conceptual foundations of music-historical science, but also contribute to the rethinking and reassessment of artistic phenomena, artistic processes of the controversial era, which was the twentieth century.

Behind that, we see not only the intensification of the processes of studying the fact itself (which in itself is important), but also the generalization of the formula: from the concept of the document – to a new understanding of history.

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DISTANCE LEARNING DURING PANDEMIC: ITS ESSENCE, ADVANTAGES, AND DISADVANTAGES IN THE EDUCATIONAL PROCESS

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Abstract: This article aims to analyze the nature, advantages, and disadvantages of online education for educational institutions, students, and teachers. Studies on the subject of distance learning and students' experience in the preparation process in the context of the COVID-19 pandemic are the basis of this study. A large-scale and accelerated transition to distance learning can be seen as a problem and an opportunity. Online education can be a helpful addition to the educational process after the pandemic. Still, it is not yet possible to replace the traditional education system in the light of many barriers and difficulties to convey the material to students without losing the quality of education.

Keywords: Consequences of distance learning, Distance learning, Emergency transition, Online education, Pandemic, Student experience.

1 Introduction

The global pandemic COVID-19 and the restrictive response measures introduced in connection with the spread of coronavirus infection have significantly changed the usual processes [22]. As a result, governments worldwide have decided to close educational institutions in an effort to contain the global COVID-19 pandemic. In this regard, distance education has become the main type of education in the whole world [23].

What is *distance education*? Distance education is understood as a complex of educational services provided to the general population in the country and abroad using a piece of specialized information and educational environment based on the means of exchanging educational information at a distance (satellite television, radio, computer communications, etc.) [1, 3]

Distance education is developing very actively in many countries of the world, but it is a relatively new type of education for some countries. Given the widespread demand among the population, especially among young people, vocational training and programs of a general educational nature also went online. COVID-19 has become a catalyst for educational institutions worldwide to find innovative solutions in a relatively short time [2]. The education system around the world was forced to adapt to new conditions and underwent significant changes during the general quarantine.

The pandemic has transformed a centuries-old model of chalk teaching into a technology-driven model. This transformation in education is pushing policymakers to figure out how to foster engagement at scale while providing comprehensive e-learning solutions and bridging the digital divide. [6]

2 Literature Review

The urgent transition to distance learning formats in the context of the COVID-19 pandemic has become a difficult task for the higher education system. Most of the students had no previous distance learning experience. Research conducted during the COVID-19 pandemic shows that students faced a range of challenges [8, 10, 11]. First of all, they note the problems caused by the poor quality of the Internet connection and the lack of the necessary technical devices. Studying remotely, students began to interact less with classmates and teachers and more often felt a sense of loneliness [13]. Many students in self-isolation have problems with self-organization. The transition to distance learning has affected the mental health of students.

The forced shift to distance learning during the COVID-19 pandemic has a number of long-term implications. For example, some students postpone their graduation from universities and enter the labor market because they cannot complete their courses on time [2]. Almost a third of students fear that they will receive lower wages.

The most vulnerable group are students of applied fields of study [15]. Despite the development of technologies, the transition to distance learning formats has become a difficult task for universities that train specialists in the field of engineering, medicine, and art [1]. In view of the practical orientation of these areas of training, the learning process largely depends on the material and technical base of the university or partner enterprise [2]. During the COVID-19 pandemic, access to the infrastructure of the university and enterprises was limited or excluded. Most educational programs of an applied nature cannot be implemented remotely or online. Researchers emphasize the importance of face-to-face contact between students of applied training areas with teachers; in a distance format, such contact is very limited. The format of the classes has changed and the way of passing the final exams [18]. Art students noted that the online format does not allow getting an adequate idea of the quality of their work, music students are unable to evaluate and control the sound and for medical students, the impossibility of practical certification can negatively affect future employment in the profession.

Many researchers believe that educational practices that have developed during the pandemic cannot be called high-quality online learning. The new phenomenon is called Emergency Remote Teaching and Learning or Emergency Remote Teaching (ERT) [11]. ERT is not a full-fledged equivalent of either full-time or distance education. Suppose the purpose of online learning is recreating a full-fledged educational environment. In that case, ERT is a temporary transition to an alternative teaching format in connection with an emergency [11]. The authors of the studies cited agree that in the absence of a coherent theoretical framework for describing emergency remote teaching, the narrative of the participants comes to the fore, and the main tasks are to analyze the situation and develop recommendations for the future [3, 11].

In the new environment, every teacher must be able to work online. This means that you need to quickly learn how to work in a digital environment, which in turn leads to an upgrade of educational technologies.

Even before the end of the distance learning period, there were many studies of the educational experience of students during the COVID-19 pandemic in the spring of 2020, conducted in different countries of the world [2, 7, 13]. They analyze the organization of the educational process, as well as the difficulties faced by students. The presented studies are descriptive in nature since the changes that have taken place in education are so radical that they do not fit into the existing theoretical models.

3 Materials and Methods

The conducted surveys allow us to judge the emotional state of students and the subjectively perceived effectiveness of training. Thus, no more than a third of students evaluate the experience gained positively, half of the respondents have mixed feelings, and one in five calls their experiences negative [20, 22, 23]. A study of Swiss students showed that social ties between them weakened over the course of distance learning: students began to feel more lonely [7]. Among the most significant difficulties, students named the lack of communication with classmates and the lack of face-to-face discussions with teachers. The lack of habitual communication affected students' mental health: they more often noted symptoms of depression, stress, and anxiety [7]. Researchers say one of the possible reasons for the deterioration of students' mental health is the need for quick and independent adaptation to the new format of education [12]. Students had to study alone and independently organize the educational process; in these conditions, the insufficient level of self-regulation became evident in many of them [22, 23].

Significant difficulties arose with the technical equipment. Students often had to master new instruments on their own [1]. Many of them did not have a suitable place or technical device for studying at home [1, 13]. Problems with the quality of the Internet connection were noted by students from different states [1, 5, 13, 14].

Foreign researchers note that the level of stress associated with the pandemic was much higher among medical students than among other population groups. Clinical practice makes up a significant part of the training of future doctors; the most important exams are also taken in clinics. The inability to visit hospitals has called into question both the practical training of students and their official certification, which can negatively affect employment prospects [4, 5, 17]. Despite the introduction of distance learning elements in recent years, the medical education system was not ready for an emergency transition to a distance learning format [17]. The patient screening was replaced by clinical data processing. Teachers recommended that students practice practical skills with relatives and friends, sometimes computer simulations were used, but the researchers noted the inadequacy of these tools as a substitute for the experience of working with real patients. Many practicing teachers found themselves overloaded with work in hospitals, so they could not pay due attention to the organization of distance learning for students [20]. The teachers of the medical university, based on the results of their work in the distance mode, concluded that the schedule of full-time classes is an important motivating and organizational factor for students, and the transition to communication through messengers often forces teachers to adjust to the schedule of students, creating problems for them in planning work activities [17].

The only real opportunity for medical students to gain hands-on experience was volunteering in COVID-19 wards, which does not provide knowledge and skills outside of a specific specialization [6]. The closure of dormitories and the need for nonresidents to go home also limited access to clinical practice [18]. To solve the problem of a shortage of medical personnel and avoid the difficulties of organizing distance learning, in many medical schools in the US and UK, graduation was carried out two months ahead of schedule [9, 19]. At the same time, many graduates felt uncertain about their readiness for practical work [4, 5].

Students of music and art trends faced, in addition to general, specific difficulties associated with the peculiarities of their training. Singing or playing musical instruments at home caused inconvenience to the rest of the residents and generated conflicts. The quality of the Internet connection was critical for the musicians since the interference in the sound broadcast made classes impossible [21]. Practical work is often possible only on studio or industrial equipment for artists and designers, so graduate students could not complete their projects at home. The defense of diploma projects usually takes place in the presence of potential employers, and graduates had every reason to doubt that online presentations would allow interested persons to make an adequate conclusion about the quality and characteristics of their work.

4 Results and Discussion

In sociological discourse, the deconstruction of educational practices can be defined as the refusal of participants in the educational process from stereotypical practices, their destruction within the framework of a new context of social reality, during the forced transition to distance education [24]. Accustomed and clichéd social actions and interactions, social connections and relationships, social activities and practices performed by students and teachers in the traditional form of education become irrelevant and not in demand in the context of distance education. Under the new conditions, the existing order is being "reassembled." In the concept of Derrida, this is the "overturning" of the value series, the revision and rethinking of generally accepted truths, the ambiguity of their interpretation, and inconsistency [20].

The analysis of the studied literature allowed us to define distance education as the interaction of students and teachers in the learning process using interactive technologies while retaining all the components inherent in the educational process (educational content, teaching aids, goals, organizational forms, methods) that provide interactivity [1, 2, 3, 6, 9, 19].

The complete transition of higher education to a distance form of work has shown that the previous educational practices of students and teachers are not fully justified [7]. One of the most relevant educational practices that require change, according to students, is communication with teachers. More than half of the respondents expressed their opinion regarding the insufficient level of communication between teachers and students in the context of distance education as compared to offline learning. The analysis of the frames made it possible to record the impossibility of mastering the disciplines in full, despite the large number of assignments given by the teachers and lecturing online [16]. Unsuccessful educational practices in the transition to distance learning, according to students, are practical training (due to the closure of many organizations and enterprises) and laboratory work and experiments at home (lack of the necessary equipment at home to complete tasks, etc.). This actualizes the problem of maintaining constant contact in the actions of teachers and students, which is especially important in teaching technical disciplines.

Distance education has its pros and cons. However, digital education from home has some benefits for everyone involved in the learning process.

1. In a pandemic, first of all, it is to reduce the risk of morbidity and protect the health of students and teachers. In educational institutions, students sit in classrooms and are in frequent contact with each other; one infected student can transmit the virus to an entire group. This is the main reason why governments decide to close schools.

2. Distance education ensures the continuity of the educational process. In universities, it is often asynchronous, meaning that everyone can study at any time and place. In addition, students and teachers do not waste time and money commuting to school every day. This allows you to have more free time and devote time to other activities, such as hobbies or household chores.

3. E-learning requires 40-60% less time than traditional classrooms and classrooms because students can learn at their own pace [15], going back and re-reading, skipping, or speeding up concepts as they see fit. It is important to note that saving time does not compromise the quality of learning and even reinforces it.

4. Distance education requires more independent learning from students, which positively affects personal development. Students study carefully selected material in a relaxed atmosphere. When a person searches for material on his own and prepares without the accompaniment of a teacher, he assimilates the material better.

Distance learning statistics show that distance education can help us tackle the pressing challenges of global climate change. Students are not in classrooms during class, which results in reduced utility bills. Online study results in fewer students traveling to campus, which translates into less carbon dioxide emissions into the environment. Despite the pros, distance education has some downsides:

1. The success of distance education primarily depends on access to the Internet. Some students without technology and reliable internet access find it challenging to participate in digital learning [10, 11]; this gap is observed between countries and between income levels within countries. Students who are unable to participate in online lessons lag behind their peers, leading to inequalities in learning. However, some schools and governments provide digital equipment to students in need.
2. Another serious disadvantage is social isolation. Educational institutions are centers of social activity and human interaction. When they close, many children and young people are deprived of the social contacts they need for learning and development. Not meeting and socializing with friends can lead to stress and depression, especially in children and adolescents.
3. Online learning does not match the needs of practical subjects. For example, physical education classes cannot be carried out without the necessary equipment. In universities, medical students cannot acquire full-fledged skills if they do not practice their own knowledge. The same applies to other specialties such as chemistry, physics, applied arts.
4. Homeschooling can lead to a lack of concentration and motivation among students due to lack of supervision and school environment, which negatively affects academic performance. Primary school students are most affected by this, and online classes are the least effective in this category.
5. Lack of educational moments during classes (lessons), loss of warmth of live communication, when not only a word but also an encouraging gaze of the teacher is able to instill confidence in success and increase interest in the subject. It should be noted that the students have lost "a sense of fellowship," that is, the support of the team, approval, or indifference of the audience in relation to the student's activities during the lesson.
6. Parents have an important role to play in preventing this and supporting their children during online learning. However, not all parents can support their children in the same way.

The coronavirus pandemic came as an unpleasant surprise for the education system. In addition to numerous financial, technical, and other difficulties, a serious problem is the lack of methodological literature on distance education.

Looking into the future, it is unlikely that distance education will completely replace the traditional one. Distance education lacks the social interaction that is so necessary for a child's development. Before the COVID-19 pandemic, the use of digital technologies to train students of applied specialties in low-selectivity universities was minimized [20]. Practical skills training, as a rule, was carried out either in educational laboratories or in places of practice according to the principle "as in life." Distance learning systems at universities existed, but when teaching applied students in full-time departments, were not used or, in some cases, were used as an electronic repository of educational materials and for testing. These conclusions about the system of digital educational technologies in universities before the pandemic are consistent with the results obtained from interviews with teachers [1].

With the urgent transition to distance learning, the means of communication familiar to teachers – instant messengers, e-mail – began to be used. Later they were joined by teleconferencing systems, primarily Zoom and others while using only their basic function - live video broadcasting. The use of a web conference instead of a face-to-face lecture suggests a minimal restructuring of the lesson, and unlike other digital formats, however, even it was not available to all students. The reason is the lack of technical and informational provision of teachers. Similar results were obtained in other studies. Nevertheless, the interviews conducted suggest that, provided there is good communication, students are much more enthusiastic about synchronized classes than teachers for whom this form of training is uncomfortable.

In the collected material, the prevalence of summative assessment over formative is noticeable. Individual cases of using the latter invariably aroused students' approval and increased the teacher's authority in their eyes. On the other hand, many teachers experienced difficulties in planning and organizing students' independent work in conditions of self-isolation. For them, the complexity of the course is still synonymous with classroom load and not the amount of time a student needs to complete all the operations necessary for mastering him. Students need help in organizing their independent work because they are accustomed to external regulation of their activities, primarily through the schedule, and experience difficulties in self-organization [2].

Substitution of empirical data processing, accompanying documentation, and video demonstration of real processes does not solve the problem of professional skills formation. Among the applied areas of training presented in work, the programs in the field of medicine and art suffered the most from the transition to distance educational formats, while the engineering programs related to calculations and computer modeling suffered less. A direct consequence of the inability to form and practice practical skills was the exclusion of the relevant sections from the intermediate and final certification program, in some cases, the planned transfer of classes to the next semester.

Since the restrictive measures were extended, catching up for a lost time in the spring semester did not take place, and for graduates of 2020, it is no longer possible, it became necessary for new research in order to establish how, with the arrival of the next wave of the virus and quarantine measures, students' perception of the learning environment dictated by the pandemic has changed, and the efforts of universities to restructure the educational process.

The ideas of the research participants that the university, education, and their professional activities, which they have already begun to varying degrees, will return to their previous state after the pandemic without significant changes, and their desire for events to develop exactly according to this scenario is obviously run counter to current expert forecasts [12].

The actively debated opinion that a sharp increase in the share of telecommuting in education will become the new norm does not find a response among informants. On the contrary, students of applied areas of training and their teachers unanimously believe that the disciplines of the general cultural block can be transferred online, and practical skills can be realized only with face-to-face interaction. In our opinion, this position may be based on the lack of high-quality alternatives to full-time education in the digital educational technologies market, insufficient competence of participants in the educational process – both students, teachers, and administrators - in using existing solutions, as well as the professionalization of higher education, as a result whereby the disciplines aimed at the formation of a person and a citizen seem to be the least significant and, therefore, are considered as easily optimized. A more detailed analysis of the grounds for skepticism of applied students and their teachers in relation to distance learning is a promising area of research.

Judging by the results of the interviews, in all universities where informants study, with extremely rare exceptions that apparently do not go beyond the department or even the activities of individual teachers, we are not dealing with distance learning but with emergency remote teaching. Therefore, the assessments and comparisons expressed should not be attributed to distance learning itself. Universities have found more or less successful ways to complete the academic year, but these methods cannot provide full-fledged training for students of applied specialties. Obviously, the point here is the lack of a technical base or training of teachers and the lack of the necessary means for this in the arsenal of classical distance education. During the period of distance learning, applied disciplines were taught similarly to theoretical ones, without due regard to their specifics.

The conducted research has a number of methodological limitations, which at the same time represent promising directions for studying the problem. First, in the course of the interviews, insufficient attention was paid to the students' specific devices and means of communication [22]. Obtaining such information will make it possible to assess the differences in the organization of the educational process depending on the technical means available to the students. Secondly, the qualitative methodology used in the study made it possible only to describe the events of an emergency transition to a distance-learning format [23]. Finally, quantitative data are required for reliable conclusions, including "digital traces" of participants in the educational process.

However, the positives of online learning can improve academic performance. Many institutions have announced plans to retain and use Internet platforms to complement classroom activities partially [15]. The transition to distance learning is a requirement of today; it is a radical change in the format of lessons and classes; it is a change in the activities of students who must show maximum responsibility, independence, self-discipline, and willpower.

5 Conclusion

The educational process of a modern university, as a super-complex system that provides information and pedagogical interaction between a teacher and students, has an amazing ability to adapt to constantly changing conditions. The pandemic caused by the coronavirus infection has become a new challenge for the global education system and a test for the sustainable self-development of the educational process. COVID-19 triggered a rapid, massive transition to digital education – the process of organizing interaction between educators and learners moving from goal to result in a digital educational environment, the main means of which are digital technologies, digital tools, and digital traces as the results of educational and professional activities in a digital format.

If until 2020 the introduction of digital education was carried out at the level of innovative projects, in a recommendatory form, then after 2020, the use of digital educational platforms has become an integral part of the educational system.

Students do not find distance learning to be effective. The main problems of this format are the inaccessibility of laboratories and workshops, the impossibility of practicing practical skills, and the lack of direct contact with the teacher.

Perhaps, if properly incorporated into the ongoing distance education system, online learning can become a useful and permanent addition to traditional education in the long term. The transfer of the educational process to distance formats in a self-isolation regime has become a test for the entire education system, including higher education. At the same time, many specialties were unanimously recognized as the most affected due to the focus on the development of practical skills, close connection with the infrastructure of the educational organization, and the weak coverage of the curriculum with available digital solutions.

On the basis of the data obtained, the authors agree with the concept of education under quarantine in connection with the pandemic, which is actively discussed in the professional community, not as a remote one, but as an emergency remote, requiring remedial measures to compensate for lost time in training, as well as technical and methodological solutions of problems.

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Primary Paper Section: A

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TREND OF SELF-ORGANIZATION OF THE POPULATION IN CONDITIONS OF CONFLICTOGENIC TRANSFORMATIONS OF THE WORLD POLITICAL SYSTEM: CHALLENGES AND PROSPECTS

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Abstract: The article analyzes the features of the transformation of the world political system in the context of globalization. The role of the nation-state is weakening, the influence of international organizations is growing, the growing of number and strengthening of the role of national and supranational non-governmental organizations in world politics is growing, and a new political culture is emerging which is characterized by dissemination and adoption of common world values and interests. One of the trends in the transformation of the world political system is the strengthening of forms of self-organization of the population, the strengthening of civil society institutions. This trend is related to the democratic modernization of the Western model and is characteristic of sustainable democracies and states where democratic transit takes place, transitional political systems exist. There is a counter-trend of counter- or anti-modernization, mainly in Russia, China, North Korea, some countries where Islam is the dominant religion, and Latin American countries, etc. This is a factor in the emergence of domestic social conflicts and the aggravation of the military-political situation in the system of international relations. Therefore, emphasis is placed on strengthening the role of information technology in the political life of society. It is pointed out that among the important consequences of virtualization in public activity, there is the transition to e-democracy. Still, this trend has a downside – infodemia as a phenomenon of the information epidemic that swept the world during the COVID-19 pandemic and became a challenge for governments worldwide.

Keywords: Antimodernization, Civil society, Countermodernization, Forms of self-organization of the population, Globalization, Infodemia, Information technology, Political modernization, Transformation of the political system.

1 Introduction

Today, with the intensification of globalization and regionalization, the world political system is being transformed, which is caused by the growing role of interethnic and supranational associations and the diminishing role of the nation state. Some researchers believe that global actors (by which we mean transnational organizations, other global economic entities, global culture, or various ideologies of globalization) are becoming so strong that the continued existence of individual nation-states is being questioned. These are manifestation of political globalization.

Various aspects of the transformation of political systems and socio-political aspects of globalization were considered in the works of R. Dalton, P. Norris, P. Anlah, M. Schlechter, A. Utkin, J. Scholte, T. Lowe, E. Bowman, and R. Darendorf. Studies of the latter, together with the work of L. Coser, represent the conflictological paradigm of this study. As for the process of democratic modernization, its contradictory nature is reflected in the works of S. Huntington, A. Touraine, and R. Inglehart. Also, in the study of self-organization of the population and the corresponding social transformations one should mention such scientists as Y. Savelyev, J. Alexander, M. Lamon.

2 Materials and Methods

The following scientific methods are used in the work: systemic, logical-dialectical, comparative, structural-functional, synergistic formalization, generalization. In particular, systemic, structural-functional, comparative methods became the basic basis of the study and made it possible, in particular: to clarify the features of conflict-generating transformation of the political system and the role of self-organization of the population in contradictory processes of modernization, counter-and anti-modernization; specify the terms and concepts used in the study. The synergetic method allowed studying the phenomenon of the functioning of society as a self-organizing process, which is characterized by the emergence of new social structures and practices. Generalization method was used to generalize the processed materials in order to formulate conclusions and recommendations based on the results of the study.

3 Results

The parameters of political globalization are determined by the crisis of the potential of individual states, the emergence of problems of planetary scale, the emergence of a new political culture. There is an unprecedented increase in the number of international organizations, an increase in the number and strength of multinational corporations, national and international NGOs in the world politics.

At the same time, one of the trends in the transformation of the world political system is the strengthening of forms of self-organization of the population, strengthening the institutions of civil society. It should be noted that a special role in the globalization process is played by non-governmental international organizations, which, as forms of self-organization of citizens, along with many different organizations of national and local levels, which have become widespread in almost all countries, act as conductors of “bottom-up globalization” [3].

The possibility of growing public initiative is largely due to the spread of means of communication and transmission of information. A significant, if not the main, role is played by the Internet, due to which the boundaries of space and time have ceased to be an obstacle to communication and the formation of communities of different nature and scale, plus, population mobility increased. Under such conditions, state borders are increasingly losing their former significance. Technological progress and, above all, unprecedented breakthroughs in communications, are turning interstate borders into something rather ephemeral. The consequence of such changes in globalization is the transformation of traditional forms of social organization, resulting in changes also of the role of the institution of the state.

In particular, the political life of a society of conventional status, as defined by modern society M. Waters, is characterized by declining popularity of parties, declining confidence in them and their leaders, reluctance to ‘join their banners’ [16]. Citizens of all countries are less and less involved in political life every year. Thus, in 2014, elections to the European Parliament were held with the participation of 30% of voters, and in 2013 only ⅕ part of New Yorkers came to vote for the new mayor. On average, the share of voters in the 34 countries that are members of the Organization for Economic Cooperation and Development (OECD) is approaching 68% [4]. The mayoral and local council elections in Ukraine in 2020 also showed a very low turnout. It is worth noting that the elderly are more active in the elections than young people. If we take into account the participation of the richest people (for example, 1/5 of the population) in the elections and the poorest (also 1/5 of the population), it is obvious that the former are 13% more active.

Of course, all this has certain consequences. According to R. Darendorf, “parties lost first their regular voters, then all voters in general. As early as the middle of the 20th century, more than 90% of voters in many countries voted for one of two clearly identifiable camps; half a century later, 70% of them, but their votes can never be a reliable basis for the parties. The number of members in large parties is decreasing. At the same time, the number of voters who have changed their political orientation is constantly growing. Even in the former stronghold, the majority changes its position. Part of this process is the fact that party programs are almost indistinguishable. Everyone is looking for a “third way”, which becomes the more vague, the less noticeable, than the other two ways that should define it” [6].

Thus, the commonality of political, state, and power functions in the context of globalization is increasingly standardized, based on the idea of Eurocentrism, and, at the same time, the role of non-standard, hybrid manifestations in modern politics is changing. These tendentious changes affect not only the vector of policy focus, but also the direction of government and the state. There is a global trend of individualization in the political space. Recent research confirms Inglehart's conclusions about the establishment of a "postmaterial" political culture in Europe, and that its characteristic features are as follows: a decline in citizens' respect for power and political authority; strengthening political participation; transition from participation through political parties to autonomous entities, as well as a tendency to non-conventional (not sanctioned by the authorities) forms of political activity; strengthening the desire of individuals for self-expression, including during elections; gradual loss of a class nature by political conflicts and focusing conflicts around issues of culture and quality of life.

In recent decades, as noted by R. Inglehart, there have been two multipolar trends: the first – reducing the role of those forms of citizen participation in society that are guided or controlled by existing elites (membership in political parties, participation in elections), the second trend – increasing role of their individually motivated form of participation in society, which, in fact, is a kind of "challenge to the elites" [8].

This view is shared by P. Norris, who notes the declining popularity of traditional forms of citizen participation in the socio-political life of Western countries and the growing popularity of a variety of alternative channels of socio-political interaction of civil society, which indicates rather "evolution, transformation and restructuring than to its untimely death" [11, p. 4].

Thus, politics is affected by globalization changes and becomes more individualized. It is as a result of globalization that the connection of the individual with the social and political spheres of life is weakened, from which there is no proposal (as it was before) to adopt a clear, defined system of norms, values, behavioral rules. In the context of globalization, this process is accelerating and creating favorable conditions for expanding the network of social ties and increasing personal responsibility.

J. Alexander also wrote about the increase of personal responsibility and inclusion of a person in social work in the well-known work "Civic Sphere". The civic sphere in developed countries is actively expanding and forming both its own space and a new civic identity, which is becoming more important than personal [1]. An important indicator of the development of civil society is, in his opinion, social inclusion, which is "the dimension of successful societies". This dimension, according to Yu. Saveliev, determines the level of social quality, because "without increasing the social inclusion, societies cannot reach a higher level of development [12]. Thus, inclusiveness is one of the obligatory and necessary characteristics of a modern "successful society", i.e., one that creates the conditions for social recognition of different social groups.

Despite the fact that the level of participation of citizens of different countries in political life is decreasing every year, according to researchers, in the next 15-20 years the public will influence political life more actively. The reasons for this phenomenon, in addition to the shift in values towards the post-materialization and development of civil society, increasing inclusion, are, in particular, in the reduction in the number of poor citizens, given the growing percentage of middle class on the planet. Political activity will take the form of civic activity, declarations and manifestations of civic position, responsibility. Strengthening the self-organization of citizens contributes to the development of civil society.

4 Discussion

In addition to the development of social inclusion, another aspect of modern civil society is the society of 'couch potatoes' (homebodies), TV viewers who spend their free time on the couch, chewing potato chips and watching on screen events in a world in which they no longer participate, and soon they will not even be able to do so [4]. This newly formed global stratum is the embodiment of hopes for easy money; the loss not only of these hopes but also of participation in democratic processes contributes to the emergence of hidden explosive hostility. Thus, J. Scholte emphasizes: "… partly as a consequence of the policy of globalization around the world, there has been an increase in consumption and a departure from the high standards of social protection provided by the state. As a result, increasing spatial segregation, divorce and alienation are becoming an integral part of globalization. This is most evident in the growing disruption of ties between increasingly globalized, extraterritorial elites and the rest of the population, whose "localization" is constantly deepening" [13].

The existence of a large layer of couch potatoes leads to the fact that populism is gaining momentum, which has long been spreading the planet, bringing to power people not only far from politics, but also elementary incompetent in state construction and frankly uneducated, but favorites of the masses – showmen, actors, sports and show business stars, etc.

However, the most powerful influence on the formation of civil society practices is made by the virtualization of civic activity. Today, it creates the latest forms of communication and social organization – groups of social networks, blogosphere, etc., which expands the opportunities for civil society to influence and, if necessary, put pressure on the government through innovative tools of technological and organizational influence.

In addition, one of the driving forces of virtualization is the availability of information, which at the same time, is enabling carrying out control. The activities of members of the public are probably one of the most important methods of deterring global power, which is not controlled in principle. It is possible to monitor it constantly; the establishment of Transparency International is a clear example of this, as it is possible to identify corruption and fraud in international practice on an ongoing basis.

Information technologies, which have been developing recently, help to give every inhabitant of the planet the opportunity to express themselves. Thanks to social networks, calls to act are spreading in real time among all users of the World Wide Web, and the broadcast of videos of protests via smartphones deters the authorities from directly using violent methods.

Network democracy is also characterized by the existence of "virtual communities" – groups of people who discuss certain issues, make decisions not only in the national interest. A variety of innovative experience of civic participation is Networked Government, the main characteristics of which are the tendency to make innovative decisions and quickly establish new contacts; implementation of selective choice of network participants; strategic thinking and flexibility.

However, it should be noted that the organizational structure of public political networks is poorly understood. This is due to their self-organization and significant fragmentation as an entity. When we talk about governance, we usually mean political networks that are directly related to political activities and the provision of services, where the key role belongs to the government. If the government fails to study the origins of a particular political network and identify the main characters, the policy implementation process may fail.

The trend of virtualization and development of the global information society, in addition to positive connotations, poses challenges to ensure the security of society and the state. Thus, together with the COVID-19 pandemic, the world was hit by an infodemia – an information epidemic characterized by the rapid spread of inaccurate and/or false (manipulative) information about the COVID-19 pandemic through the media, social networks and the Internet in the form of conspiracy theories, rumors, misinformation, opinions of pseudo-experts on coronavirus. The reason for its appearance is the insufficient level of collective information immunity (critical thinking) and media literacy of the population. The term “infodemia” was first used by WHO Director-General Tedros Adan Gebreisus at the Munich Security Conference in February 2020.

During the infodemia, from 2019, thanks to the development of information technology and the existence of a global information space, fakes about the coronavirus spread as fast as Covid-19 itself. Misinformation about the virus has already harmed the health and lives of citizens around the world, affected their social security.

To counter the infodemia, fact checkers from 99 organizations in 77 countries have joined the #CoronaVirusFacts Alliance, the largest joint fact-checking project to date. The Paris Peace Forum noted the initiative as a resource for combating misinformation. Analyzing fakes from this resource, we see that the same false theses are spreading in different countries. For example, a fake about breath hold for 10 seconds to check for COVID-19 has been reported in more than 20 countries [17]. The #CoronaVirusFacts Alliance initiative cooperates with the largest social networking platforms – Facebook, Instagram, Twitter, disseminating factual information about the coronavirus. This cooperation helps to convey the facts to those who do not find them on their own or do not look for them in reliable sources.

In Ukraine, the movement of public initiatives to combat infodemia has also become widespread. Among the most well-known volunteer projects, non-governmental and non-profit public organizations on fact-checking and information hygiene are “VoxCheck/VoxUkraine”, “StopFake”, “Texty.org.ua”, “Media Detector”, “On the other side of the news”, “Maidan Monitoring Information Center”, “How not to become a vegetable”, and others.

Such self-help information groups work in local communities to overcome the effects of aggressive advocacy and help reduce anxiety, aggression, and insecurity. They combine educational work to facilitate understanding the impact of information on human behavior and support their membership in overcoming the negative effects of infodemia.

The process of democratic modernization on the Western model, which is associated with the trend of self-organization of the population, is not always organic for different societies, culturally, politically, religiously different from Western communities with their historically established institutions of democracy. A. Turen at one time singled out the phenomena of countermodernization (modernization not according to the Western model) and antimodernization (counteraction to modernization). Examples of countermodernization are both Stalinist industrialization and reforms in China, where technological development and the introduction of elements of market economies are combined with traditional culture and authoritarian communist political regime. As for anti-modernization, it is based on traditionalism, preservation of endogenous cultural values, complete or partial rejection of the Western technological and capitalist model of the economy- which is typical of a number of states and social communities where Islam is the dominant religion. The globalization trend of modernization and alternative counter-trends are based on different values, historically formed opposite approaches to the implementation of public policy, the level and forms of participation of various groups in the formation and functioning of the political system.

Thus, S. Huntington believes that for successful democratic modernization, in addition to the appropriate level of economic development, the appropriate social structure, external environment, and cultural context are necessary. As for the social structure, it must have a certain level of social differentiation and include social groups that can ensure public control over state power, contribute to the establishment of democracy. The external environment is the purposeful promotion of democratization by Western states. The cultural context is the most complex, as religion plays an important role in it. Huntington believed that Protestantism was most conducive to democracy, but Islam, with its non-separation of politics and religion and negative attitude towards alternative forms of political participation and political inclusion, did not promote democratization [7]. As the experience of successful and unsuccessful attempts at democratization shows, all the conditions for successful democratic modernization are not always present.

Attempts by Western states to spread “universal” democratic values resulted is a poly-conflict situation both in the system of international relations and in individual states. In the first case, conflicts take place in the context of confrontation between democratic and totalitarian or authoritarian regimes of the “axis of evil”, and in the second – in the form of a struggle for civil rights and freedoms within the state. The spread of democratic values often takes the form of military intervention, which, in turn, increases the threat of terrorism. Today, some of the greatest threats to international security are the escalation of the confrontation between the United States and China, the clash between authoritarian Russia and the collective West, radical anti-modernization through terrorism, the overthrow of pro-Western regimes and attempts to form states by terrorist organizations (for example, ISIS).

The domestic political situation in democracies also has a high degree of conflict. A. Touraine, considering his contemporary transformation of social conflicts, notes: “It is not in the name of the citizen or the worker that a great struggle can be waged to protect their demands against the apparatus of domination, which increasingly governs the whole of society in order to guide it along a certain path of development. It can be conducted today in the name of groups defined more by their existence than by their activities” [14]. In other words, the opposition, protest force in modern conditions is formed rather in contrast to the existing social, political order and may include different segments of the population and social groups with different age, professional, educational, gender, ethnic characteristics. This took place during two popular uprisings in Ukraine both in 2004 and in 2013-2014 (“Orange Revolution” and “Revolution of Dignity”, respectively).

In general, a poly-conflict situation is typical of democratic societies. Democratic societies and states are more resistant to adverse internal and external factors, have a higher degree of adaptation to living conditions. Researchers explained this by the existence of mechanisms of self-organization of society, among which a key role is played by institutionalized conflicts, in the process of which existing social contradictions are resolved in a non-violent way. An intragroup association under external threat from another group also has a positive function [5].

In authoritarian and totalitarian states, existing social contradictions are usually suppressed, creating the illusion of stability. However, with the change of internal and external conditions, the previously accumulated contradictions can take the form of violent conflicts that destroy the political system. Self-organization of the population can be not only peaceful but also violent. On the one hand, it provides additional opportunities for democratic modernization, and on the other hand, it is associated with the threat to human life and health and the high risk of long-term zones of military and political instability with all their negative consequences for individual states and the world community as a whole.

5 Conclusion

All the considered tendencies and phenomena demonstrate the change of the political system of the world, the formation of its new paradigm, and a characteristic feature of this scenario is the conclusion that can be made on the basis of the above: there are again the processes of unification and integration of the world unfolding. But globalization not only makes the world more united and cohesive, but also fills it with new contradictions.

Unification of political and legal institutions is accompanied by a parallel increase in the number of new structures, due to the objective need to regulate qualitatively new relations, for which previously established structures, principles, and objectives of their operation have become largely contradictory.

Along with the development of civil society institutions and participatory democracy, there is a large stratum of couch potatoes (homebodies), and this leads to the growing momentum of populism, which has long spread the planet leading to power persons not only far from politics but also elementary not competent in the state of construction and frankly uneducated, but who are the favorites of the masses – showmen, actors, stars of sports and show business, and so on. As history shows, political populism often contributes to the establishment of authoritarian and totalitarian regimes, the overthrow of which is difficult and can take violent forms, if at all in the long run.

The trend of virtualization and development of the global information society, in addition to positive connotations, poses challenges to ensure the security of society and the state. An example is the infodemia in the context of the modern coronavirus pandemic, which becomes a challenge for public authorities, a test of the effectiveness of strategic communications between government and citizens, and in some cases a threat to social stability and security.

Increasing the role of self-organization of the population in democratic transition states is not typical for a number of societies with too different from Western models culture, social structure, economic systems, where there is counter-modernization or even anti-modernization. Attempts to forcibly democratize them often lead to domestic and international conflicts, resulting in an increased threat of terrorism.

The above presupposes the need for search for new forms of responding to the challenges of the globalized world, on which the form of the future existence of the world political system depends.

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Primary Paper Section: A

Secondary Paper Section: AD, AO

MEDIA AS A TOOL OF MANIPULATIVE TECHNOLOGY OF RUSSIAN INFOAGGRESSION IN THE UKRAINIAN MEDIA SPACE

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Abstract: The relevance of the study is due to the fact that with the advent of the Internet and the rapid development of new information technologies, the possibilities of propaganda, including manipulative one, influence on people in order to sow conflict situations in society, stimulate the spread of nationalist and separatist sentiments. In information wars, which occur both on a global and regional scale, online media often come to the fore, outstripping traditional ones. The article shows the features and possibilities of Internet propaganda in the framework of information aggression in the Ukrainian media space in the context of the Ukrainian-Russian conflict.

Keywords: Bots, Fake, Information war, Media space, Misinformation, Propaganda, Social media, Social networks, Trolls.

1 Introduction

Thanks to the process of global informatization, information has become the most important tool of power and governance. In the field of modern communication theory, sociology of mass communications, media psychology (along with multidisciplinary) generative approach (J. Baudrillard, N. Boltz, P. Winterhoff-Spurk, N. Kostenko, etc.), which accumulates functionality and situationality, is becoming increasingly important, accumulating functionality and situational nature of meeting information needs (which has traditionally been included by scholars in the general context of anthropocentric and socio-cultural visions).

There is a boundary between anthropocentrism and instrumentalism, where scientific theorizing would state that functionality is the cause of many "quasi-motivating" factors in choosing one or another means of satisfying information or recreational needs, which the author believes is enriched today by authenticity and online communities. Socio-psychological approach remains relevant, which provides ample opportunities and allows comprehending as much as possible all aspects of media communication and interpretive capacity of the subjects that make up the "interpretive communities" [31], but not all of them are ready for activities aimed at formation of own information field.

According to J. Baudrillard, against the background of the intersection of rational and postmodern interpretations of the simulative nature of mass communication, the so-called "mass cultural mystification" is built, where the mass itself puts an end to mass culture [2, p. 98-101]. The existence of controlled socialization gives rise to the integration of all contradictory flows of individual life in the space-time operational simulation of social life. Under these circumstances, the individual seeks to be both a buyer and a seller in this "hypermarket of culture".

In order to complete the picture of transforming the mass audience into "interpretive communities" and the average recipient of the mass media – into a personified subject of the media-communicative space, it is necessary to involve scientific principles of persuasive communicative theory (A. Bandura, F. Zimbardo, M. Leippe). In this combination, it can be stated that this is the current scientific foundation of the analysis of socio-cultural objects, which are in fact the metadiscourse of the media (despite all attempts to politicize it) and other products (including art) of the media themselves.

2 Materials and Methods

For the leading institutions of the political system, the media act as a means of political communication, which also includes their impact on the consciousness and feelings of people. In many ways, a new problem for society was the question of how, in what way – with the emerging civil society and political pluralism, as well as declarations on the political freedoms of citizens – the state power, political parties, and other political forces can influence the media in order to propagandize their ideas, solutions, and positions.

The dynamism of the socio-economic, political, spiritual life of Russian society also causes the emergence of a variety of specific issues that are the subject, content of political propaganda, creates new directions, forms, and methods of propaganda work in the international relations field, especially concerning 'neighbors".

Analysis of the literature and sources on the problem of propaganda in the media confirms the need for a special theoretical study devoted to the current state of propaganda activities using the media, carried out by the leading political forces of Russian society. The need to develop objective knowledge about the features of political propaganda in the system of modern political communications and using the media led to the use of a set of various methods that made it possible to create a fairly complete picture of political reality in the studied area, to analyze the features of the propaganda activities of political power in new socio-economic, political and spiritual and ideological conditions, as well as conditioned (as it seems to us) needs and interests of the state authorities and leading political forces, in identifying the characteristic features of political propaganda as a mechanism in the system of modern political communications, the resources of which are contained in the new capabilities of the online media.

On the example of materials from Internet sites and social networks, a comprehensive analysis of the forms, methods, and techniques of propaganda and counter-propaganda used in the media environment of the Internet to cover the Ukrainian-Russian conflict and the political situation in Ukraine was carried out.

3 Results and Discussion

Civilizational changes and transformations of media communications not only overemphasize or reload the understanding of the importance of transmitting meanings in the modern media space, but also, most importantly, determine the tools and means in the hands of users ("interpretive communities"). The question of the subjective weight of "being online" is increasingly being raised; interaction in networks removes spatial and temporal barriers to communication, becomes a higher meaning of life, higher than the awareness of why the user is there, i.e., higher than the meaning of receiving or transmitting the information itself. Thus, there is a fairly new trend in which the process of use can "press" on the communication process. In this sense, the results of the annual monitoring conducted by the Institute of Sociology of the National Academy of Sciences of Ukraine (Ukrainian Society 2020) are important, which are shown below in Table 1 and Table 2.

Table 1: Answers to the question "What is the level of your trust in the Internet?"

	2019	2020
I do not trust at all	9.8	11.6
Mostly I do not trust	15.6	23.2
It's hard to say whether I trust or	44.2	43.7

not		
Mostly I trust	27.4	19.4
I trust completely	3.0	2.0
Average score	3.0	2.8

Table 2: Answers to the question “To what extent do you think the manipulation of public opinion via the Internet is a threat and needs to be prevented?”

	2019
Need prevention	50.1
Rather, they need prevention	20.6
Rather, they do not need prevention	8..7
No need for prevention	4.8
Difficult to answer	15.8
Did not answer	0.0

Source: Ukrainian society: monitoring of social change, 6 (20). Kyiv: Institute of Sociology of the National Academy of Sciences of Ukraine, 2019, p.495.

In the context of the study of the above problems, one of the most important is the permutation of systemic and semantic positions of “actors of communicative action” (J. Habermas), which is the main collision of methodological “shifts” and changes in modern scientific approaches.

The media and their active segment – social media – has become one of the most powerful mechanisms influencing the world of objective reality, constructing it at its discretion. Today, in Ukraine, the emergence of the latest digital technologies has determined the powerful development of social media, which combines information content and online communication with consumers. Social media covers a variety of services: online media, social networks, blogs, Weibo, video hosting, and more. In Ukraine, social media was at its peak in 2014-2015, thanks in part to online resources for NGOs, volunteers, activists, politicians and experts. They covered and continue to cover the course of events such as the Revolution of Dignity, the annexation of Crimea and the beginning of hostilities in the Donbass, as well as surpassing television by the popularity. Blogging has become a powerful tool for influence. Opinion leaders and influential people are from Facebook, Instagram, YouTube, TikTok and other networks. Their influence is growing: several bloggers with 400-900 thousand subscribers are information resources equivalent to regular information channels, or district newspapers with the same audience. The important question arises: What is the role of these new tools of influence in the formation of the Ukrainian media space? We will try to explore this issue in our article, focusing on the Russian-Ukrainian information war, tools and technologies for the dissemination of anti-Ukrainian narratives in the domestic media space.

In general, in the domestic scientific discourse, this topic is quite elaborated and is very relevant. Thus, the research of O. Samorukov, S. Mohylko, R. Marutyan, L. Chupriy, A. Datsyuk, A. Onkovych, P. Gai-Nyrzhnyk, N. Semenova, Y. Kokarchi, V. Gorbulin, G. Pocheptsov, Yu. Polovinchak, O. Susska, M. Ozhevan, N. Semenova, and many others are devoted to this topic.

However, the materials of the analysis of organizations that follow the narrative of Russian information propaganda in the media space and online media and their influence on the formation of public consciousness deserve special attention. This topic is the subject of research by Internews Ukraine, NGO Detector Media, in particular, the latest “Pro-Russian and anti-Western conspiracy in the information war. Key Trends 2020 - 2021” from the Institute of Mass Media and the NGO Detector Media. Many studies of the group Rating, Social Monitoring, Razumkov Center, KIIS, organizations Infosapiens and Democratic Youth Initiatives, etc. address this issue.

The following concepts were operationalized in the articles of:

- Fake News Website is an online media resource consisting of interconnected (content and navigation) web pages specializing in news content mixed with different proportions of news and fake news;
- Leader of public opinion, LOMs-leaders of public opinion;
- A blogger is a person who runs an online blog diary on a social network;
- Influencers are bloggers who have a wide audience on the net.

Manipulation is a psychological, not a physical, influence; it is a hidden action, the fact of which should not be noticed by the object of manipulation, it is an influence that requires considerable skill and knowledge. Among other forms of influence, manipulation allows achieving the desired result with minimal effort.

Research on methods of manipulative influence involves the use of such terms as “method”, “reception”, “technique”, “technology”. To date, no clear criteria for the distribution of these concepts have been developed. Their use depends on the level of generalization of the approach and its universality. For example, a combination of several techniques may be defined as a method or technique, otherwise as a technology.

The classification of manipulative methods of influence cannot be approached globally, due to the fact that any communication process requires an individual set of techniques, depending on the situation.

To begin with, let us define a list of the most commonly used methods of manipulative influence on people used by the media and television. Because the media is the link between certain information and society, it allows them to provide news in a certain necessary, ‘profitable’ way. Therefore, the information, depending on the needs of the “customer”, can be changed as follows:

- Distorted by one-sided feed;
- Fabricated, provided as the necessary, fictional information, and not the real;
- Edited, with the addition of own conjectures and comments;
- Interpreted in a favorable light for the manipulator;
- Hidden.

Often, the media can also provide incomplete information, present facts selectively, depending on their subjective position, accompany the material with inappropriate headlines, publish truthful information when it is no longer relevant, provide inaccurate quotes, taking them out of context, as a result of which the information acquires a different meaning.

Today, YouTube, Facebook, Telegram, Instagram, Twitter are no longer platforms for entertainment content – they are now a real battleground of information warfare. According to the Facebook report “Situation affecting the activities in 2017-2020”, Ukraine is among the top five in the world in the number of networks with information that affects the activities. In addition to internal [28], Ukraine was also subjected to external information attacks [27] all of which were organized from Russia, and others – from the territory of Luhansk not controlled by Ukraine [17].

After analyzing the information war and methods of information provocation of the Russian Federation, N. Semen identified the following main tasks of Russian information propaganda [26]:

- To create an atmosphere that despises the Ukrainian word, culture, history and country, imposes omnipotent and progressive ideas of Russia;
- Contributing to increasingly tense political situation, distrust and contempt of the people for the Ukrainian government;
- Incitement of discord between Ukrainian political parties;
- Develop social and ethnic conflicts;
- Initiate disobedience and large-scale riots;

- To increase the image and authority of Ukraine in the eyes of other countries;
- To create groups that oppose the constitutional government of Ukraine;
- To falsify the facts of historical heritage and ridicule the achievements of the Ukrainian people;
- To make an attempt to change the system of human values;
- To diminish and suppress Ukraine's world achievements in such important fields as science and technology, with special emphasis on the failures of Ukraine and the omission of its achievements formed in the army desperately desiring for Ukraine's victory over Russia;
- To impose on transcendent real things the way of life, behavior, worldview of human;
- To create panic and weaken the morale and confidence of Ukrainians in victory;
- To damage to information security of Ukraine [26, p. 27-28].

Based on the analysis of online media content 112ua, ZIK, Newsone, Strana.ua, Golos.ua, Vesti, Ukrainian News, Ukrainian News, Details, Bagnet, KP in Ukraine, Apostrophe, Comments, Telegraph, TV and YouTube channels 112ua, First Independent, our experts of the Institute of Mass Media and NGO Media Detector highlighted the following main examples of pro-Russian narratives that advanced during 2020-2021: Ukraine does not comply with the Minsk agreements and violates agreements; Ukraine needs a war to distract the population from the failures of power; Russian Crimea and water supply from Ukraine; Ukraine's interference in the affairs of Belarus; extremism/nationalism in Ukraine; discrediting the current government of Ukraine; Orthodox Church of Ukraine, non-recognition of the church, “schism”; Wagnerians in Belarus; Ukraine is a failed state; oppression of the Russian language in Ukraine; Russian Donbass; Nord Stream – 2; illegal seizure of power in Ukraine as a result of the overthrow of the legitimate leadership; coronavirus (Russia's successful fight against coronavirus, Sputnik-B vaccine); successful Russia, Putin is a defender, Russia does not need a war; Russia is not a party to the war in Ukraine [24].

Analysis of media consumption and misinformation in the information environment of Ukraine for March – November 2020, conducted by the NGO Media Detector, shows that only in May 2020 the Facebook community in the southern and eastern regions more than 470 times disseminated information on “Ukrainian Distortion of History”. The surge in historical manipulation occurred on May 9, when pro-Russian forces spread the message “we can repeat” or “to Berlin”. Other common anti-Ukrainian propaganda narratives are “Ukraine is a Nazi country”, “The Maidan is a mistake”, “The PCU is divided”, “Ukraine is in a civil war” and “Ukraine's External Administration” [19, p. 15; 21, 24, 23, 25].

Most materials with pro-Russian and anti-Western rhetoric were found in the following media: Strana.ua, 112ua and ZIK, and the study did not show a significant decrease in the number of such materials after blocking media that are within the sphere of influence of V. Medvedchuk. Indeed, YouTube channels 112ua, ZIK, NEWSONE are blocked, but the site strana.ua, to which access was disabled by the decision of the National Security and Defense Council in August 2021, has moved to another URL – strana.news, and operates to this day. The number of subscribers to the YouTube channel Strana.ua has even increased: from 456 thousand in 2020 to 475 thousand in 2021 [12].

The main distributors of (pro) Russian narratives “escalation of the Ukrainian-Russian war is the work of Ukraine” are Strana.ua, Golos.ua, Vesti; “Ukraine is a failed state” – 112ua, ZIK, Newsone; “Russia is successfully fighting the coronavirus. Putin is ready to sell this vaccine to Ukraine” – 112ua, ZIK, NEWSONE, Strana.ua; “Extremism / nationalism / Nazism / radicals in Ukraine” – Strana.ua, 112ua; Ukraine is repressing. Oppression of Russian-speaking citizens and the Russian Orthodox Church in Ukraine – 112ua, ZIK, Newsone [21, p. 13-14].

Recently, Telegram, which serves as a social network, has become one of the main areas of gossip, hate speech and disinformation narratives and is becoming increasingly popular in Ukraine. A study by the NGO Media Detector shows that 49 of the 100 most popular telegram channels in Ukraine belong to the category of news and media. Among the ten most popular, six are often “draining”, provocative and neglecting news standards [19, p.43]. In February 2021, experts from the SBU network exposed a large-scale reconnaissance network of the Telegram Channel, which was commissioned by the Federal Special Service of Russia to conduct reconnaissance and sabotage activities. Residents of Kharkiv and Odessa took part in the event and promoted the idea of the so-called “Russian Spring”; their “general manager” was one of the organizers of mass riots during the “Antimadan” in Odessa. They created and managed many political channels, including Legal, Resident, Cartel, Plitkarka, Black District, Political Agenda, Atypical Zaporozhye, Trendy Zaporozhye, Trey Perkharkov, Odessa. Frayer, Dniprovsky site, Mykolaiv site, Kherson site. Although the Kharkiv court ruled to terminate the first four, these channels continue to operate, broadcasting other content, including anti-vaccination information.

With the development and spread of social networks, the audience and influence of bloggers-leaders of public opinion is growing rapidly; the largest audience in Ukrainian social networks are politicians, journalists, public figures and activists. According to a study conducted by the Media Institute, the most influential bloggers who report on social and political topics on Facebook are: Denis Bigus (about 79 thousand), Tatiana Montyan (over 101 thousand), Yanina Sokolova (over 144 thousand), Roman Skrypin (over 136 thousand), Andriy Luhansky (over 87 thousand), Serhiy Sternenko (65 thousand), Denis Kazansky (over 102 thousand), Andriy Smoliy (over 105 thousand), Oleksiy Arestovych (over 186 thousand) thousand), Andriy Karpov (Andriy Poltava) (over 60 thousand), Olesya Medvedev (in the IMI study – 400 thousand, according to our data – over 24 thousand), and others. The most popular political bloggers on YouTube are Oleksandr Semchenko (over 553,000), Oleg Yelisevych (531,000), Rostislav Shaposhnikov (343,000) and others [11; 12].

From August to November 2020, the Ukrainian online publication Pravda analyzed 334 channels that distribute social and political videos, and found that the total number of views of video channels that directly or covertly conduct pro-Russian propaganda is 2.5 of the number of views of channels. supporting the position of Ukraine. Among the TOP-8 political YouTube bloggers in Ukraine, only two have a clear pro-Ukrainian position – VATA TV and Andriy Luhansky. Their video views decreased 5 times compared to the same period, For example, as Alexander Semchenko, a blogger, his statement is a mixture of Russian propaganda and criticism of the Ukrainian government (convincing evidence is his video “Alexander Semchenko on Russophobes in the new Rada”, in 2019 “nationalists demanded to withdraw from the Minsk agreements and Donbass launches offensive”, 2021). However, there are also positive changes: due to the growing popularity of some news channels, the pro-Ukrainian socio-political YouTube channel is gradually increasing – skrypin.ua (279 thousand), Toronto Television (479 thousand), BIHUS info (483 thousand), Roman Tsymbalyuk (382 thousand), and others [12].

To understand the influence of bloggers on public opinion, let us pay attention to the personality of Anatoly Shariy, who through media activities successfully attracts a large number of supporters. (His YouTube channel has 2.53 million subscribers, his Facebook profile 347 thousand, Instagram – 288 thousand, Twitter – 256 thousand, Telegram channel – 230 thousand; he also has his own online publication “sharij. net”) and create own political force (Shariy Party) just a month and a half before the early parliamentary elections in 2019, gaining 2.2% of the vote and ahead of such well-known parties in the political arena as Svoboda, Hromadjanska Positsia, Samopomich. The leader of the party, as well as the editor-in-chief of sharij.net is his wife Olga Shariy (also a well-known blogger with an audience of

387,000 subscribers, who, according to FOCUS.ua, topped the ranking of the most influential women in Ukraine in 2020) [20].

In 2020, A. Shariy was the absolute leader in the YouTube political sector in Ukraine [12]. Her leading position was confirmed by the online voting of the Fokus.ua team for the "Top 50 Ukrainian bloggers" in May this year: she took second place in the overall ranking and first in the "politics" category [16].

A. Shariy has been living in the European Union since leaving Ukraine in 2012 due to criminal proceedings. His growth as a video blogger began with the creation of a YouTube channel in 2013, which also marked the beginning of Euromaidan. The blogger did not support the new political reality, arguing that the Revolution of Dignity did not bring the expected freedom, but provoked an armed conflict with Russia and the occupation of Ukrainian territory. Shariy is a frequent commentator of the Russian media, especially the advertising TV channels Russia 24, Russia 1, the TV channel of the Russian Ministry of Defense Zvezda. In his videos and interviews, the "virtual politician" slandered Ukraine's national policy and deliberately disseminated manipulative information about government initiatives and events in the east of the country. In particular, the blogger repeated the narrative of Russian propaganda that the Malaysian Boeing plane over Donetsk was shot down not by Russia, but by the Ukrainian Buk aircraft.

Specialists in the field of mass communication use the concepts of "protective cocoon" and "echo camera" to group users of social networks with similar views, so that they are in a comfortable zone of emotions and information [19]. When a person consciously or unconsciously chooses sources of information (blogs, media) that share or promote values or opinions close to him, the factors of selective perception increase. This is the so-called trigger Herd Instinct: a user who joins a community begins to trust the information he receives from the community. Therefore, when the reality provided by the media differs from real situation, and public opinion is distorted, manipulative interpretation based on wrong values and media awareness is dangerous [18; 19; 24].

An investigation conducted by the Ukrainian military portal mil.in.ua to expose Shariy's fraud in the Donbas conflict showed that he systematically distorted information on video, for example, by pretending that Russian military equipment was Ukrainian. In addition, in his statement, Shariy slandered certain ethnic groups in Ukraine, calling the inhabitants of Western Ukrainians "second-class", "hybrid" and "grandchildren of mercenary helpers" [3; 28]. In October 2020, the SBU released a video showing a map of Ukraine without Crimea and parts of Luhansk and Donetsk regions, bringing Shariy to justice for violating the territorial integrity of Ukraine. In February 2021, the Security Service of Ukraine declared him a suspect in treason and violation of civil equality. In August 2021, the SBU imposed new sanctions against A. Shari (and O. Shariy) for systematic anti-Ukrainian propaganda. However, this did not affect his media activities, as the blogger's media resources were not blocked and were provided free of charge, getting increasingly more views: for example, their total number on YouTube today exceeds 4 billion. Analysis of the geography of watching his YouTube video shows that the share of Ukrainian viewers is 25%, and Russian – 52% [12]. Based on an analysis of bloggers' subscription accounts on Facebook and YouTube, experts have concluded that many of them are bots, especially Russian ones [14].

In June-July 2020, Semanticforce Internews-Ukraine and the Ukrainian World of Joint Research conducted an interesting analysis of commentators' activities, including video comments from ten popular YouTube channels, which regularly broadcast anti-Western speeches and Russian propaganda: 112 Ukraine, Anatoliy Shariy, Andrey Portnov, Olga Shariy, Strana.ua, Ukraina.ru, Klymenko Time, NewsOne, Topinform, ZIK. It was found that the share of Russian commentators predominates on the channels of Anatoly and Olga Shariyev, Ukraina.ru and Topinform: the 20 most popular commentators left a total of 7,650 comments during the month. Based on the analysis of their usernames, profile photos and the frequency of publishing the same comments, the authors of the study suggested that there were many bots. Therefore, it is concluded that one of the tools to promote "correct" news is not only the creation of "fake" news, but also the involvement of "fake" fans, i.e., the use of virtual "people" (robots or trolls) [9].

In today's world, the use of robots to increase the popularity of social networks is a very common tool. The robots are hired users who support the ideas or actions of the object (bloggers, political forces, media resources), criticize their opponents and use various information and psychological methods of influence (misinformation, manipulation, spreading rumors, suggestions, psychological pressure) [26]. The robot can also be a special program that automatically performs the tasks assigned to it. In modern society, a combined method is used: the use of robot programs and human robots simultaneously.

Trolls are also popular tools and media weapons – they are accounts that spread information, promote or disseminate suspicion, distrust of other users. Key features of trolls are as follows: a large number of subscribers (mostly bots), even if the account is relatively new; the account is usually anonymous or has a fictitious username.

The mechanism of manipulation is very simple: first of all, "the interest of the Russian media in Ukrainian events has increased", which has led to the continuous appearance of Ukrainian topics and evening news in the final TV program. This information is obtained from the Federal Media page on Facebook or other social networks, and then distributed through the local network, robots and regular users. One can use also the opposite scheme: first publish fake news in online publications or private blogs, then distribute them on social networks using robots, and then receive them through LOM, which has a large number of subscribers. Having attracted enough attention, the news reached the mainstream media, including TV channels [10].

Since 2014, the activity of "Kremlin trolls" and "Kremlin robots" has intensified, with the task of harshly criticizing Ukraine and the West on social media and praising the Kremlin leadership. Hiring commentators with provocative information became part of Russia's information war against Ukraine [21]. At least 7 troll farms are known in Russia. The most famous of these is the Internet Research Agency (IRA) in St. Petersburg, which employs at least 400 people. Bloggers are given "technical tasks" – key words and topics for discussion, such as Ukraine, the Russian opposition and relations with the West, so under each article in the mainstream media there are thousands of comments on the necessary content [4].

Preventing the spread of unwanted and harmful content is the task of social media management. Therefore, Facebook, Twitter, and Youtube focus on monitoring and blocking the activities of accounts, pages and groups that influence public opinion, especially on a regular basis to "clean up" the accounts of robots. In the period from 2014 to 2020, Facebook deleted thousands of anti-Ukrainian sites on the resource and develops software algorithms to automate such operations [13].

If destructive content still appears on social media pages (account activity agreed with the Russian Federation poses a special threat to Ukraine's information security), experts from relevant law enforcement agencies will take part in a campaign to boycott them, namely detecting and blocking Russian robot farms. In order to protect the network and information space of Ukraine, in January 2012 the Department for the Protection of National Interests in the Field of Information Security of the Security Agency of Ukraine was established. In January 2018, the Cyber Security Center was established on its basis, whose tasks include detecting and eliminating targeted cyber attacks and preventing the spread of information "invasion", which undermines the stability of the situation in the country. Since the beginning of 2021, SBU network experts have closed 12 robot farms, liquidated 65,000 powerful social networks "robot army", blocked 500 resources that disseminate destructive information that undermines the constitutional order and territorial integrity of the country, etc. [9].

Another important way to combat the spread of misinformation is to end its source of danger at the state level. According to the Decree of the President of Ukraine Petro Poroshenko of May 15, 2017 № 133/2017 "On the application of personal special economic and other restrictive measures (sanctions)" the operation of Russian social networks VKontakte, Odnoklassniki, services Yandex and other resources is prohibited in Ukrane; in 2020, President Zelensky extended the prohibition for another three years. However, although the popularity of these resources among Ukrainian users has dropped significantly (76.1% of them used VKontakte in May 2017, in December 2019 - 22%), they did not achieve the expected results due to misinformation and publicity.

In March 2021, the Ministry of Culture and Information Policy of Ukraine established the Center for Strategic Communication and Information Security, which is an important step in countering Russian propaganda. The work of the center is focused on responding to external threats, uniting the efforts of national and public organizations, combating misinformation, responding quickly to fakes and promoting Ukrainian narratives.

The Center for Countering Disinformation was established under the National Security and Defense Commission in March 2021. It focuses on combating threats to Ukraine's national security and national interests in the information sphere, ensuring Ukraine's information security and effectively combating propaganda and destructive false information and campaigns, to prevent manipulation, public opinion.

However, state institutions cannot completely limit the flow of Russian propaganda (new propaganda will immediately appear in the locations of blocked resources), so media departments and public activists have played an important role. In this case, we can mention the public organization Internews-Ukraine, which opened its first office in Ukraine in September 2015 for human rights defenders, civil activists, representatives of public organizations and the media Digital Security Academy. In July 2019, the company launched an anti-troll project on Facebook "TrollessUA", which aims to detect and block suspicious personal data that uses hate speech to actively comment and disseminate false information [4]. The in-depth online training "Anti-robots: how to expose information manipulation", organized in June 2020, discussed methods of combating robots, fakes and information "invasion" (including of Kremlin origin) based on the experience of foreign and Ukrainian experts: for example, the network Facebook Ten of the most useful tools affected by malicious information on the Internet, which will help to analyze accounts on social networks and expose networks of bots, analyze photos and videos [32].

4 Conclusion

If misinformation cannot be distinguished from a large amount of news, it is impossible to fight misinformation, so there is an urgent need to introduce media literacy courses in educational institutions. This was emphasized by President Zelensky in his speech at the All-Ukrainian Forum "Ukraine 30. Culture. Media. Tourism" (March 2021). The Ministry of Education and Science of Ukraine supports this initiative, in particular, based on launched back in 2011 regional experiment to introduce media education. Media literacy is a component of the Civic Education courses for 10th grade students, and the Neighborhood Culture course for 1st and 4th grade students. Today, media education and media literacy are taught in general secondary education institutions in the form of separate courses ("Fundamentals of Media Literacy", "Steps to Media Literacy", "Media Culture", "Media Education") and integrated [23].

To date, 655 schools from all regions of Ukraine have joined the "Ukraine, Choose and Divide: Information Media Literacy" program organized by the International Research and Exchanges Committee (IREX) with the support of the British and American embassies and the MES of Ukraine and Ukraine, College of News. The project aims to develop skills of critical perception of information and the integration of information literacy in the curricula of schools, universities, and colleges of postgraduate education. As part of this plan, the VeryVerified online media literacy course was launched in 2019, mainly for teachers, students, and undergraduates. Since 2012, the website of the Ukrainian Academy of Journalism has hosted the website of the Media Education and Media Literacy portal, the teaching model of which is most popular with media literacy teachers [29].

Therefore, summing up, we note that the growth of manipulation is evidence of systematic attempts to create a distorted picture of the world for Ukrainians, but beneficial for the aggressor country. Emotional posts or videos with provocative headlines are supported by "necessary" comments from robots and trolls and have a powerful control effect on the consciousness and desires of the user. The task of state institutions, public organizations, and citizens of Ukraine is to use all opportunities and resources of social media as a means of protection in the information confrontation. It is important to remember that in information warfare, anticipation tactics are more effective than disinformation, so blocking hostile content, increasing media literacy, responding quickly to "throwing" information and false information, as well as filling information gaps used for manipulations.

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Primary Paper Section: A

Secondary Paper Section: AJ

PREREQUISITES FOR THE STUDY OF URBAN LANGUAGE AND SPEECH IN THE SOCIOLINGUISTIC ASPECT: ON THE EXAMPLE OF THE PITTSBURG DIALECT IN THE USA

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Abstract: The article is devoted to the study of the linguistic variability of the Pittsburgh dialect from the point of view of the sociolinguistic approach of ecolinguistics at the phonetic and lexical linguistic levels in accordance with the influence of extralingual factors on it. The role of language in the life of society and individual communities, the influence of social and stratification factors on linguistic changes in society, the totality of linguistic and political relations, motives of behavior and activities of the subjects of such relations - this is the spectrum of linguistic activity of the state and society, individual, family, team, ethnic community, etc. In recent years, there has been a marked increase in interest in sociolinguistic areas of research in world linguistics, while the sociolinguistic categories that have been considered and studied in our research remain only partially outlined and investigated. An attempt is made to fill in some research gaps in the field of sociolinguistics.

Keywords: Dialect, Dialogue, Linguistic level, Linguistic variability, Sociolinguistics.

1 Introduction

The relevance of the work is determined, first, by a new perspective on the analysis of speech variability depending on the influence of selected extralingual factors: gender, ethnicity, social status and age, which, of course, corresponds to the current state of linguistics and growing interest in disclosing social factors of speech in different territories, as well as the application of the ecolinguistic approach to the analysis of sociolinguistic differentiation of the Pittsburgh dialect. Secondly, our study is quite interesting in light of the importance of the sociocultural role of the Pittsburgh dialect (object of study) in the holistic linguistic picture of the United States of America.

The aim of the work is to determine the main parameters of the concept of "language behavior of Pittsburgh residents" and to establish patterns of variation of language units of the Pittsburgh dialect in accordance with the impact of extralingual factors on their functioning: gender, ethnicity, social status and age.

Achieving this goal involves the implementation of specific tasks:

1) To systematize scientific approaches to the concept of "language norm";
2) To give a general description of the phonetic and lexical linguistic features of the Pittsburgh dialect;
3) To describe the structure of the "portrait" of speech of Pittsburgh residents, taking into account external factors of the environmental context: interaction with other languages, dialects and variants;
4) To establish the influence of gender, ethnic, class and age differentiation on the sociolinguistic variability of speech of Pittsburgh residents (phonetic and lexical language levels) in accordance with the influence of internal factors of the environmental context;
5) To reveal the variability of lexical units of the Pittsburgh dialect in accordance with the influence of social factors;
6) To identify the heterogeneity of the Pittsburgh dialect as a manifestation of sociolinguistic differentiation.

The object of the study is the phonetic and lexical properties of the Pittsburgh dialect, determined by gender, ethnic origin, social status and age.

2 Materials and Methods

Methodologically, the study is based on the latest advances in various linguistic fields. The issue of defining the term "language norm", territorial differentiation, the influence of social factors on the speech of the inhabitants of different territories were considered by linguists: V.D. Bondaletov, V.M. Zhirmunsky, L.P. Chrisin, O.D. Petrenko, E.Sh. Isayev, L.I. Prokopov, the main idea of whose works is the dependence of the language norm on the situation of communication, the influence of extralinguistic factors on its use. Among linguists working in this field, we note: R. Bell, S. Kiesling, B. Johnstone, W. Labov, P. Traji, J. Fishman, K. Henson, who in their works highlighted the influence of extralinguistic factors (social status, gender, age) on speech. The identification of sociocultural variation of speech within ecolinguistics has been studied in the works of the following scientists: A. Fill, E. Haugen, M. Halliday, I.S. Shevchenko, O.O. Selivanova, V.G. Pasinok, V.V. Ivanitsky, A.P. Skovorodnikov, N.N. Kislitsyna, V.V. Zhukovskaya, S.V. Ionov, G.A. Kopnina, N.O. Kurashkina, D.O. Narusheva, O.V. Sukhoverov, P. Finke, S.M. Tolstoy. The language norm as an object of scientific research has already taken its place in the field of sociolinguistic studies. Getting into a context that expresses a certain scientific problem with the help of special units, the term 'language norm' gradually goes from a commonly used lexical phrase to the name of a professional concept based on the analysis of related concepts and definitions. This is evidenced by a number of scientific studies in linguistics that operate on this concept, and language behavior itself is the main or tangible object of their analysis. However, there is a need to determine the structure of the concept of "language norm" in sociolinguistics based on the analysis of the content of the concept, linguistic and extralingual elements, as well as collective and individual patterns of language behavior to scientifically interpret sociolinguistic parameters of the category "language norm" and identify trends in language behavior and the possibilities of a reasonable sociolinguistic forecast of this type of behavior in different social conditions [1, 5-8, 13, 14, 17, 19, 22, 24-26].

The work is devoted to the study of speech properties of the inhabitants of Pittsburgh, Philadelphia, United States, from the point of view of the sociolinguistic approach of ecolinguistics at the phonetic and lexical language levels. The study is based on the definition and analysis of the implementation of phonetic and lexical variables under the influence of extralinguistic parameters (gender, ethnicity, social affiliation of the informant, age). An integrated approach to the study of data allowed identifying differential features of speech depending on social factors. The results of the study of the speech of the inhabitants not only reveal the uniqueness of this dialect, but also the dependence of the variation of language units on the social characteristics of society in the region.

The material of the study was dialect units of phonetic and lexical levels, selected from written sources and authentic records of speech of the speakers of the Pittsburgh dialect in the period 2000-2014, recorded in full in the electronic online archive. The array of listening experimental material is 44 recordings of spontaneous speech and 4 samples of reading passages of text. The total duration of the sound of the analyzed material is 34 hours 30 minutes 23 seconds. The array of lexical material, selected from written sources, was presented in the form of a glossary, the volume of which is 592 units: nouns (429), verbs (104), adjectives (36), adverbs (13), prepositions (8), conjunctions (3), pronouns (1).

The research methods were chosen taking into account its tasks. To achieve the goal of the study, a set of methods and techniques was used: 1) survey, questionnaire, standard interview and included observation in order to obtain material for further study; 2) descriptive and comparative methods for the classification and interpretation of the studied language units; 3) a continuous sample of lexicographic sources; 4) audit analysis by native-speaking auditors in order to identify the variability of informants' speech; 5) audit analysis by phonetics auditors, performed by native speakers – philologists – to verify the accuracy of the data obtained; 6) mathematical analysis of the frequency of use of language units to be analyzed; 7) method of graphic and linguistic interpretation of research results for systematization of the obtained data and presentation of the peculiarities of their variation.

The theoretical significance of the work performed on the basis of our own experimental study of phonetic and lexical language levels is to further develop theoretical aspects of the functioning of territorial and social varieties of language within a broad ecological context (influence of social factors and interaction with other languages and dialects according to the theories of sociolinguistic variability of language through the manifestation of the role of extralinguistic factors in the speech of the inhabitants of a particular city).

The practical value of the work is determined by the possibility of applying the main provisions of the study, the results and conclusions obtained in courses on theoretical and practical phonetics, lexicology of modern English, sociolinguistics. The vocabulary of the Midland dialect continuum and the Pittsburgh dialect (collected qualitatively and quantitatively in the course of our own experimental research) collected and systematized in the glossary developed can be used in lexicographic practice to compile regional and dialect dictionaries of the English language.

3 Results and Discussion

The purpose of this analysis is to use the sociolinguistic approach of ecolinguistics to identify the linguistic properties of Pittsburgh speech on the basis of experimental material collected during 2000-2014.

The obtained data allowed systematizing the glossary, which contains 592 tokens. All lexical units are divided into independent (proper and common nouns, verbs, adjectives, pronouns, adverbs) and official parts of speech (prepositions and conjunctions). The volume of all lexical units of the glossary is as follows: nouns – 412; verbs - 109; adjectives – 44; pronouns – 1; adverbs – 13; prepositions – 8; connectors – 3.

Based on the results of the analysis, 4 graphs were constructed, which clearly demonstrate the use of all lexical units during communication. For convenience, a separate graph is built for each part of the language.

In the study, all tokens are divided into semantic subgroups, which allows outlining in more detail and understand which tokens are most common among certain groups of residents. The study of vocabulary allowed us to consider the use of vocabulary, taking into account the influence of various extralingual (social) factors on speech.

In the course of consideration of these tokens, it was determined that the most influential extralingual factors are gender, speaker' status, and age.

Let us consider the tokens of different parts of speech separately.

3.1 Nouns

In the course of studying lexical units, it was found that the group of "nouns" is the largest. This fact is logical, because, in every language, nouns are the most common tokens. Thus, 412 tokens were considered, of which 55 belong to proper names (13.3%): names of famous people, names of places and buildings in Pittsburgh. One should note that among the proper nouns the lion's share is made of the names of famous people involved in sports: Pittsburgh is a sports city, all known for its professional hockey club (Pittsburgh 'Penguins, which plays in the NHL). The Pittsburgh dialect has acquired a number of Pittsburghisms thanks to world-renowned commentator and journalist Myron Cope.

The next group of tokens consists of common nouns (69.5%). This category includes tokens, which are conditionally divided by semantic content into: "sports" – 13.6%, "life" – 38.5%, "shopping and fashion" – 4.9%, "food and drink" – 11,6%, "professional vocabulary" – 9.7%, "hospital vocabulary" – 1.9% and "other" – 6.3%.

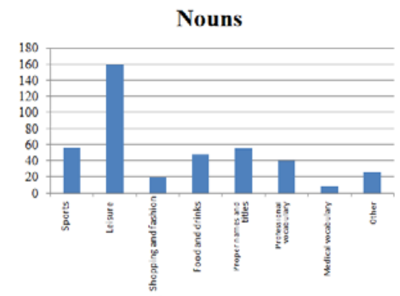

Figure 1 – A group of lexical units belonging to nouns

According to the results of the analysis, the largest groups of "nouns" are formed by household and sports vocabulary, as household vocabulary is used most widely, and sports vocabulary indicates the city's affiliation to sports and interest in various sports, including hockey, football, and more.

3.2 Verbs

The second largest group of tokens consists of "verbs" – 109 units (18.4%). During the study of lexical units related to the action, semantic subgroups were identified, which include the following: "everyday" (46.7%), "hobby" (7.3%), "life" (21.1%), and "others" (19.2%). The tokens of the semantic group "life" include those that denote women's and men's responsibilities – 11% and 10.1%, respectively.

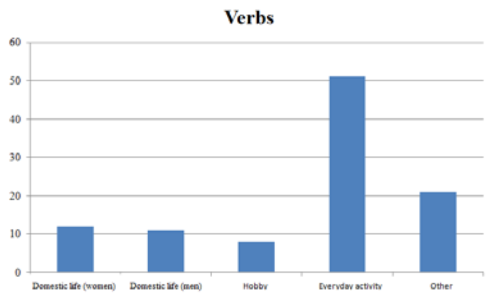

Figure 2 – A group of lexical units belonging to verbs

3.3 Adjectives

The tokens that belong to this group are 44 units (7.4%). They usually identify qualitative and relative features of objects used in various spheres of life of Pittsburgh residents. The studied adjectives are divided into thematic subgroups, namely: "color" and "nationality" (conditionally combined into one subgroup due to the small number of tokens), which together make up 9%;

- "Weight and size" – 20.4%;
- Other – 43.1%.

We also identified lexical units that have a negative (13.6%) and positive meaning (11.3%).

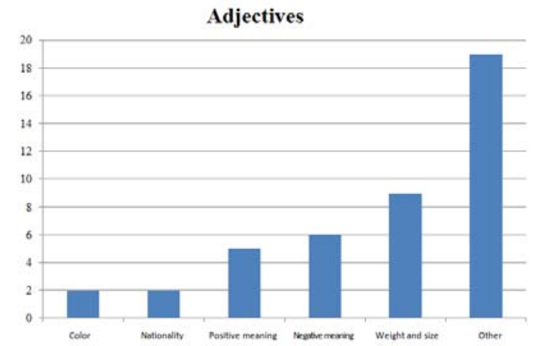

Figure 3 – A group of lexical units belonging to adjectives

3.4 Adverbs and Pronouns

In the course of our research, a rather small group of lexical units was recorded, which includes adverbs and pronouns. Specific pronouns include only one token (0.16%), which is a characteristic feature of the Pittsburgh dialect and is the most commonly used and studied among scholars – yinz (denotes 'you guys' or 'you two'). Pronouns include 1.3% of tokens that denote the object of action, direction, place, reason, purpose, and time. All of them are frequent among the speakers of the Pittsburgh dialect. Among the most common, there are the following: pertineer – almost; zackly – exactly; onest – once; pacific – specific (Figure 4).

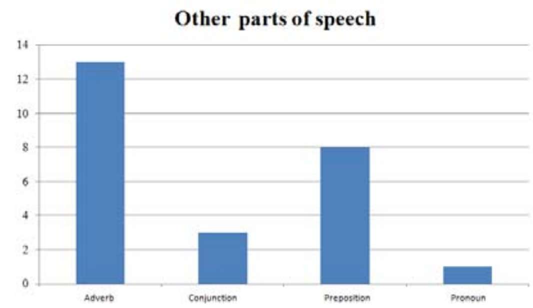

Figure 4 – A group of lexical units belonging to other parts of speech

3.5 Auxiliary Part of Speech

This group includes prepositions and conjunctions, the percentage of which is 2.1% and 1.3%, respectively.

Thus, in the analysis of experimental material, all vocabulary is divided into parts of speech and classified into semantic subgroups. The largest share of tokens is made up of nouns and verbs that belong to such groups as "sports", "everyday", "fashion and sports".

The use of these lexical items is a direct indicator of the influence of the social category "gender", because sports are inherent in men, and fashion and shopping – in women. Professional vocabulary also makes up a significant share: "production" and "medicine". This fact confirms that the main contingent living in Pittsburgh is the working class, i.e., the influence of the social factor can be traced. Vocabulary belonging to the group "food and drink" indicates the names of specific dishes and is of Scottish, Irish and German origin. Thus, the influence of the ethnic factor on the interaction between the speaker and speech is confirmed. This vocabulary has ethnic roots and is supported by the elderly, i.e., the age factor is very important in the interaction of speech and its performer.

The population of Pittsburgh as of 2014 was 305.704 people, of which 148.101 people were men and 157.603 were women. Thus, among the speakers of the Pittsburgh dialect, women make up 51.5%, and men – 48.5% [23].

The language and speech of Pittsburgh residents are characterized by certain variability. Depending on the situation of the speaker, the words can be used in different meanings, with different frequency. The speakers of the Pittsburgh dialect have created a number of unique dialect words, common mainly in Pittsburgh and its environs, commonly referred to as "Pittsburghisms" and which also take on different meanings depending on the context.

Of particular importance for our work are individual words and phrases. It is quite typical for men to use a number of nouns, including those related to everyday vocabulary:

Ahr – Hour;
Fahr – Fire;
Fire Tire – Fire tower;
Flahr – Flower;
Haus – House;
Hollah – Hollow;
Raht – Rout;
Pahr – Power;
Pahn –Pound;
Tahl –Towel;
Tahr – Tire;
Tahrarn – Tire iron;
Tahrs –Towers;
Wahr – Wire;
Yella – Yellow;
Souled aht – Sold out;
Dahnthan – Downtown;
Dahn nair – Down there;
Chawt! – Look out!

Here are some examples that illustrate the functioning of male vocabulary in everyday life:

S'not mine yella tahl.
Derivative from: *It's not mine yellow towel;*
Sgo! Da raht is right.
Derivative from: *Let's go! The rout is right!;*
Da haus is dahn nair.
Derivative from: *The house is down there;*
Chawt! We are doing da tahrarn.
Derivative from: *Look out! We are doing the tire iron!*
They need a Fire Tire! Da fahr is very stong.
Derivative from: *They need a fire tower! The fire is very strong;*
All goods are souled aht.
Derivative from: *All goods are sold out*.

The next layer of word usage is sports vocabulary, which occupies a special place in the life of Pittsburgh. There is no doubt that men are more likely than women to enjoy sports. Not an exception are the male inhabitants of Pittsburgh, who use monophthongization to create additional names of favorite teams, sports games, other names related to sports and change the names of favorite players:

Bill Cahr (Bill Cowher) – a famous American football player of the US National Football League, coach;
Pahrts (Pittsburgh Pirates) – a professional baseball team in Pittsburgh;
Bullin '(Bowling)
Da Meddahs (The Meadows) – the name of the complex, consisting of a hotel, racetrack, and casino;
Cahr Pahr – literally "Cowher's force" – the force that will lead the "Stillers" to the Super Cup;
Brahn Gahles (Brian Giles) – a famous baseball player, played in the team "Pittsburgh Pirates";
Kerdell Stewrt (Kordell Stewart) – a famous American football player (quarterback) of the US National Football League;
Rocky Blahr (Rocky Blier) – a famous American football player of the US National Football League;
Marn Cope (Myron Cope) – Myron Cope – a famous sports commentator.

Much of the difference in the word usage of Pittsburgh residents is due not only to the gender and age characteristics of the speakers, but also to their social status. The Pittsburgh dialect is traditionally associated with the working class, its way of life, activities, and the specifics of speech.

Demographic change in Pittsburgh itself – the baby boom of the 1960s and 1970s – in the families of workers greatly helped to create the lexical basis of the Pittsburgh dialect. Children born during this period were the grandchildren of immigrant industrial workers who arrived between 1880 and 1920; they no longer spoke their native language and had weakened ties to religions, while their parents and grandparents continued to realize themselves in context of their ethnicity and religion. The growing generation developed their regional and, very importantly, class and social consciousness, which became a source of dialectisms [2, 3].

At the same time, the needs of production are growing and communication within the working class leads to the emergence and active use of a number of unique Pittsburgh vocabulary, which means materials for production or manufactured products, in particular:

Alunamin – Aluminium;
Arn – Iron;
Carbon Oil – Kerosene;
Concreek – Concrete;
Erol – Oil;
Still – Steel;
Oral – Oil;
Sheetrock – Drywall;
Wahr – Wire;
Skiw-et – Skillet;
CEEE−ment – Cement;
Hork – Steel;
Cender truck – Cinder truck;
Greeze – Grease;
Mannies – Marbles;
Bob wahr – Barbed Wire.

Here are some examples of the functioning of dialectisms designed to denote materials for production or manufactured products:

Da concreek is strong enough. Do not worry!
Derivative from: *The concrete is strong enough. Do not worry!*
This wall is made from sheetrock.
Derivative from: *This wall is made of drywall;*
One can buy da best still only in Burgh!
Derivative from: *"One can buy the best steel only in Pittsburgh;*
I need to change da tahr in my car.
Derivative from: *I need to change the tire in my car.*

Some of the "Pittsburghs" that are still used by the working class today relate to tools, equipment, and jobs:

Still Mills – Steel mills;
Iron city – Pittsburgh;
Clodhoppers – Work boots;
Hoosafratz – Mechanical Device;
Toll – Tool;
Plowers – Pliers;
Cucky – An organic gooey subsance.

These tokens can be found in a variety of language situations:

Iron city is da place where I am living and working.
Derivative from: *Pittsburgh is the place whare I am living and working;*
I will wear my clodhoppers a take my toll −
Derivative from: *I will wear my work boots and take my tool;*
Still mills in a da city are functioning since 1875.
Derivative from: *Steel mills in the city are functioning since 1975.*

In addition, the working class uses specific words directly related to the workflow, including:

Dooder Jobs – Do their job;
Tahrarn – Tire iron;
Cinstruction – Process used to build and repair things;
Tet-ni-kal – Technical;
Cadillac converter – Catalytic converter;
Masonry – Masonry.

It is advisable to demonstrate examples of the use of tokens associated with the workflow (working process):

Yinz guyz need to git da cadillac converter fixed if yinz'r gonna pass da test!
Derivative from: *You guys need o git the catalytic converter fixed if you are giong to pass the test;*
We dooder jobs every day.
Derivative from: *We do our jobs every day;*
Da masonry was made last month.
Derivative from: *The masonry was made last month.*

In the late 1970s and 1980s, Pittsburgh experienced a significant industrial downturn, many steel mills were closed, and factory workers were laid off. The population of the city decreased sharply to 311 thousand people. The main areas of economic activity of the city were education, tourism, medicine, high technology, financial services [4, 9, 15]. Thus, there is a need for more qualified professionals who are able to work in new economic conditions. At the same time, many members of the working class were forced to leave the city in search of new work. Thus, the middle social group and the intelligentsia are strengthening their position in the city, and at the same time the use of the Pittsburgh dialect is becoming less common. The largest wave of population outflow occurred in the 1980s with the final closure of most local metallurgical plants. At this time, the working class is becoming less homogeneous than in previous periods, residents are beginning to communicate more with others who have a different social status. In addition, there is social mobility: a significant number of children of workers already belong to the middle social group. In the local language, the share of tokens formed as a result of monophthongization decreases sharply.

Medicine and university education are gaining ground in the city's economy – many students and highly qualified professionals from other parts of the United States come to Pittsburgh. Communicating with the local population, members of the intelligentsia and the middle class began to use some Pittsburgh dialects related to education and medicine, including:

Am-blee-unce –Ambulance;
Angioplastic – Angioplasty;
Artheritis –Arthritis;
Caw-idge – College;
Liberry – Library;
Lice-ness – License;
MU-se-um – Museum;
Peel –Pill;
Newkyaler –Nuclear;
Dennis – Dentist;
Dinge – Tooth;
Fiscul Thirpy – Physical Therapy;
Quirpracter – Chiropractor;
Skull – School.

Here are some examples of the use of "Pittsburghisms" by the middle social group and the intelligentsia:

Pittburgh caw-idge has a very good liberry. You can use it.
Derivative from: *Pittsburth college has a very good library;*
I will go to da dennis to cure my dinge.
Derivative from: *I will go to the dentist to cure my tooth;*
I will take a pell, there is no need to call the am-blee-unce.
Derivative from: *I will take a pill, there is no need to call the ambulance;*
His grandmother has a terrible artheritis.
Derivative from: *His grandmother has a terrible arthritis.*

The change in the economic orientation of Pittsburgh attracted representatives of the creative intelligentsia to the city. The availability of affordable housing, studios and offices in former industrial areas has allowed young artists, designers, musicians, and other creative professionals to stay in the city after graduating from local universities. They notice the regional features of the language, interact with the local population, realize the uniqueness of the Pittsburgh dialect and begin to use some tokens in order to claim local identity and demonstrate their knowledge of Pittsburgh [3, 6, 13]. The words used by the creative intelligentsia are also related to its activities:

Cammra – Camera
Gum – Eraiser;
Keller – Colour;
Pin – Pen;
Pitcher –Picture;
Videoin – Video taping.

For the scientific intelligentsia, which communicates mainly in literary language, the Pittsburgh dialect has become the object of study. Today, the University of Pittsburgh has a group of scholars who study the features of the local dialect, among them: B. Johnstone, M. Eberhardt, S. Kiesling, M. Wisnoski, S. Gooden. Given all the above, we can outline three main differences in the word usage of the speakers of the Pittsburgh dialect in terms of social status of speakers:

1) The working class is characterized by a much greater tendency to use dialectisms than the middle social group and the intelligentsia;
2) In the language of the working class, dialects that arose as a result of monophthongization are much more common;
3) The working class mainly uses words related to industrial production, and the middle and intelligentsia use tokens that are related to education, medicine, and creative work.

It should be noted that in the current living conditions of Pittsburgh, the local dialect is mainly seen as a tool of regional identification, self-identification with the city, and the identification of the speaker by social status and differences in word usage of speakers with different social status are secondary. Despite the indisputable and strong connection of this dialect with the working class, modern culture forces the integration of different social groups, which reduces linguistic differences between them, so the Pittsburgh dialect is unlikely to be widely used in the future, but its preservation will be a matter for all segments of the population among carriers.

American researchers [15, 16] observed the use of the Pittsburgh dialect by young people aged 19-25, surveying 100 Internet users living in Pittsburgh. When asked how long they have lived in the city and its environs, 91% of respondents answered “all their lives”, 3% of respondents indicated living in the city for 7-10 years, 2% for 4-6 years, for 3 and less – 4%. Survey participants were asked if they knew what “Pittsburghisms” were (specific words typical of the Pittsburgh dialect). 96% of respondents answered “yes, of course” to this question. The remaining 4% stated that they have a common understanding of this topic. The most popular words that young people associated with Pittsburgh were:

Yinz – derived from you guys – you (friends);
Dahnthan – Dowtown;
Stillers – a Pittsburgh variant of the Steelers football team's name.
Bright example of youth word usage is the question: *Yinz, what do you think about Stillers 'game today?*
Derived from: *You guys, what do you think about Steelers' game today*? Or offer:
Let's go dahnthan.
Derivative from: *Let's go to downtown*.

It is important to note that the purpose of other research on age characteristics [18] was to find out the attitude of young people to “Pittsburghisms”. According to this criterion, 4 main groups were identified: young people with a positive attitude to Pittsburgh vocabulary – 57%; negative – 15%; neutral – 9%, young people who have a positive attitude to Pittsburgh, but negative to “Pittsburghisms” – 19%. Let us note the positive attitude of Pittsburgh youth to the local dialect, while a significant percentage (34% in total) negatively perceive this feature of the city and its environs. The researcher was also interested in the arguments that guided the survey participants in their attitude to the Pittsburgh dialect. For positive youth, Pittsburgh is part of their hometown with which they identify themselves. Those who are negative think that the Pittsburgh dialect sounds bad and that its speakers give the impression of uneducated people.

A kind of advertisement for the life of Pittsburgh are Pittsburgh T-shirts with funny inscriptions using the local Pittsburgh vocabulary. Such T-shirts are usually bought by tourists or young people. Of course, sometimes this is done by members of the middle age group, but bright T-shirts are considered more appropriate for the youth style of clothing. Thanks to Pittsburgh T-shirts, tourists get acquainted with the local dialect, and the youth of the city and its environs (even those who do not use the dialect) begin to be not only “active” but also “passive” speakers of the dialect.

Pittsburgh T-shirts are sold everywhere: in specialty gift shops, at points of sale along the city streets, on the Internet. They are usually white, black, yellow, or orange. The letters on them are white, black, or gold. These colors are considered the colors of the city and the football, basketball, or hockey teams that represent it. The front usually depicts a cityscape with the obligatory inscription “Pittsburghese” (sometimes, “Pixburghese”). The most popular words on T-shirts are:

Dahntahn – Downtown;
Worsh – Wash;
Jynt iggle – “Giant Eagle” (supermarkets network);
Gumban – Chewing gum;
Redd up – Tidy up;
Slippy (slippey) – Slippery;
Yinz – You two;
Jagoffs – idiots.

Thus, the younger age group of Pittsburgh residents most often among all the “Pistburgers” use the tokens that are depicted on T-shirts.

4 Conclusion

The study of lexical units on the basis of the glossary of the Pittsburgh dialect indicates the variability of the use of lexical units. Experimental language material in the amount of 452 tokens demonstrates the dialectal features of speech of Pittsburgh representatives and allows checking previously substantiated theoretical assumptions about the dynamics of changes in the functioning of the Pittsburgh dialect in the modern period and establishing the basic patterns of lexical units. It was found that the most influential extralingual factors are gender, social status of speakers, and age.

Pittsburgh is a place of the steel industry, as well as a developed center with educational institutions, hospitals, business structures, which conditionally divides residents into different social groups, and certainly influences the choice and use of certain language tools.

In addition, the specific language is most characteristic of Pittsburgh residents of the older age group – 54%. Young people tend to use fashionable lexicon and slang – 3.9%, and the middle age group (19%) use codified language, due to the fact that they are involved in the work process, which implies the use of standardized language. The influence of the age factor is observed in the use of special lexical units, namely those related to everyday life and national cuisine.

By analyzing the nature of the origin, development, and functioning of the Pittsburgh dialect from the point of view of the sociolinguistic approach of ecolinguistics, the expediency of its heterogeneity within the Midland dialect continuum and consideration of features from the standpoint of social factors, such as gender, age and ethnicity is revealed. An experimental author's study of phonetics and vocabulary was made on the basis of the author's glossary of the Pittsburgh dialect, which was systematized on the basis of material collected during repeated visits to Pittsburgh in the period from 1998 to 2017, as well as constant contact with Pittsburgh residents via the Internet, social network Facebook, Skype).

The characteristics of the general linguistic background are final in the detailed sociolinguistic study of certain social groups living in the study area and being active or passive speakers of a particular language. One of the key tasks of this study is to study the sociolinguistic picture of the city, which allows establishing the features of the language situation based on the analysis of social types and language portraits of this area.

The language situation in Pittsburgh is characterized by the use of different languages and language subsystems. We have recorded that, in addition to literary language, in Pittsburgh there are subsystems of uncodified language: youth slang, jargon, professional slang. In modern life, a resident of the city, who is a native of the literary language, uses in his daily speech various forms of existence of the American version of the English language. The Pittsburgh dialect plays the most important role in the city's informal communication.

The formation of the Pittsburgh dialect was due to the interaction of local languages, dialects of immigrants from Scotland, Ireland, Germany, Slavic countries during the American Revolution, as well as professional jargon of the steel industry. At the same time, the Pittsburgh dialect is not a closed system and manifests itself in the speech of native speakers in different volumes and frequencies, depending on the social characteristics of the speakers.

The application of the principles of ecolinguistics to the study of the Pittsburgh dialect revealed sociocultural variation in the speech of Pittsburgh residents and identified a number of transformational processes in the studied subsystem of the American version of English and changes in the social environment. The speech of Pittsburgh residents in everyday communication is a significant manifestation of the characteristics of the dialect, the functioning of which depends on factors such as gender, ethnicity, social status of the speaker and his age, which play a crucial role in shaping Pittsburgh speech, i.e., social influence on speech.

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CHANGING PUBLIC POLICY EMPHASIS: ASPECTS OF ETHICS AND PUBLICITY IN HEALTH CARE

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Abstract: The article aims to reveal and analyze the principle of publicity in government processes and the field of health care. The study highlights the following aspects: first, it is publicity – the requirement to ensure public awareness of planned reforms, the progress of their implementation at various stages, free public access to information on the content of the reform, evaluation of constitutional innovations, forecasts of the domestic and international expert community. After all, such information cannot, in principle, be a state secret or a medical secret. The second aspect of the principle of publicity defines the balance of publicity and privacy to ensure the interests of subjects – the interests of the state, people, nation, individual, which is directly correlated with the human right to privacy. Finally, it is determined that publicity in the context of implementing the legal mechanism for ensuring publicity is provided through understanding, public awareness of the goals and consequences of the processes.

Keywords: Health, Medical training, Publicity, Public administration, Public policy, Public-private partnership, Regional policy, Reproductive health.

1 Introduction

The state policy of Ukraine in the field of health care is a set of national decisions or commitments to preserve and strengthen the physical and mental health and social well-being of the population as the most important component of its national wealth through a set of political, organizational, economic, legal, social, cultural, scientific and medical measures to preserve the gene pool of the Ukrainian nation, its humanitarian potential and taking into account the requirements of present and future generations, in the interests of both individual (individual) and society as a whole [4].

To develop and implement an effective public health care reform policy, scientists believe that the system should go through three stages: political and managerial decisions, implementation, and evaluation of reform results [6]. In the context of reforming state policy in health care, the question of transformations in the state regulation of health care provision arises.

The "medical service" category is relatively new to public health administration in Ukraine. The legislation introduced this category in the legal field in 2017; it is formulated as a public health service (medical service) – a service provided to a patient by a health care institution or an individual entrepreneur who is registered and licensed in accordance with the law, conducting business activities in medical practice, and paid for by the customer. The customer of the health care service may be the state, relevant local governments, legal entities, and individuals, including the patient. From the point of view of providing medical services to the population at the regional level, local governments must be customers of services for the population of their region or local community [3]. They can also be, for example, employers/businesses located in this area. This possibility is fixed in the interpretation of the category of medical care, which is understood as the activities of health care institutions and natural persons-entrepreneurs who are registered and licensed in the manner prescribed by law, in the field of health care, not necessarily limited to medical assistance, but directly related to its provision.

2 Materials and Methods

In the context of the acute shortage of resources (state and municipal) and the development of market relations, the issue of providing paid medical services to the population is becoming increasingly critical. Currently, Ukraine has identified several main areas of health care reform: raising the salaries of health workers, the development of digital transformations in health care, health professionals, education and science, psychiatric and tuberculosis services [8, 9].

The provision of medical services takes place in each of these areas. However, state regulation in paid medical services in Ukraine is still in its infancy. The primary document is the List of paid services provided in state and municipal health care institutions and higher medical and educational institutions [8]. However, this document is quite broad in its wording. It does not consider all aspects of the main directions identified by the Ministry of Health and the National Health Insurance Fund, so it needs to be clarified in the context of recent transformations.

3 Results

Today, the health care system of Ukraine needs ways out of the crisis and building a new model that is close to European standards [5]. This process causes changes in the paradigm of primary secondary and higher medical education.

There is a need to improve the quality of training of future doctors following the world and European standards to strengthen the competitiveness of domestic higher medical education, optimize conditions for international mobility of medical students, and expand the capabilities of Ukrainian medical professionals in domestic, international labor markets.

Medical education is provided by a network of medical, pharmaceutical, and dental colleges, institutes, academies, universities, which train medical personnel of various levels.

Today, significant steps have been taken in developing national education, as evidenced by the entry of Ukrainian education into the European world educational space. These changes also apply to the system of medical education, which is experiencing a period of intensive renewal of approaches to training.

Building capacity based on quality medical education is significant for the stable functioning of the health care system.

With the development of international law in 1949, 1968, and 1983, the international community attempted to define approaches to understanding medical ethics. Among some principles, such as decision-making solely in the patient's interests, non-disclosure of medical secrets, honesty with patients and colleagues, etc., the issue of ethics in the provision of paid services remains unresolved. In formulating health policy, each state addresses this issue within its understanding, public tradition, public opinion, and resources.

The events of the 2020-2021 pandemic focused the attention of all public administration sectors on the health care sector. The issue of balancing the need to guarantee the right to life (in the context of medical care) and the financial capacity of state or municipal budgets have become more acute; limits of payment for medical services by the state and the patient. This has prompted countries to review public health policies [3].

The rapid development of technology over the past two decades, including the medical field, has created a vast and extensive area of medical services that provide both life-saving and quality-enhancing life. The central dilemma is the moral limit in determining the availability of medical services for the vast majority of the population. These theses are devoted to this. The main focus of the study is on building a basis for formulating ethical principles for reviewing public health policy in current conditions.

In current conditions, first of all, we are talking about the global pandemic COVID-19 and the relentless processes of globalization; we are rethinking the right to health through the prism of the challenges of professional medical ethics and public perception of the value of life. We focus on the social component of understanding the right to health and changes in the principles of cooperation between man and the state to realize the right to health in the new conditions of the post-coronavirus pandemic. At the same time, we consider ethics as specific rules of life in society, normalization of the behavior of different population groups depending on their role (social, professional, etc.) [4].

The urgency of changing the principles of ethical interaction between man and the state in the perspective of the right to health is much broader exclusively in the field of health care or public policy of medical services. The social health of man and society includes aspects of a decent standard of living, work, nutrition, and environmental infrastructure, access to various (not only emergency) medical and social services, the realization of spiritual and social needs, etc. In the field of completion of spiritual and social needs are ethics issues, including ethics of medical services. In other words, in addition to the individual and the state, business, the sports/physical education sector (health content), education, religious communities, and the security sector are involved in realizing the right to health. Our study is of an applied nature because changes in the cooperation between man and the state begin with the awareness of each person – acceptance or refusal to accept – new conditions for living together, including ethics.

Solving the problems of publicity, transparency, openness, and transparency of public authorities is one of the key directions in the process of further establishment of democratic principles of the state in the constitutional process and reform in Ukraine. Transparency, openness, and transparency of public authorities are necessary conditions for the legal provision of the constitutional rights of citizens to publicity and their participation in the management of state affairs. The issue of publicity in health care is no exception.

The content of the concepts of "publicity," "transparency," and "openness" are not identical, and there is no single approach to their interpretation and unambiguous definition. Currently, in Ukraine, there is no single law that would fully regulate publicity, openness, and transparency in the activities of public authorities. For example, the content of the principle of transparency is disclosed in the Law of Ukraine "On Civil Service," it is interpreted as open information about the activities of civil servants, except as provided by the Constitution and laws of Ukraine [8].

Bukhanevych in his work "Ensuring the principles of openness and transparency in establishing a dialogue between government and the public," identifies openness as a necessary component of transparency of government. In his opinion, openness primarily characterizes the understanding of the goals of government and functions for citizens, and accordingly its functionality – the realization of the interests of citizens and their influence on it [1]. Openness is revealed as a form of access to information about local government activities, procedures for making and implementing public administration decisions, and the ability to influence the activities of public authorities – the ability to use and change what is available.

Consider how "publicity," "openness," "publicity" are in the practice of public administration in Ukraine. Stretovych believes that the openness of government and society is their state, which is most evident when combining two critical components for their effective functioning, namely competition, and transparency [10]. Transparency enables the existence of public control, and the existing one makes it more effective, and thus increases the responsibility of public authorities and local self-government, provides feedback in both directions: "community – government" and "government – community," increases the latter's trust in the government. Therefore transparency is a critical element for both public authorities and local governments and the self-organization of the population. This is particularly important in the context of the restructuring of the health care system and the high level of demand for medical services and services for the administration of medical services in the Pandemic [10].

In Mitchener and Bersch's "Conceptualization of the quality of transparency," publicity, which means openness and maximum publicity, has significantly increased the popularity of the concept of transparency and is its rough equivalent [7]. Available information is the primary building block of democracies; transparency dissipates non-transparency – the first refuge of corruption, inefficiency, and incompetence [7].

4 Discussion

In our opinion, the principle of publicity is the obligation of public authorities to perform their functions and powers on behalf of the state in the prescribed manner, with the participation of stakeholders, disclosing statutory information about their activities, providing decision-making procedures, departmental and public control [5].

The authors of the study emphasize the need for access to information necessary for public awareness and the possibility of participation of various groups, civil society institutions, political parties, etc., in the process of creating, amending, interpreting constitutional or other legal norms following the constitution, its various stages. But in this case, there is a question of ethics in disseminating information related to health care.

The International Code of Medical Ethics contains rather broad norms that can be conditionally grouped into general responsibilities of a physician, list of unethical activities of a physician, responsibilities of a physician to a patient, responsibilities of a physician to colleagues [2]. As we can see, in the context of the formation of state policy on the ethics of paid medical services, this normative act is quite a framework. However, it does not regulate the interaction of the state, society, and business in medical services. Thus, changing the policy of medical ethics in the provision of paid services is now the state's responsibility and largely depends on the activity of citizens in protecting their right to health [2].

It is crucial to develop government policies on health care ethics in areas such as reproductive health. The demographic situation in Ukraine and the nature of socio-economic processes, which are inextricably linked to human capacity building, show that the population's reproductive health is a factor in national security, a guarantee of Ukrainian society based on the rule of law, democracy, and human rights. Therefore, the issue of ensuring and protecting the reproductive health of the population has significant potential, directly related to the tasks of the state. The authorities' conceptual positions on fundamental issues, both reproductive health and the reproductive rights of the population, are crucial for many people in their quest to build strong families free from poverty and violence. Member States of global and regional integration structures introduce different options for legal approaches to use, in particular in the processes of human reproduction, Assisted Reproductive Technologies (from now on, ART), abortion, surrogacy.

At the national level, there are significant differences between states on the legality of equal access to reproductive health services, reimbursement of medical expenses, and the rights and recognition of children born due to or through reproductive technologies. Reproductive health and reproductive rights are novelties of modern demographic policy. The importance of legal and, in particular, administrative and legal regulation of relations in the field of ART is due, on the one hand, to the extraordinary achievements and results of scientific and technological progress in the field of ART. On the other, the rapid and inconsistent development of legislation in Ukraine's area of independence does not contribute to the effective functioning of the national health care system. According to Ukrainian scholars and foreign experts, the current state of legal regulation of relations in this area generally does not meet the requirements of the formation and development of modern social democracy, provoking fair comments. It is often controversial among politicians, scientists, health workers, and, most importantly, citizens.

The existence of processes of the interpenetration of norms of private and public law at regulation of the relations arising at the application of methods of auxiliary reproductive technologies is proved. Currently, there is no branch of law that would fully regulate the whole complex of relations in the field of ART. It is established that despite the regulation of connections on ART application by the norms of several branches of law, the current legislation in this area is a gap. The use of ART in practice precedes the formation of the legal framework and ethical regulation in this area.

According to the world's leading scientists, human health has a special place in the system of values professed by any civilized nation. But, in terms of forming a separate human biography and at the level of society's development, it isn't easy to find another phenomenon to which health would give way, deep inner meaning and impact on various spheres of activity.

Based on the components of the right to health, we will try to model possible structural changes in the interaction of a person and the state and the role of other subjects of interaction. Society as a whole and the state, as a form of organization of society, must develop new measures for the development and further functioning of health systems within countries and the world. Ensuring adequate sanitation involves strengthening control over contacts and movement of people. The simplest and most effective way is to control through digitalization tools. Of course, an ethical discussion arises regarding the limitation of the right to personal space and non-interference in a person's private life on the part of the state. Today, the emphasis is shifting from individual rights to collective security.

Health education and information as part of the right to health are also transforming. To form an attitude towards an object, it is necessary to have reliable and timely information. The leading role will be played here by the state and international organizations, which should provide communication channels. The experience of the COVID-19 pandemic shows that harboring or distorting information about the disease and the extent can lead to dire consequences for entire countries. Therefore, the emphasis is shifting to creating parallel channels of information with a wide range of access and target groups (for the population, for the sick, for medical personnel, etc.) [5].

Reproductive rights are based on recognizing the fundamental right of all couples and individuals to decide freely and responsibly how many children, at what time and at what intervals they want to have, and the ability to achieve the highest standards of sexual and reproductive health.

The World Health Organization (WHO) has outlined priorities for maintaining the population's health in the XXI century. Among them is a priority area such as reproductive health.

The right to free reproductive choice is the right of every person, especially women, because they suffer from the adverse effects and complications of pregnancy, which pose a risk to their health and even life.

In this regard, for every woman, the right to free reproductive choice and reproductive health is the right to freedom to decide on the implementation of its reproductive function: the development of the desired pregnancy and the birth of desired children, or the use of contraceptives, and in case of development unwanted pregnancy – the possibility of its termination in the conditions of available safe, effective and highly qualified medical care.

In the future, assisted reproductive technologies may follow different paths. The primary role is given to scientific and practical research of genetics at the molecular level to improve knowledge of the mechanisms of development of the egg, sperm, fertilization, embryo implantation, and pregnancy. Such studies are the basis for developing treatment protocols, preserving and restoring human reproductive function.

Further development of new medical technologies (ART methods, new drugs, and ovulation stimulation schemes, modification of endoscopic operations, reduction of fetuses in multiple pregnancies, etc.) will be carried out based on the biological research in reproduction and medical technology. A further direction is the improvement of methods of organizing the treatment process. Only an adequate organization will allow new medical technologies in health care, developed based on fundamental research results. We have seen that medical science and training have made significant strides in recent years. Maternal and child health has become a priority in the country.

Financial and medical services also have an ethical component, part of the minimum, guaranteed, and funded by the state list of services. Who and for whom determines this?

The reform of the financing of the health care sector of Ukraine envisages the transition from the funding of medical institutions following the budget to the payment by the state of the provided medical care to a specific person. In practice, the principle of "money follows the patient" means that the patient seeks help from a particular doctor. If he has his practice, the state transfers funds to the medical institution where the doctor works directly to the doctor. Thus, if before the state maintained medical institutions, now it pays for a specific package of medical services provided to patients. To introduce a new system of health care financing, the National Health Service of Ukraine (NHSU) has been established, which transfers budget funds to medical institutions and entrepreneurs' doctors for providing medical care to the population. The National Health Insurance Fund enters into agreements with all medical institutions and guarantees funding according to the number of patients who will receive medical care in these institutions. Funding is prepaid.

It is assumed that the financing of medical care through the National Health Insurance Fund will ensure uniform standards of medical care and equal access to medical services for every citizen, regardless of residence or place of registration. The state guarantees that every citizen who consults a family doctor will receive free assistance. Accordingly, the doctor is guaranteed to receive money for his work, according to the established tariff, regardless of where he works (in a big city or a rural area). Funding for the institution where the doctor, outpatient clinic, or entrepreneur works will be provided from the state budget and does not depend on the financial capacity of the local community or the commitment of local officials. Its volume is calculated exclusively following the number of citizens who have concluded agreements with doctors of these institutions. For the transition period, the current system of financing medical institutions is partially maintained (for the secondary and tertiary level) – through a subvention to local budgets. Legislative changes are expected to increase the efficiency of Ukraine's health care financing from the budget. Still, in many cases (some secondary and tertiary services, provision of medical services to vulnerable groups, development, and implementation of innovative and high-tech treatments, treatment severe or chronic diseases), the provision of quality medical care to the required extent requires the expansion and diversification of funding channels for the medical sector.

Reproductive health protection in Ukraine in the context of managerial discourse is closely linked to national security issues [5]. For example, the Demographic Development Strategy states that raising the birth rate is necessary for national development and prosperity, and reducing it is seen as a significant threat to national security. As a result, the population's reproductive health, including the use of assisted reproductive technologies, the creation of institutional and legal regulatory mechanisms for this purpose, are becoming segments of the state's strategies aimed at regulating the birth rate.

Decentralization reform poses new challenges for the provision of assisted reproductive technologies. The main problem is the access of the population to these programs. According to the current legislation, emergency, primary, outpatient, hospital, and palliative care services are financed by the state within the framework of the medical guarantee program. As a result, patients will have to pay for such services as non-emergency dentistry, referral to a doctor without a referral, aesthetic medicine, etc.

Since medical services for the use of assisted reproductive technologies do not belong to emergency and primary medicine, this area of medical services is outside the range of services that are provided at the level of the United Territorial Communities (UTC). At the UTC level, they can only be provided if possible. Given the rather complex and costly methods of using assisted reproductive technologies locally, such a medical service is almost impossible. Therefore, providing medical services in assisted reproductive technologies for couples who do not have the financial resources to receive these services on a paid basis remains open.

It should be noted that the management of health care must change with the development of the health care system itself and taking into account changes in approaches and principles of funding. After all, health care is such a complex system that proper functioning cannot do without adequate management. The principles of management in the health care system are in many respects similar to the principles of management in other sectors of the economy but have their unique specifics. The use of modern specific approaches to management makes it possible to increase the efficiency of the health care industry as a whole and individual medical institutions and medical teams. In turn, making sound management decisions and effective management of the medical institution in a competitive environment should be based on reliable statistical, accounting, economic and analytical data, the receipt and processing of which is possible only with the quality implementation of medical information systems.

Thanks to the decentralization reform, the united territorial communities will independently develop the system of primary health care providers on their territory. Also, there will be a method of forming a network of secondary health care - hospital districts soon. These steps should address the existing problems with creating a network of quality health services in the united communities and coordinate the actions of central executive bodies and local governments in the process of further reforming the health sector.

The essence of the decentralization process is the redistribution of powers and the allocation of funds to the local level. At the same time, it is important to ensure the provision of new quality services, including medical and public access to them. Today, all territorial bodies are being reformed. Therefore, it is necessary to show how medical services will be provided directly in changing the management system and how cooperation with bodies and institutions providing these services will be established (through funding, social support for those in need), provision of medicines, etc.).

The high cost of assisted reproductive technology programs remains extremely important, as most infertile couples cannot pay for infertility treatment on their own at a private clinic or turn to public health care providers at their own expense. Therefore, the state should use the potential to increase the birth rate by financing the most socially vulnerable segment of the population to improve the reproductive potential of the population of Ukraine. Such programs can be developed at the level of central budgets and local ones.

5 Conclusion

The mechanism of legal regulation of the use of high-tech methods needs further improvement, as the legislation of Ukraine regulates only some aspects of ART. Also relevant is the development of joint funding (co-financing) for the implementation of treatment programs using assisted reproductive technologies from the state budget, local budget, civil society institutions (mostly charitable foundations), and directly interested individuals (couples in need of treatment).
At the level of providing primary health care services, it is crucial to ensure the competence of doctors in this unit to timely refer infertile couples to providers of secondary (specialized) health care services following medical indications.
Therefore, the issues of improving legal, economic, and scientific measures for the further development of reproductive medicine in Ukraine remain relevant.

An essential tool that can be used to overcome crises such as the COVID-19 pandemic and achieve specific public health goals is public health policy. According to WHO, such a policy is seen as a set of decisions, plans, and actions related to the future vision, setting priorities, reaching consensus in the activities of various groups, setting goals and benchmarks in the short and medium-term (Health policy, WHO), decision-makers to review public health policy and search for new management approaches in its implementation. It is already becoming evident that health management requires a different strategy than in modern society, based on informed decisions.

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SEMANTICS OF ARCHETYPAL STRUCTURE OF VERBAL POETIC IMAGES IN ROBERT FROST'S "MOUNTAIN INTERVAL"

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Abstract: The article deals with the semantic peculiarities of archetypes forming the preconceptual structure of verbal poetic images constructed by Robert Frost in his collection "Mountain Interval". The research is carried out from the perspective of cognitive poetics and the archetypal approach. The article focuses on the main archetypes and concepts as the main units of collective unconscious. The main point of the article is the discussion of the significant semantic peculiarities of the archetypes which predetermine the structure of the poetic verbal images in the collection "Mountain Interval" by Robert Frost. As far as poetic texts are characterized by the complex structure as well as plurality of meanings and their interpretations, the paramount role in the expounding verbal poetic images and their semantic content belongs to cognitive poetics. Tsur's conception of cognitive poetics as the combination of traditional and newly developed methods of research is taken as the basic methodology in the investigation. The perspective of cognitive poetics makes it possible to determine the structure, semantics, and pragmatics of the verbal poetic images inferred from an artistic text.

Keywords: Archetype, Archetypal structure, Cognitive poetics, Collective unconscious, Semantics, Verbal poetic images.

1 Introduction

Language by its nature is a highly differentiating logical instrument that demands special procedures to transfer emotional experience. Using symbols meaningful to the recipients and at the same time preserving the semantics, the author of the literary text starts the interaction with the readers and defines the direction of their mental activity.

Modern linguistics is characterized by the coexistence of different paradigms of scientific knowledge, a variety of approaches and areas in the study of language. In particular, cognitive linguistics and cognitive poetics developed a precise methodological and conceptual system, the basis of which is the theoretical foundations of cognition, the methodological apparatus of cognitive linguistics, and the acquisition of various directions of traditional linguistics and literary criticism.

Cognitive linguistics considers language as a general cognitive mechanism. Its interests cover the mental basis of understanding and producing language from the point of view of how the structures of language knowledge are represented and involved in the processing information. Whereas, cognitive poetics studies semantics focusing on cognitive strategies for the formation and processing the information embodied in the artistic text, linguistic and cognitive aspects of poetic images in the works of various authors in national literatures.

Cognitive poetics is involved in investigating the ways with the help of which writers overcome the problem of irrelevance of the aim and means; it helps to find out the nature of the experience and relate it systemically to the poetic structures. Cognitive literary studies have become urgent in the past decade. S. Baumbach, R. Haekel, and F. Sprang [1] define the place of this new field of studies in the humanities, defining the scope of its research, methodological, theoretical, and conceptual challenges, multiple dimensions and objections of the cognitive literary studies. M. Hartner [12] and M. Burke [3] offer to view cognitive literary studies as interdisciplinary intersection of science and literature. The scholars dwell upon the relevance of cultural studies in the dialogue between cognitive researchers and literary scientists, and assume further systematic cognitive research of culture in general. L. Zunshine [37] speaks about the dynamics of cognitive literary studies and points out the possibility of existence of its new areas of study, for instance, cognitive disability studies, cognitive queer studies, studies of the new unconscious.

R. Tsur [33] as the main representative of the cognitive poetics shows how conventional poetic styles are created and modified by human cognitive systems and migrate in the cultural environment. The scholar also distinguishes the relation between the human mind and the surrounding world together with cultural forms as the outcomes of this correlation and concludes about the capacity of mind to shape poetic conventions in the aesthetic object. A further development of this idea is found in A. Vaughan-Evans, T. Robat, J. Llion, L. Peredur, W.J Manon and T. Guillaume [35] who theorize on the ability of human brain to process and create poetic forms and dwell upon the problem of how phonostylistic devices (metrical patterns, rhyme, alliteration) can be processed without taking into the meaning of the linguistic units.

F. Spang [30] scrutinizes poetic form with the help of cognitive sciences and view sonnet as a poetic form presupposing cognitive processes that affect the aesthetic experience of literary texts. A. Kuzmičová [21] does research on mental imagery, provides its typology in the context of reading experience. Neurocognitive poetics is viewed by A.M. Jacobs [13] as the basis of literary texts' reception.

Z. Kövecses [18] has made contribution to the theory of conceptual metaphor, analyzing its types, procedures of its identification in the literary texts and linguistic realization of conceptual metaphors. The scholar [17] also draws attention to the problem of cognitive linguistics to discuss both universal and specific cultural grounds of conceptual metaphors; thus he views the theory of conceptual metaphor as a means of analysis of both universal and national images. Z. Kövecses [19] defines two areas of functioning of conceptual system (contextual and conceptual organization), whereas the context (situational, discourse, conceptual-cognitive, and bodily) is of the most significance.

The latest scientific research done by Z. Kövecses [19] is dedicated to the conceptual metaphor theory and its relation to the media language, namely the participants of media communication, the structure, semantics and functions of conceptual metaphor in the context of media texts.

The theory of verbal poetic images, considered by means of cognitive-poetic approach of linguistic research, has become more relevant and developed in the last decade in the writings of Ukrainian scholars. Thus, L. Belekhova defines a verbal poetic image as "a kind of artistic communication aimed at the disclosure of textual, subtextual and non-textual information, which is based on the verbal poetic images that characterize it" [2]. The researcher considers this concept as an expression of the idea, the generalized content of the poetic text and the verbal poetic image as the embodiment of the image, idea, and content in the speech [2].

The aim of the article is to study the semantic peculiarities of the verbal poetic images in Robert Frost's collection "Mountain Interval" (30 poetic works that comprise the material of the research paper) by establishing their cognitive properties by means of the archetypal preconceptual background.

2 Materials and Methods

The choice of methods implied in the course of the study is determined by the main objectives, material and character of the article.

The general research methods include: deductive method – to consider the cognitive nature of the verbal poetic images; descriptive analytical method – to state the peculiarities of functioning of the archetypes in the poetry collection; inductive – to substantiate the archetypal preconceptual basis of the poetic texts by R. Frost; full-text corpus selection – to group the examples of archetypes found in the poetic texts; quantitative analysis – to distinguish qualitative properties of the verbal representation of the archetypal imagery in the poems under analysis.

Linguo-poetic analysis consists of linguo-stylistic analysis – the determination of the textual peculiarities of the imagery that form the individual creative style of the American poet; interpretational textual analysis and contextual analysis – the identification of the imagery semantics and its contextual realization; linguo-cultural analysis – the study of the archetypal preconceptual basis and its interconnections.

Linguistic analysis mainly presupposes semantic analysis which underlies the semantic significance of the archetypes represented in the literary texts under discussion; conceptual analysis is based on the theory of conceptual metaphor which reflects the writer's imagery realized in the poetic texts.

The sphere of interests of cognitive linguistics covers the mental fundamentals of understanding and producing language from the point of view of how structures of linguistic knowledge are represented and involved in the processing information. As R. Tsur [33, p. 281] notes, cognitive poetics offers cognitive theories that allow systematic study of the interrelations between the structure of literary texts and the way they are perceived by the reader. In addition, it delimits the effects that may be legitimately linked to the structures under consideration and those that do not have a link.

In cognitive poetics, it is commonly believed that poetic text not only has certain content and transmits thoughts, ideas, but also reveals the emotional qualities perceived by the reader. The work of Tsur "Aspects of Cognitive Poetics" [32] discusses the problem of the discrepancy between the emotional properties of the artistic text and the tendency of the human language to be clearly categorized.

According to the scholar, the word "cognition" has undergone significant changes over the last sixty years. Initially, it was used to denote the differences between rational and emotionally impulsive aspects of human mental life. According to modern terminology, the structure of cognition includes such processes and phenomena as perception, memory, attention, problem solving, language, thinking, and imagination. Tsur emphasizes that cognitive poetics operates with the notion of "cognition" in the second sense [33, p. 280], and if to take into consideration the fact that emotions are an orientation mechanisms, most of the exquisite poetic works are poetry of disorientation. In this case, the cognitive correlates of poetic processes need to be considered in three different perspectives, namely, as normal cognitive processes, as some modification or violation of these processes, and their reorganization according to other principles [33, p. 280].

As Tsur notes, the role of cognitive poetics is to describe the mechanisms of protection and orientation, the violation of which gives rise to a strong impression or experience. It also helps to clarify the nature of this experience and systematically correlate it with poetic structures [32, p. 293].

In his work, the scholar combines traditional techniques of structuralism, new critique and cognitive poetics. Commenting on the clarity between these approaches, he points out that the first two directions operate with critical terms of a broad narrative that allow for clear delineation in the text and between the texts. However, such a differentiation does not foresee further conclusions. Only the effect of the perception of the text by the reader attaches importance to any descriptions. Namely cognitive poetry provides the basis for organizing data on these effects. On the other hand, the terms of cognitive poetry have a limited descriptive content that would allow for certain delineation within and between poetic texts, and, therefore, they are completely dependent on the terminology developed by the new critique and structuralism, as well as the poetic theory of the 18th century [32, p. 304].

Tsur's perspective of cognitive poetics has significant divergences from the general tendencies in the development of cognitive linguistics. The differences lie in the very approach to the literary text, in the issues which have to be solved by the researchers who are inclined to one or another methodological approach. Tsur indicates that there is a tendency in cognitive linguistics to create a basic cognitive metaphor from a large number of diverse metaphors, while cognitive poetics emphasizes the uniqueness of each metaphor, the special poetic effect created by it. In addition, cognitive poetics contains theoretical developments relating to thematic, semantic, and syntactic structures, reader's cognitive style, rhyme, and the interaction of all these factors in influencing the reader's perception of the text.

Besides, cognitive poetics examines semantic and rhythmic structure of verses on the basis of general principles common to these two aspects. It takes into consideration alternative variants of text reproduction (imaginary or vocal), thus the contradictions in the metaphor lie in its semantic interpretation, and the ambiguity of the poetic rhythm is in the rhythmic implementation. At the same time, both semantic and rhythmic structures are formed and limited by cognitive processes [32, p. 309].

Consequently, cognitive linguistics considers language as a general cognitive mechanism, it covers the mental basis of understanding and producing language from the point of view of how the structures of language knowledge are represented and involved in the information processing.

3 Results and Discussion

Any literary text is an example of the writer's cultural outlook which can be traced and interpreted by means of archetypal images. Semantic and aesthetic transformation of archetypes in literature, the change and interchange of meanings of linguistic units that compose the structure of the literary text results in the change of shades of meaning perceived in the complex perspective of the artistic unit. The system of archetypes developed by Jung forms the preconceptual ground of the verbal poetic image and the basis of the conceptual metaphor construction. The preconceptual layer of imagery in the collection of poems "Mountain Interval" by R. Frost is structured by such archetypes as *traveller, person, hero/trickster, way, water, fire, light, darkness, earth, mother, transformation, trinity, regeneration, mother, repository, tree, connection, movement.*

3.1 Archetype as the Conceptual Basis of the Verbal Poetic Image Formation

Since figurative thinking is characterized by the ability of a person to coincide objects and phenomena of the surrounding reality with one another, to imagine one subject by means of another, the artistic image represents a specific form and way of life representation by means of different art forms. In cognitive poetics, the poetic image is described as a linguistic-cognitive construction.

Archetypes are the most fundamental universal human mythological images and motifs, the ancestral schemes of the collective unconscious, which can be found in the foundations of any artistic structure. The definition of archetype belongs mainly to the newest scientific paradigmatic structures [25], but the most important is the evolution of scientific views based on the concept of archetype which was revealed in the theory of "individual unconscious" of Freud [9] and "universal prototyping" of Jung [16].

According to the theory of psychoanalysis by Freud, the art is a form of compensatory satisfaction of human's unconscious desire [9, p. 158]. In the context of the "individual unconscious", two primary archetypes are engrained: sexuality and the desire for death, i.e., they predetermine love and violence, and their sublimation motivates human actions.

G. Lacoff and M. Johnson, who were working in the framework of cognitive semantics, formulated the definition of the concept of "cognitive unconscious" as the properties of the human psychology to form preconceptual structures of thought by means of the gestalt perception of objects and phenomena of objective reality through the corporal, sensual, and sensory-motor interaction of man with the surrounding world [23, p. 10-11].

Considering the results of the researches of P. Churchland [5] and T. Regier [28] in the sphere of psychology and neurophysiology, most of the thinking operations are carried out automatically by the person without realizing them, but not in the sense of the suppressed instincts of the unconscious, according to the interpretation of Freud - it forms them beyond the level of cognitive awareness, without making any effort to understand them [5, p. 42-46; 28, p. 63-70]. This is due to the fact that part of the conceptual human's system, the mind is formed even before the reflexive stage of its development, before comprehending itself [23, p. 12]. The realization of oneself and of the surrounding world, the construction of a conceptual image of the world is the basis of the person's rational behavior that distinguishes him from an animal [21].

The conceptual human system is formed by different kinds of knowledge. This is due to the source of information one uses and way how it is realized: through the cognitive unconscious or the conscious one. Belekhova distinguishes three levels of mental representations:

- Preverbal, containing archetypal image-schema;
- Conceptual, structured by various concepts, ordered in schematic models of images using image-schemes;
- Verbal, revealing archetypal image-schemas and conceptual schemes in verbal poetic images [2, p. 13].

The intuitive coverage of archetypes is ahead of any action; it is a cognitive structure in which the generic experience is written in a short form [28]. Jung conducted a parallel between the archetypes and the system of axes of the crystal, which preforms the crystal in solution, being a non-material field that distributes the atoms of substance [14]. In the psyche, this "substance" is the person's external and internal experience, organized in accordance with innate images [23]. In pure form, the archetype does not include the consciousness; it is always combined with certain representations of human experience and undergoes a conscious processing. The archetypal images of consciousness that are observed in dreams and hallucinations are closer to the archetype. These are intricate, dark images that are perceived as horrible, hostile, but at the same time being experienced as something incredibly higher from the man himself, something even divine. Jung emphasizes that facing them causes strong emotions, leads to the transformation of individual consciousness [16].

Agafonov notes that understanding the archetypes arises due to the activation of relations between conscious and unconscious contents, which makes it possible to understand [1]. In modern psychology, the relation between consciousness and the actualized areas of the meanings of the unconscious is regarded as figurative background. The figure, the image of the conscious is perceived even against the background of the unconscious, which J. Lacan calls "silence that speaks" [22].

The term "archetype" itself was introduced by the psychological school, which gave an explanation of its nature and held the boundary between archetype and instinct, archetype and symbol [16, 4]. The representatives of the literary direction outlined the ways of studying archetypes in mythology, folklore, religious writings and fiction, and defined a circle of the most widespread archetypal themes, plots, and symbols (Meletinsky 1995; Toporov 1995; Campbell 1998; Frye 1957). The subject of the study of archetypes in linguistics is the discovery of ways of their verbal formulation [36].

In analytical psychology, under the influence of Jung's ideas, archetype is regarded as a form of consciousness. According to the scholar, poets and other talented people join the other voice despite their own one which seems to come from the depths of consciousness [14]. The creators' consciousness can acquire the meaning that flows from the hidden depths of the subconscious and gives it a religious and artistic form. They cover some forms that appear spontaneously in the human consciousness and have the ability to influence the inner world. Then these forms were called "collective unconscious" [14]. For Jung, the collective unconscious is the generic memory of mankind, the result of the family's life. It is inherent in every person, transmitted from generation to generation and is the basis of the individual psyche and its cultural identity. Thus, L. Belekhova concludes that archetypes of the collective unconscious are cognitive patterns and images that always accompany a person and used to be the source of mythology and poetry [2].

Systemizing the views of Jung, Belekhova discovered 17 archetypes, which are divided into psychological and cultural archetypes. According to Jung, the psychological archetypes include: *spirit, ego, shadow, anima and animus, water, mother, transformation or regeneration* [14, 15]. The cultural archetypes include *trinity, hero, Madonna, eternal traveler* [16]. The distinction between cultural archetypes and psychological is that they are not contained in the collective unconscious, but they are actualized in the minds of archetype images created by the humanity in the process of systematization and schematization of cultural experience [2, p. 12]. According to Belekhova, a cultural archetype is a deliberately redesigned psychological archetype in the judgments and assessments of individuals, the content of which is manifested through the relationship with the myth, religious doctrine, fairy tale and literature [2, p. 18].

Cultural archetypes play the role of spontaneously functioning stable structures of processing, storing, and representing collective experience. One can single out universal and ethnic cultural archetypes among them. By preserving and reproducing the collective experience of cultural genesis, universal cultural archetypes provide continuity and unity of general cultural development.

Ethnic cultural archetypes are the constants of national spirituality, expressing and consolidating the basic properties of the ethnos as cultural integrity. Each national culture is dominated by its ethnic cultural archetypes which essentially determine the peculiarities of world outlook, the nature of artistic creativity and the historical fate of the people [2]. According to Jung, the actualization of the archetype is a step into the past, a return to the archaic properties of spirituality [14]. At the same time, as A. Zabyiako notes, strengthening the archetypal value can be a projection into the future, as the ethnical cultural archetypes express not only the experience of the past, but also the speculation of the future, the dream of the people [37].

The inventory of psychological and cultural archetypes can be supplemented by analyzing the works of the followers of Jung and representatives of other areas of studying the archetypes. Listing the archetypes that are not mentioned in the works of Jung, Belekhova notes, first of all, the psychological archetypes of WATER, FIRE, AIR, and EARTH, which denote the elements of the world [2]. The scholar points out that the archetype of WATER is the most recognized. Toporov relates its universal nature to the idea of prenatal consciousness, according to which the events of the prenatal period are fixed by the embryo, and the results of this non-sensory perception are the so-called "oceanic feelings" that pass through all the human's life [31].

Studies devoted to the concept of "archetype" show the tendency to find out the mechanism of formation of archetypal images [30, 31, 36], to find archetypes not only in the life of a man and the nature, but also in artifacts and products of human activity. According to Jung, the archetype receives content only when it becomes conscious and thus it is enriched by the facts of conscious experience [15]. An archetypal image arises as a result of mediation of the deep imperatives of the tribal past [14].

The core of archetypes is mythology, and the deployment of the mythology is carried out through narrative mapping, through comprehension of the plots, motifs, and symbols contained in the Bible, myths and masterpieces of world culture [2].

So, the introduction of schematics of basic concepts and archetypes, which is the basis of a verbal poetic image, into the conceptual scheme that structures the conceptual hypostasis of the image, is carried out on the basis of various types of poetic thinking by means of linguistic cognitive operations.

3.2 Semantics of the Archetypal Figurative Plane of Frost's Poetic Texts

Having analyzed the works from the poetic collection "Mountain Interval" [10] by R. Frost, it has been discovered that, in spite of the variety of images in the poems, it is possible to follow certain tendencies in the selection of basic concepts that serve as the basis for constructing verbal poetic images.

In particular, in the poem "The Road Not Taken" the cultural archetype of the ETERNAL TRAVELER distinguished by Jung [14] can be observed. It underlies the very image of the lyrical hero and is realized in the following verbal poetic image:

(1) *"Two roads diverged in a yellow wood, / And sorry I could not travel both / And be one traveler, long I stood…"* (Frost 1920: 4);

(2) *"Yet knowing how way leads on to way, / I doubted if I should ever come back"* (Frost 1920: 4).

In the first case, the archetype of the ETERNAL TRAVELER is closely intertwined with the archetype of the PERSON, the main conceptual implication of which is integrity that is embodied in this image. The same archetype is found, however, in a slightly different, less literal interpretation, i.e., in the work "Birches". This verse also imposes another archetype of the HERO/TRICKSTER. These two archetypes are realized in the image of a boy who shakes birches:

(3) *"When I see birches bend to left and right / Across the lines of straighter darker trees, / I like to think some boy's been swinging them" (Frost 1920: 26);*

(4) *"One by one he subdued his father's trees / By riding them down over and over again / Until he took the stiffness out of them, / And not one but hung limp, not one was left / For him to conquer. He learned all there was / To learn about not launching out too soon / And so not carrying the tree away / Clear to the ground. He always kept his poise / To the top branches, climbing carefully / With the same pains you use to fill a cup / Up to the brim, and even above the brim. / Then he flung outward, feet first, with a swish, / Kicking his way down through the air to the ground / So was I once myself a swinger of birches"* (Frost 1920: 28).

One can observe the implementation of the archetype of the *eternal traveler* in the following works:

(5) "The Telephone": *"When I was just as far as I could walk / From here today..."* (Frost 1920: 21);

(6) "An Encounter": *"Sometimes I wander out of beaten ways, / Half-looking for the orchid Calypso"* (Frost 1920: 34);

(7) "The Smile" ("The Hill Wife"): *"I didn't like the way he went away. / That smile! It never came of being gay / … / … the wretch knew from that that we were poor. / … / I wonder how far down the mad he's got. / He's watching from the woods as like as not"* (Frost 1920: 34);

(8) "Snow": *"Well, now I leave you, people. / ... / "Well, there's the storm. That says I must go on. / That wants me as a war might of it came. / Ask any man. / … / We've found out in one hour more about him / Than we had seeing him pass by in the road / A thousand times. If that's the way he preaches!"* (Frost 1920: 68);

(9) "The Sound of the Trees": *"I shall set-forth for somewhere / I shall make the reckless choice, / ... / I shall have less to say, / But I shall be gone"* (Frost 1920: 75).

(10) "Bond and Free": *"Thought has need of no such things, / For Thought has a pair of dauntless wings / ... / Thought cleaves the interstellar gloom / And sits in Sirius' disc all night, / Till day makes him retrace his flight, / With smell of burning on every plume"* (Frost 1920: 25).

One of the basic concepts that is most often found in the collection is the concept of the WAY. Thus, the images based on this concept in the first poem "The Road Not Taken" are the following:

(11) *"Two roads diverged in a yellow wood... "* (Frost 1920: 4);

(12) *"… way leads on to way... "* (Frost 1920: 4);

(13) *"Two roads diverged in a wood, and I— / I took the one less traveled by"* (Frost 1920: 5).

The concept WAY is realized through moving from one house to another in the composition "In the Home Stretch":

(14) *"It's a day's work / To empty one house of all household goods / And fill another with 'em fifteen miles away"* (Frost 1920: 15).

The verse "Meeting and Passing" also contains this concept, which has an additional implication of the traversed path:

(15) *"As I went down the hill along the wall/ ... / As you came up the hill"* (Frost 1920: 22);

(16) *"Afterward I went past what you had passed / Before we met and you what I had passed"* (Frost 1920: 22).

The concept WAY in the poem "Birches" is implemented through denial:

(17) *"And life is too much like a pathless wood"* (Frost 1920: 27).

The poem "Brown's Descent, or the Willy-Nilly Slide" contains in its very name the coded concept of the WAY. Moreover, this concept is viewed in the following images:

(18) *"And many must have seen him make / His wild descent from there one night,"* (Frost 1920: 52);

(19) *"He gained no foothold, but pursued / His journey down from field to field"* (Frost 1920: 53);

(20) *"Well-I-be-" that was all he said / As standing in the river road / He looked back up the slippery slope / (Two miles it was) to his abode" (Frost 1920: 55);*

(21) *"Don't think Brown ever gave up hope / of getting home again because / He couldn't climb that slippery slope"* (Frost 1920: 54);

(22) *"It must have looked as if the course / He steered was really straight away / From that which he was headed for"* (Frost 1920: 54);

(23) *"But now he snapped his eyes three times; / Then shook his lantern, saying, "Ile's / 'Bout out! " and took the long way home / By road, a matter of several miles"* (Frost 1920: 55).

"The Gum-gatherer" also contains images based on the concept of the WAY:

(24) *"There overtook me and drew me in / To his down-hill, early-morning stride, / And set me five miles an my road / Better than if he had had me ride..."* (Frost 1920: 56);

(25) *"To be coming home the way I was"* (Frost 1920: 57);

(26) *"He came from higher up in the pass"* (Frost 1920: 57).

Moreover, the concept of the WAY is the basis of several images of the verse "Snow":

(27) *"Lucky for you / You had us for a half-way station / To stop at"* (Frost 1920: 70);

(28) *"... him pass by in the road / A thousand times"* (Frost 1920: 69);

(29) *"...he thinks he is going to make our house / A halfway coffee house 'twixt town and nowhere"* (Frost 1920: 72).

The last work of the collection is "The Sound of the Trees" that contains an image based on the concept WAY:

(30) *"They are that that talks of going / But never gets away"* (Frost 1920: 74).

Thus, it is obvious that in the seven works of the book "Mountain Interval", there are 28 images based on the concept of the WAY, which gives grounds for assumptions about the weighty place in the figurative plane of Frost's poetry.

The concept WATER which has been noticed in the poems of Frost is one of the four psychological archetypes that have the meaning as the elements of the world, or the elementary ideas. As this concept is universal, it allows multi-valued interpretations. First of all, its attractiveness is connected with the idea of prenatal consciousness. According to it, events of the prenatal period are fixed by the embryo and pass through, as a result of non-sensory perception through the entire human life [10]. WATER can be seen as a source of life and death, motion and calmness, a real state, a source of purification.

This archetype can be observed in the images of the poem "In the Home Stretch":

(31) *"…weeds the water from the sink made tall"* (Frost 1920: 12);

(32) *"Rank weeds that love the water from the dish-pan / More than some women like the dish-pan"* (Frost 1920: 12).

Here the archetype of the WATER contains the implication of "the source of life" the same as in the title of the work "Hyla Brook", where water is an environment in which the existence of many living creatures originates and passes. However, in this verse such an image is observed:

(33) *"Sought for much after that, it will be found / Either to have gone groping underground (And taken with it all the Hyla breed / That shouted in the mist a month ago, / Like ghost of sleigh-bells in a ghost of snow)"* (Frost 1920: 23).

In this case, another implementation of the archetype of the WATER is realized: "the river of death", "underground river" – the Styx. Thus, within the same work, there is a collision of the antagonistic implications of one archetype.

In the verse "Birches", water has a negative implication as the ice suppresses the vitality of trees:

(34) *"But swinging doesn't bend them down to stay. / Ice-storms do that. Often you must have seen them / Loaded with ice a sunny winter morning / After a rain"* (Frost 1920: 27).

Furthermore, the archetype of the WATER is verbalized in the following verbal poetic images:

(35) *"They click upon themselves /As the breeze rises, and turn many-colored /As the stir cracks and crazes their enamel./ Soon the sun's warmth makes them shed crystal shells / Shattering and avalanching on the snow-crus – / Such heaps of broken glass to sweep away / You'd think the inner dome of heaven had fallen"* (Frost 1920: 27).

So, there are various implications of the archetype of WATER in this verse, namely: destruction (ice-storms, rain), numbness (enamel, snow-crust), purity (crystal shells).

Moreover, water (snow) is equivalent to the passage of time and the past in the poem "A Patch of Old Snow":

(36) *"There's a patch of old snow in a corner / … / Had brought to rest. / The news of a day I've forgotten"* (Frost 1920: 11).

The next work that contains the archetypal image of water is "Pea Brush". Here WATER means life and may be considered as its analogue:

(37) *"stifling hat with the odor of sap / From stumps still bleeding their life away"* (Frost 1920: 29);

(38) *"The frogs that were peeping a thousand shrill / Wherever the ground was low and wet"* (Frost 1920: 29).

An image from the poem "The Cow in Apple Time" includes a similar implication of this archetype:

- *"Her face is flecked with pomace and she drools / A cider syrup"* (Frost 1920: 33);
- *"Her udder shrivels and the milk goes dry"* (Frost 1920: 33).

The "Range-finding" also includes an archetype of the WATER in the meaning of "purity":

(39) *"straining cables wet with silver dew"* (Frost 1920: 35).

In the poem "The Bonfire" one may encounter the following implementation of the archetype of the WATER:

(40) *"setting fire to all the brush we piled / With pitchy hands to wait for rain or snow. / Oh, let's not wait for rain to make it safe"* (Frost 1920: 40).

The image of the work "Out, Out" gives life some signs of fluid, thereby WATER is an analogue of life:

(41) *"as if to keep / The life from spilling"* (Frost 1920: 50).

The poetry "Brown's Descent, or the Willy-Nilly Slide" treats water (ice) vice versa as an anxiety that causes isolation:

(42) *"the icy crust / That cased the world"* (Frost 1920: 53).

The implications of the archetype of the WATER in the poem "The Gum-gatherer" are movement, element, and the source of life birth:

(43) *"We talked like barking above the din / Of water we walked along beside"* (Frost 1920: 57);

(44) *"… the grist of the new-beginning brooks / Is blocks off the mountain mass"* (Frost 1920: 57).

A precipitancy as a force of nature is a conceptual implication of the archetype of the WATER which may be also traced in the work "The Vanishing Red":

(45) *"The water in desperate straits like frantic fish / Salmon and sturgeon, lashing with their tails"* (Frost 1920: 59).

In the poetry "Snow", WATER (snow) is interpreted as an obstacle in one case, but as a source of heat in another:

(46) *"it's piling up against you / You see the snow-white through the white of frost?"* (Frost 1920: 63);

(47) *"found me banking up the house with snow. / And I was burrowing in deep for warmth"* (Frost 1920: 67).

Consequently, the archetype of the WATER extremely often manifests itself in the verbal poetic images of works by Frost.

Another archetype that belongs to the notation of the four elementary ideas is FIRE. It is often found in the figurative plane of the poetic collection by Frost. Like most of the archetypes, FIRE is ambivalent, i.e., it can have various and even contradictory conceptual implications, such as "heat", "life", "family hearth" on the one hand, and "burning", "destruction", "threat", "death" on the other.

Thus, in the poem "In the Home Stretch" one can see the verbalization of the archetype of the FIRE through the image of the cooker, which is a source of warmth, home coziness:

(48) *"We've got to have the stove, / Whatever else we want for"* (Frost 1920: 17);

(49) *"It's good luck when you move in to begin / With good luck with your stovepipe"* (Frost 1920: 18);

(50) *"When there was no more lantern in the kitchen, / The fire got out through crannies in the stove / And danced in yellow wrigglers on the ceiling, / As much at home as if they'd always danced there"* (Frost 1920: 20).

The work "An Encounter" contains the archetype FIRE, which has the implication of "destruction", embodied in the form of the sun:

(51) *"… the sun / By its own power seems to be undone"* (Frost 1920: 34).

The verse "The Bonfire" is permeated through images based on the archetype of FIRE, which is seen in the title of the work. Conceptual implications of the FIRE in text vary from "the source of heat", "ritual fire" to "element", "destruction", "war", "death":

(52) *"let's go up the hill and scare ourselves / As reckless as the best of them tonight, / By setting fire to all the brush we piled / With pitchy hands to wait for rain or snow"* (Frost 1920: 40);

(53) *"Divide it? No! But burn it as one pile / The way we piled it"* (Frost 1920: 40);

(54) *"Let's all but bring to life this old volcano"* (Frost 1920: 40);

(55) *"Let wild fire loose we will..."* (Frost 1920: 40);

(56) *"sweeping round it with a flaming sword, / Made the dim trees stand back in wider circle"* (Frost 1920: 43);

(57) *"I gave it / To flames without twice thinking"* (Frost 1920: 43);

(58) *"the thought of all / The woods and town on fire by me, and all / The town turned out to fight for me – that held me"* (Frost 1920: 44);

(59) *"I walked so light on air in heavy shoes / In spite of a scorched Fourth-of-July feeling"* (Frost 1920: 44);

(60) *"War is for everyone, for children too. / I wasn't going to tell you and I mustn't. / The best way is to come up hill with me / And have our fire and laugh and be afraid"* (Frost 1920: 44).

Verbal poetic images based on the basic concept of SPACE are often encountered in the collection "Mountain Interval". In particular, the poetic text "Christmas Trees" contains such an image:

(61) *"The city had withdrawn into itself / And left at last the country to the country"* (Frost 1920: 6).

In this poetic image, "the city" and "the country" are verbalizations of the concept SPACE, as they mean a certain delimited space. In the work "An Old Man's Winter Night" one can see the implementation of this concept in the following images:

(62) *"All out of doors looked darkly in at him"* (Frost 1920: 9);

(63) *"the pane in empty rooms"* (Frost 1920: 9);

(64) *"what it was / That brought him to that creaking room was age"* (Frost 1920: 9);

(65) *"having scared the cellar under him"* (Frost 1920: 9);

(66) *"One aged man – one man –can't fill a house / A farm, a countryside"* (Frost 1920: 10).

In these examples, the concept SPACE also displays signs of locked space, as well as some inside placement. The poetic work "In the Home Stretch" is thoroughly penetrated by the implications of the concept SPACE as enclosed space, shelter, home:

(67) *"out through a dusty window"* (Frost 1920: 12);

(68) *"Behind her was confusion in the room"* (Frost 1920: 12);

(69) *"the frame / Of such a little house"* (Frost 1920: 12);

(70) *"Once left alone, / You and I, dear, will go with softer steps / Up and down stairs and through the rooms"* (Frost 1920: 15);

(71) *"you see /More than you like to own to out that window"* (Frost 1920: 16);

(72) *"To empty one house of all household goods / And fill another with 'em fifteen miles away"* (Frost 1920: 18).

The "sealed space, protection" implication is also seen in the verse "Bond and Free":

(73) *"With hills and circling arms about – / Wall within wall to shut fear out"* (Frost 1920: 25).

The poem "The Hill Wife" also contains the concept with similar implications:

(74) *"the birds come round the house"* (Frost 1920: 36);

(75) *"their built or driven nests"* (Frost 1920: 36);

(76) *"they returned / To the lonely house from far away"* (Frost 1920: 36);

(77) *"preferring the out- to the in-door night"* (Frost 1920: 37).

In the above-mentioned work, SPACE is represented as the sign of closure with a negative connotation, this seclusion also causes fear. In addition, the SPACE concept is also seen in the last two poetic texts of the book:

(78) *"Not another house / Or shelter to put into from this place / To theirs*" (Frost 1920: 63);

(79) *"noise / So close to our dwelling place"* (Frost 1920: 74).

Another realistic archetype in the set of images is the LIGHT. In almost all the cases, this concept has the implications of "feeling joy", "hope for the better", "desire for knowledge", "a sense of vital energy". This archetype is found in the following poetic works:

(80) "Christmas Trees": *"Where the sun shines now no warmer than the moon"* (Frost 1920: 7);

(81) "An Old Man's Winter Night": *"What kept his eyes from giving back the gaze" Was the lamp tilted near them in his hand"* (Frost 1920: 9); *"A light he was to no one but himself... / A quiet light, and then not even that"* (Frost 1920: 9); *"the broken moon / As better than the sun in any case"* (Frost 1920: 9);

(82) "In the Home Stretch": *"And a light / Have we a piece of candle if the lamp / And oil are buried out of reach?"* (Frost 1920: 17); *"He fetched a dingy lantern from behind /A door"* (Frost 1920: 17); "*I'll light the fire for company for you*" (Frost 1920: 18); *"Let's see you find your loaf. I'll light the fire"* (Frost 1920: 18); *"Our sitting here by lantern-light together..."* (Frost 1920: 18); *"to grope / By starlight in the grass for a last peach"* (Frost 1920: 19); *"I'm going to put you in your bed, it first / I have to make you build it. Come, the light"* (Frost 1920: 19); *"When there was no more lantern in the kitchen / The fire got out through crannies in the stove..."* (Frost 1920: 20).

In this poem, the LIGHT also makes it possible to discover the DARKNESS:

(83) *"Watch this husky swarming up / Over the wheel into the sky-high seat, / Lighting his pipe now, squinting down his nose / At the flame burning downward as he sucks it. '/ 'See how it makes his nose-side bright, a proof / How dark it's getting"* (Frost 1920: 15);

(84) "The Hill Wife": *"lamps unlighted and fire gone gray": "They learnt to leave the house-door wide / Until they had lit the lamp inside"* (Frost 1920: 38);

(85) "The Exposed Nest" (implication of "threat"): *"left defenseless to the heat and light"* (Frost 1920: 48);

(86) "Brown's Descent, or the Willy-nilly Slide": "*everyone for miles could see / His lantern when he did his chores*" (Frost 1920: 52); *"descent from there one night, / 'Cross lots, 'cross walls, 'cross everything, / Describing rings of lantern light"* (Frost 1920: 52);

(87) "Snow": *"Meserve seemed to heed nothing but the lamp"* (Frost 1920: 64).

Thus, the archetype of LIGHT also belongs to the frequent use by Frost, and its conceptual implications are always synonymous, which can testify to the general trend of symbolism of light to the author.

In addition to the listed archetypes and basic concepts, in the poetic collection "Mountain Interval" one encounters some more archetypes, like the following:

WOOD (predominantly "tree of knowledge of good and evil", "tree of life", "fruit"):

(88) "Christmas Trees": *"He asked if I would sell my Christmas trees"* (Frost 1920: 6); *"I hadn't thought of them as Christmas Trees"* (Frost 1920: 6);

(89) "In the Home Stretch": *"a good-night call / On the old peach trees on the knoll to grope / By starlight in the grass for a last peach"* (Frost 1920: 19)*; "out we go/ To go the round of apple, cherry, peach, / Pine, alder…"* (Frost 1920: 19);

(90) "The Telephone": *"leaning with my head against a flower / I heard you talk"* (Frost 1920: 21);

(91) "Birches": *"I see birches bend to left and right / Across the lines of straighter darker trees" (Frost 1920: 26); "You may see their trunks arching in the woods / Years afterwards, trailing their leaves on the ground / Like girls on hands and knees that throw their hair / Before them over their heads to dry in the sun"* (Frost 1920: 26);

(92) "Putting in the Seed": *"If I can leave off burying the white / Soft petals fallen from the apple tree"* (Frost 1920: 31);

(93) "Range-finding": *"The stricken flower bent double and so hung; A butterfly its fall had dispossessed / A moment sought in air his flower of rest"* (Frost 1920: 35);

(94) "A Girl's Garden": *"She says she thinks she planted one / Of all things but weed"* (Frost 1920: 45); *"A hill each of potatoes, / Radishes, lettuce, peas, / Tomatoes, beets, beans, pumpkins, corn, / And even fruit trees"* (Frost 1920: 46); *"she has long mistrusted / That a cider apple tree / In bearing there to-day is hers"* (Frost 1920: 47); *"Her crop was a miscellany / When all was said and done, / A little bit of everything, / A great deal of none"* (Frost 1920: 47);

(95) "The Sound of the Trees": *"I wonder about the trees. / Why do we wish to bear/ Forever the noise of these..."* (Frost 1920: 74); *"As it grows wiser and older, / That now it means to stay"* (Frost 1920: 74); *"Someday when they are in voice / And tossing so as to scare / The white clouds over them on"* (Frost 1920: 74);

MOVE (moving, time lapse):

(96) "In the Home Stretch": *"besides the things I tell you of, / I only see the years. They come and go / In alternation with the weeds, the field. The wood"* (Frost 1920: 17);

(97) "Hyla Brook": *"By June our brook's run out of song and speed"* (Frost 1920: 23);

(98) "Bond and Free": *"Love has earth to which she clings /… / Thought cleaves the interstellar gloom…"* (Frost 1920: 25);

(99) "Birches": *"birches bend to left and right..."* (Frost 1920: 26);

TPANSFORMATION / REGENERATION (death / birth, rebirth to life, beginning / end, etc.):

(100) "A Patch of Old Snow": *"a blow-away paper the rain / Had brought to rest."* (Frost 1920: 11);

(101) "In the Home Stretch": *"Ed begins to get out on a Sunday / To look us over and give us his idea / of what wants pruning, shingling, breaking up. / He'll know what he would do if he were we, / ... he'll take it out in planning"* (Frost 1920: 17); *"The new moon!"* (Frost 1920: 19); *"It's good luck when you move in to begin / With good luck with your stovepipe"* (Frost 1920: 18); *"things that don't exist; I mean beginnings. / Ends and beginnings – there are no such things. / There are only middles"* (Frost 1920: 19); *"End is a gloomy word"* (Frost 1920: 19);

(102) "The Oven Bird" : *"makes the solid tree trunks sound again"* (Frost 1920: 24); *"The question that he frames in all but words / Is what to make of a diminished thing"* (Frost 1920: 24);

(103) "An Encounter": *"a resurrected tree, / A tree that had been down and raised again"* (Frost 1920: 34);

(104) "Range-finding": *"The battle rent a cobweb…" (Frost 1920: 35), "And still the bird revisited her young"* (Frost 1920: 35);

(105) "The Hill Wife": *"he learned of finalities / Besides the grave"* (Frost 1920: 39);

(106) "A Girl's Garden": *"To plant and tend and* reap *herself" (Frost 1920: 45); "give you a chance to put some strength / On your slim-jim arm"* (Frost 1920: 45);

(107) "The Exposed Nest": *"even help pretend / To make it root again and grow afresh"* (Frost 1920: 48);

(108) "The Gum-gatherer": *"the grist of the new-beginning brooks / Is blocks split of the mountain mass"* (Frost 1920: 56);

EARTH (life-giving soil, substrate, which has everything possible, universal ground):

(109) "Pea Brush": *"The frogs that were peeping a thousand shrill / Wherever the ground was low and wet"* (Frost 1920: 29);

(110) "Putting in the Seed": *"you lose sight / Of what you came for and become like me,/ Slave to a springtime passion for the earth"* (Frost 1920: 31); *"the soil tarnishes with weed"* (Frost 1920: 31); *"seedling with arched body comes / Shouldering its way and shedding the earth crumbs"* (Frost 1920: 31);

(111) "A Time to Talk": *"stand still and look around / On all the hills I haven't hoed"* (Frost 1920: 32); *"I thrust my hoe in the mellow ground"* (Frost 1920: 32);

(112) "Range-finding": *"the bare upland pasture"* (Frost 1920: 35);

(113) "The Hill Wife": *"She was free, / And followed where he furrowed field…"* (Frost 1920: 38);

(114) "A Girl's Garden": *"she asked her father / To give her a garden plot / To plant and tend and reap" (Frost 1920: 45); "He thought of an idle bit / Of walled-off ground where a shop had stood"* (Frost 1920: 45);

TRINITY:

(115) "Snow": *"The three stood listening to a fresh access / Of wind…"* (Frost 1920: 59); *"And three miles more to go!"* (Frost 1920: 64); "*And by so doing give these three, lamp, dog, /And book-leaf, that keep near you, their repose*" (Frost 1920: 65);

MOTHER:

(116) "The Exposed Nest": *"The way the nest-full every time we stirred / Stood up to us as to a mother-bird / Whose coming home has been too long deferred, / Made me ask would the mother-bird return"* (Frost 1920: 49).

Thus, having analyzed the preconceptual aspect of the figurative plane of the collection "Mountain Interval" by Frost, the following series of archetypes and basic concepts can be revealed: ANIMAL TRAINER, PERSON, HERO / TRICKSER, WAY, WATER, FIRE, LIGHT, DARK, TRANSFORMATION/REGENERATION, TRINITY, MOTHER, SPACE, TREE, MOVE. They are verbalized by means of 204 images, as it was discovered.

4 Conclusion

To conclude, it is important to mention that cognitive poetics mainly deals with the fundamentals of producing, comprehending, and processing information of the surrounding reality. This linguistic field studies the interrelation between the artistic texts and the way they are perceived by the recipients. Tsur's concept of cognitive poetics contains theoretical developments concerning thematic, semantic, and syntactic structures, the cognitive style of the reader, rhyme, and interaction of all these factors which influence the reader's perception of the text. Cognitive poetics also considers the semantic and rhythmic structure of the text based on general principles common to these two aspects.

Verbal poetic image as one of the objects of cognitive research possesses the dynamic nature as it can be viewed from different perspectives, i.e., its syntax, semantics, pragmatics. Many Ukrainian scholars (L. Belekhova, T. Horchak, R. Stefurak, O. Filipchyk, L. Dymytrenko) have analyzed this linguistic notion and defined its conceptual structure, cognitive and semiotic aspects. The imagery of any artistic text and a poetic text in particular is constructed on the basis of semantic transference of meaning of its constituent elements.

The verbal poetic image is understood as a peculiar form of reflection of reality through a specifically sensitive data subject of reflection. It is accepted to consider the verbal poetic image in cognitive poetics as a lingual cognitive text construct which combines three hypostases: preconceptual, conceptual, and verbal. Archetypes are considered to be the most fundamental universal human mythological images and motifs, the ancestral schemes of the collective unconscious, which lie in the background of any artistic structures. In the context of cognitive poetics, archetypes form the preconceptual basis for the formation of verbal poetic images.

Having analyzed the preconceptual system of the verbal poetic images of the collection "Mountain Interval" by the American writer R. Frost, it is significant to distinguish the major archetypes. There is the archetype of ETERNAL TRAVELER which is closely connected with the archetypes of PERSON and HERO/TRICKSTER. These archetypes are revealed through the male images or the image of the lyrical hero of the poetic texts. Another meaningful archetype in the literary analysis is WAY that is exposed in the images of paths, roads and is revealed in 28 images of the collection of poetry by Frost. Two contradictory archetypes are WATER and FIRE due to their dual nature. On the one hand, they both refer to the images of life, living sources; on the other hand, they mean death and destruction. The archetype of SPACE is revealed in "Mountain Interval" in the images of home, house, a protected place. The archetype of LIGHT is opposed to the archetype DARKNESS as a basic opposition. The archetype of EARTH has the meaning of life-giving element, whereas the archetypes TRANSFORMATION/REGENERATION refer to the rebirth, opposition of life and death as transitory states.

The further direction of research of the verbal poetic images consists in the considering their conceptual structure and the constituent elements, classification of verbal poetic images, the analysis of their stylistic level of functioning and their comparative study in various national literatures.

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SOCIAL AND CULTURAL SPACE IN THE ETHNOREGION OF PIVNICHNE PRIAZOV: RETROSPECTIVE ANALYSIS

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Abstract: The article uses the sociocultural approach, understood in a socially scientific sense, which presupposes, first of all, the identification and comprehensive study of the institutional and non-institutional aspects of social life. At the same time, culture is considered as the main prerequisite or condition for the emergence and existence of institutional (standardized and normatively legalized) structures of social organization. From the totality of social phenomena and ties, this approach singles out the ratio of institutional and non-institutional ties of socio-cultural phenomena and processes as the main aspect of its consideration. The nature of these connections is determined either by the gradual transformation of various non-formalized types of people's vital activity into patterns and types of systemic organization (institutionalization processes), or by the reverse transition of systemic formations (wholes) into differentiated and multidirectional types of spontaneous activity of subjects (deinstitutionalization processes), which is demonstrated in the article on the example of Pivnichne Priazov ethnoregion, in its social and cultural space. Socio-economic, political and pedagogical conditions of the Northern Azov region of the second half of the 19th - early 20h centuries are analyzed, their impact on the development of primary education in the region; the organizational and methodological principles of professional development of the Azov Zemstvo teacher are determined. The authors evaluate the progressive achievements of the Azov Zemstvo school.

Keywords: Ethnocultural community, Ethnoregion, History, Socio-cultural space.

1 Introduction

In the second half of the 19th and the beginning of the 20th centuries, the population of the Northern Azov region was formed as a result of active colonization processes. Foreign settlers – Germans and Greeks (from the end of the 18th century) and Bulgarians (from the 60s of the 19th century) – brought with them the features of their national cultures with mentality, which can be generally defined as a set of concepts, ideas, and images within the ethnocultural community and are fixed in the minds of people through communicative processes [11, p. 786]. Northern Azov in the late 19th – early 20th centuries. was an allahtonic environment – a landscape area in which a compact or scattered polyethnic population that arrived here as a result of voluntary or forced migration from other regions and countries lived [13, p. 6-7].

Sociocultural space in the ethnoregion is a sphere of culture of the people and the process of inculturation in general, which reflects the process of individual entry into a particular culture, the process of learning cultural norms, language, ways of thinking and acting, etiquette that distinguishes a particular culture from others [13, 15]. In the North Azov region, Orthodox (Ukrainian-Russian, Bulgarian, Greek) and Protestant (German) socio-cultural spaces have significantly influenced not only positive economic processes, but also socio-pedagogical, especially the development of school education.

2 Materials and Methods

Society is the most complex among the systems with which the humanities work. The substantial aspect of the life of a society is expressed in the culture of this society. To analyze such a complex system as the culture of a society, in general, high-level concepts of generalization are required. Such a concept, identical in a certain sense to the concept of "society", is the sociocultural continuum. This concept is parallel to the concepts of "society" and "culture" and allows analyzing the social and cultural spheres of society in their indissoluble unity.

The sociocultural continuum can be viewed in a synchronous section, and to analyze such simultaneous cultural sections, the sociocultural space of a given society at a chosen stage is considered. The transition between two different states of the sociocultural space is dynamic, and the concept of sociocultural time is used to analyze it. Thus, the analysis of the development of society as a sociocultural continuum presupposes consideration of both a synchronous section of socioculture and a sequential change in the states of socioculture, the rhythm of which is set by sociocultural time.

The sociocultural space is analyzed from the standpoint of content and structure. When comparing complex sociocultural systems in terms of semantic content, such elements of the structure of the sociocultural space as cultural themes, aesthetic ideals and types of social interaction are important. These structural elements of the sociocultural space are implemented at the social, value-symbolic, and information-communicative content levels. The interaction of these levels, as well as their content, is provided and regulated by the cultural archetypes of a given society. Thus, cultural themes, aesthetic ideals and types of social interaction, as well as the principles of their interaction, set by sociocultural time, can be viewed as manifestations of a single system of cultural archetypes of a given society.

There is an opportunity to analyze culture as a system of objects created by people, as well as those norms, values, and patterns that made it possible for the creation and functioning of these objects in society. The basic category for such an analysis is the cultural space, which provides a 'snapshot' of culture at definite stage of the functioning of society.

For a systematic analysis of complex social processes and taking into account many factors influencing the development of society, the category of sociocultural space is used, which combines both approaches and reflects both the social and cultural structure of society at a certain selected stage of development of culture as a whole. Sociocultural space is a way to represent society in the unity of its social and cultural aspects. Such integrity is viewed as a socioculture, and the systemic unity of all its elements is viewed as a sociocultural system.

3 Results and Discussion

Ukrainian-Russian Orthodox socio-cultural space should be considered first. The main role in shaping the ethnic composition of the North Priazov region was played by the steady migration flows of Ukrainians and Russians. Calculations of V.M. Kabuzan, concerning the number of state and landlord peasants who left for the Ekaterinoslav province in 1804-1815, 1817, 1819-1827 and 1847-1849, indicate the predominance of migration flows from the central provinces of Little Russia. Thus, 8967 males came from the Greater Russia provinces, while 18188 came from the Greater Russia provinces. The largest number came from Poltava province – 11359 people, Chernihiv province – 3508, Sloboda – 3112. From the Greater Russia provinces, the largest number of immigrants came from Kursk – 3592 people male [8, p. 201]. Statistics on resettlement to Nogai-liberated lands also provide a detailed estimate of migration flows. Thus, according to archival documents, on September 15, 1862, 13,412 settlers arrived in Melitopol County. At the same time, from the Greater Russian provinces, there were 3437 people (1592 – from Orel and 1845 – from Kursk), and 9975 people – from the Little Russian provinces. The largest number of immigrants came from Kyiv province – 3531, and Kharkiv – 2719. To Berdyansk district, 9299 people came, of whom 3645 – from the provinces of Little Russia, and 1153 – from the Greater Russia. It is impossible to establish the location of 4501 migrants. However, given the ratio of people from these provinces, one can trace the superiority of the Ukrainian ethnic group over the Russian [13].

To determine the ratio of migration flows from different regions, the data of the All-Russian Census of 1897 are important, because it took into account the place of birth of the inhabitants of the empire. Estimates show that 39,255 people born in the provinces of Little Russia lived in Oleksandrivka, Berdyansk, and Melitopol counties, and 3,492 in the Greater Russia provinces of European Russia. Given the difficulty of determining the ratio of Russians and Ukrainians who inhabited the region, it was determined not only by the 1897 census in the Tavriya province (50.8% of Ukrainians and 22.6% of Russians), but also by statistical collections of North Azov zemstvo county administrations. On this basis, an attempt was made to take into account the places of residence of Ukrainian and Russian migrants. A map of the ethnic composition of the population of the Northern Priazovye in the second half of the 19th – early 20th century was drawn up. The polyethnic composition of the population of the North Priazovye in the second half of the 19th century is graphically reflected [7].

Bulgarian Orthodox socio-cultural space is also worth mentioning. According to historical sources, the resettlement of Bulgarians from Moldavia and Bulgaria in the Azov region began in 1860-1862. According to historians, by 1865 in Berdyansk and Melitopol counties, 47 Bulgarian colonies were established with a population of 34,251 thousand people [13]. Let us consider some features of the settlement of Bulgarians in the number of 24.5 thousand settlements of Berdyansk district [6; 8]. Immigrants from Kayraklia founded the villages of Radolivka and Gunivka, Bulgarians from ShikirlyKita – Sofiyivka. Next to it, the village of Palauzovka was founded (named after N. Palauzov – the ideological leader and organizer of the Bulgarian bourgeoisie in exile, on whose initiative on February 2, 1854 Odessa Bulgarian Board was established). In Palauzovka natives of the village of Babeli settled (they were called “Babelins”) and those of the village of Fantina-Dzinilor (they were called “mummers”). Two villages were founded – Banivka and Mariino (modern Marinovka), from Tash-Bunar – Preslav and Inzovka. The village of Preslav later became the cultural center of the Azov Bulgarians. Both of these villages were the richest in the Azov region. Immigrants from the village of Vasal founded Dianivka (from the southern Vaisal) and Rainivka (from the northern Vaisal). Now the old people call these villages “Lower Vasal” and “Mountain Vasal”. Bulgarians from the village of Imputsita founded the villages of Zelenivka and Manuylivka, while natives of the village of Karagacha created three villages - Petrivka, Annivka and Pervomykolaivka. Former inhabitants of Chemna-Varuit founded the village of Bogdanovna, part of the Chushmelivtsi with Bulgarians from Bolgrad - the village of Stepanovna. In the village of Fedorovna, natives of Novopokrovka settled, and in the village of Girsivka – people from Tropokla.

Residents of the Bessarabian village of Dermendere settled in the villages of Tsarevodarovka (modern Botievo) and Stroganovka. In the village of Vtoromykolaivka (modern Lunacharsky) the population was from different cities of Bulgaria [7]. The Bulgarians in the North Azov region have exceptionally favorable living conditions. This is confirmed by numerous facts recorded in statistical collections of the time. Of the 746,484 acres of land that belonged to the Berdyansk Zemstvo in the 1980s, 42% belonged to the Bulgarians, “among 13,148 m.p. of souls, in 36 colonies” [6, p. 72-73]. They were given hereditary property in the Berdyansk district – 50 acres per family [6]. In Berdyansk district, Bulgarian immigrants received all the rights and privileges of the colonists, were released for 8 years from all payments and duties, received 125 rubles in silver for each family [6]. Wealthy hard-working Bulgarians transferred to the North Azov region not only a high level of agricultural culture, animal husbandry, folk crafts (blacksmithing, carpentry, weaving); multi-colored technology of “cast” and “quadruple” for the production of everyday items, “obyrana” and “kjsana” for the production of towels, blankets, carpets of various artistic ornaments, but also their own national Orthodox school, which had ancient traditions. Its roots go back to 863, when in Europe, along with Latin and Byzantine schools, the Orthodox Slavic Bulgarian school entered the pedagogical ‘sky’. Investigation of numerous scientific studies on the history of the Bulgarian school allows concluding that namely a Christian-teaching institution taught to live based on a well-thought-out system of religious, moral, aesthetic, and labor education [6]. Bulgarians in the Azov region have maintained constant care for the education of children and formed in the new homeland original educational traditions that represented their schools in the region. To do this, they spared no expense and decently maintained schools in their colonies. “The Bulgarians, who were part of the peasant zemstvo, managed to influence by their example the Russian peasants around them, who easily bowed to their convictions in favor of the school”, wrote Korfu, visiting dozens of German and Bulgarian schools in Berdyansk County in the 70s of the 19th century [10, p. 40].

Greek Orthodox socio-cultural space should also be described. Let us consider the third component of the socio-cultural space of the Northern Azov region in the second half of the 19th - early 20th centuries - Greek Orthodox, who occupied the lands of Mariupol County. It consisted of 24 colonies of Greek settlers from Crimea and Anatolia, who owned 44% of the land. According to statistics from 1884, the Greek population was 62,214 people, or 29% of the total population of the county [3]. Comparison of the data of archival sources, materials of the press of that time with the facts and observations contained in the memoirs and notes of contemporaries, gives the opportunity to reproduce the process of economic and cultural development of the Greeks in more detail. Memoirs and diaries belong mainly to officials who in some way had the opportunity to observe certain facts and events of Greek life in the North Priazov. The assessment of various phenomena related to cultural processes in the Greek community and the conclusions of the authors, despite their subjectivity, deserve special attention to create a holistic picture of the educational activities of the Greeks. Unlike other Greek colonies of Ukraine, Lviv, Ostroh, Nizhyn, Odessa, Kherson, Kerch, Balaklava and other, mostly commercial areas, the North Azov Greek settlement was mainly agricultural in nature. An effective factor in the social life and economic activity of the Greek community of the North Priazovye in the late 18th - early 19th centuries was the use of ethnic privileges, especially the right to public and religious self-government. The autonomy of the Mariupol district guaranteed the Greek community a certain administrative, socio-economic, and cultural isolation from other colonial settlements of Novorossia, which was necessary at the initial stage of adaptation of Crimean emigrants. The civic privileges of the Greeks protected the interests of the North Priazov community in feudal Russia, and in the conditions of a non-ethnic environment prevented the spread of integration and assimilation processes in its environment. The socio-political and economic changes caused by the state reforms of the 1960s led to the intensification of interethnic contacts and the need to integrate the Greeks into the local polyethnic culture, and, in particular, polyethnic pedagogy.

German-Protestant socio-cultural space is also of interest. In the territory of the Northern Priazovye, in particular, in the Berdyansk and Melitopol counties of the Tavriya province, since the end of the 18th century, the process of establishing German colonies has been intensive. The largest in Berdyansk County were: Neuhofnungstal, Galbstadt, Lindenau, Lichtenau, Blumstein, Munsterberg, Altonau, Blumenort, Alexanderndertal, Schardau, Pargenau, Grossweiden, Furstenwerder, Glesenaderdel, Alexanderisenbethal numbered 27,971 people, which was 9.8% of the population [4]. It is expedient to show the customs and living conditions of the colonists on the example of the settlements of Pargenau, Shardau, and Alexander – the latter renamed by analogy to the village of Oleksandrivka, which emerged in the 1920s. Materials of ethnographic expeditions of teachers and students of schools of Chernihiv district of Zaporizhia region testify to the developed agriculture in these settlements. Indeed, the Germans used threshers, fans, engines, drills, and more. Each estate had a large orchard, a magnificent flower garden, the trails covered with yellow sand or red brick. The colonists were characterized by punctuality, diligence, and religiosity. In each of these settlements, there was a primary school, where teaching was conducted mainly in native German [15].

In the German Molochansky district of Melitopol region of the Tavriya province, there were colonies Pryshib, Goffenthal, Wasserau, Alt-Nassau, Weinau, Blumenthal, Kronsfeld, and others. In total, there were 1,980 German immigrants, which was 8.6% of the county's population [1]. The Mariupol colonist district consisted of 27 colonies of Baden and Prussian natives who moved to Mariupol district from other counties of the Ekaterinoslav and Grodno provinces in the 1920s. They received from the former lands of the Greek colonies 38,228 tithes on preferential grounds; then their possession increased to 46 thousand acres. Most colonists were Lutherans, while a minority were Catholics. There were about 9,000 colonists [8]. Mariupol Mennonite District consisted of 5 colonies of Mennonite Germans who came to Mariupol County in 1835, including 145 families from Khortitsa District (Ekaterinoslav County), who received 9492 tithes of land from the state. The colonists were characterized by a solitary and strict way of life, great diligence. Thus, there were up to 400 acres of artificial plantations in the colonies. The main occupations of the Mennonites were as follows: agriculture, horticulture, tobacco, silk. Brick and tile factories were built from industrial enterprises. In total (according to the Zemstvo census of 1884), there were 23,368 Germans in Mariupol County, which was 10.8% [14]. In the German colonies, there were economic and educational institutions, which were maintained at the expense of the settlers. The Molochansk Society of Agriculture, founded in 1912, operated in Galbstadt, Berdyansk County (renamed Molochansk during the First World War). According to the report for 1912/13, it consisted of three commissions: agriculture, horse breeding, cattle breeding, each active in its field [2, 5]. According to K. Lindemann, German colonists for 100-150 years “turned the then bare and unused steppes of the Northern Priazov into fertile fields, rich gardens, profitable vineyards and contributed to the spread of culture. By creating their happiness and well-being, they at the same time helped to increase the well-being of the whole region and taught those peasants who lived nearby to serve national ideals and broad charity” [14].

4 Conclusion

German immigrants – Lutherans, Catholics, Mennonites, Pietists – brought to the North Priazov not only advanced methods of management, but also higher forms of social relations, organization of production and schooling. The analysis of school documentation shows that the education and upbringing of children in the German settlements of the North Priazovye were systematic and well thought out [7].

Thus, the complex ethno-national processes that unfolded in the North Azov region in the first half of the 19th century were exacerbated by historical and socio-economic factors, the most important of which was the abolition of serfdom in 1861. The abolition of serfdom in Russia gave rise to hopes of improving economic and cultural life in the country. It was believed that educational reform would be the first in a series of necessary reforms. In fact, the financial economy, the army, and the judiciary were reformed. Under such conditions, it was quite realistic to expect a change in education, because, according to statistics on the eve of the reform of 1861, in Ukraine only 2-3% of peasants could read and write [4].

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UKRAINIAN VOCAL STAGE: PERFORMING ASPECT

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Abstract: The article is devoted to the development and role of the stage in forming the cultural background of the modern era and establishing a dialogue between art, society, and the state. The main tendencies of development and functional preferences of the stage in the contemporary information and communication space are revealed, its structural and genre modifications are traced. With the receipt of the status of an "independent" country, the Ukrainian stage begins to institutionalize. If, until that time, it played the role of compensation for the oppressed complex of ethnic underestimation, then from the time of gaining independence, it has become an independent cultural phenomenon. Differentiation occurs at several levels at once. The most important thing is genre and style. Ukrainian stage is divided into popular, folk, and rock levels. An essential factor in the functioning of Ukrainian pop music is the emergence of such a phenomenon as the pop art industry. The saturation of contemporary music trends correlates with the amount of investment. Accordingly, the art of music becomes dependent on general trends in the country's economy.

Keywords: Art, Cultural phenomenon, Formation of Ukrainian music, Music space, Ukrainian song, Ukrainian vocal stage, Vocal culture.

1 Introduction

The conceptual basis of Ukrainian culture was and remained the systemic-creative national idea [11]. This makes it related to other European cultures, whose reflections concerning the national idea were also reflected in various cultural acts to define their people as an ethnic sign. The culture of each nation has its dominant artistic system. Regarding singing, there is the concept of the vocal nature of the national language, the melodiousness of the ethnos – qualities traditionally correlated with the historical phenomenon of the predominantly vocal specificity of the musical art of Ukrainians (which, in particular, was aptly expressed by Tchaikovsky, reflecting on musically gifted individuals and gifted peoples). The most significant achievements of national culture occur under the condition of its interethnic dialogues [16]. This is evidenced, for example, by the experience of the Vienna Classical School (according to Theodor Adorno, the Viennese dialect is a world school of music), which developed due to the geographical position of its capital at the crossroads of ethnocultural paths, as well as the phenomenon of interethnic specificity of the musical culture of Hungary, about which Bela Bartok wrote a lot. It is in this context that the ethnocultural mission of Ukraine is significant, the historical and geocultural features of which, as a center between Western European and Eastern cultures, impart a significant role to its vocal art, which largely depends on the cultural and integrative mission of the phenomenally gifted personalities of Ukrainian singers intensified from generation to generation [2].

Modern Ukraine is an ethnically polynomial state: it is the culture of a multi-ethnic composition within and the culture of Ukrainians throughout the world. The problem of interactions and mutual influences of the national vocal cultures of Europe is traditional. However, it requires an answer to the question concerning the priority of the Ukrainian system in its system (in other words, which cultures, in what historical time and how influenced its formation, making it what it is now, and vice versa). Alexander Kulchitsky, assigning Ukraine a locus (geopolitically boundary between East and West) place among European national cultures, draws attention to the fact that, since its historical role was peripheral in relation to Europe, the influence on its artistic world of three cultural spaces (Catholicism, Renaissance, and Enlightenment) was somewhat weakened in comparison with their impact on the peculiarities of the spiritual life of most European countries [10]. Therefore, special attention in the article is paid to the study of the specific conditions of the historical and cultural isolation of Kievan Rus, which entailed the preservation of the traditions of church singing and determined the predominantly vocal specificity of the further development of Ukrainian musical culture.

The Ukrainian musical space of the present is quite diverse. In the conditions of the rapid development of academic music, a rather vividly represented variety stage, and a high level of skill of jazz performers, a number of problems arise. Identification of "weak" areas of modern culture will contribute to the search for ways to eliminate them and comprehend the possibilities of developing the sphere of performing.

The relevance of the work is determined by the fact that the sphere of musical performance is a necessary component of the existence of a musical work because it is in the process of performance that the work is revealed to the listener, which contributes to the "life" of the composer's musical heritage. With changes in socio-cultural conditions, there is also a modification of the requirements for performing activities. Therefore, we will try to emphasize certain problematic aspects of the current state of the musical space, the solution of which will contribute to the growth of the level of performing skills.

2 Literature Review

Proceeding from the etymology of the concept of "vocal culture," we deliberately limit the range of research to the study and systematization of the evolution of Russian forms of "scientist" – artistic solo singing. We rely on the ideas formed in the context of the ideas that emerged during the Enlightenment; however, always relevant dialogue: "*Cultura-Natura*." The anthropological approach will cover a wide range of cultural phenomena, and theoretical analysis and generalization of factual materials will lead to the transition from empirical to phenomenological description of the wonders of Ukrainian vocal culture and their theoretical generalization) [4]. The phenomenon of anthropological renaissance, the next outbreak of which we ascertain in the post-totalitarian period and characterize the systemic-creative factor of the national vocal culture, commensurate with the periods of socio-historical dynamism, which arouses research interest in the intensification of individual creativity.

2.1 Ukrainian Music

Ukrainian song has been known since the times of Kievan Rus. Today, it has developed to almost all areas of the musical world – from folk to professional and from academic to popular.

Ukrainian music today sounds not only in Ukraine but also far beyond its borders, is a subject for scientific research, develops in the folk and professional tradition [3].

2.2 The Initial Stage of the Formation of Ukrainian Music

The Ukrainian people, among other things, have always been distinguished by their musicality, which has been noted since prehistoric times [10]. Near Chernihiv, archaeologists have discovered musical rattles made of mammoth tusks and dating back to the 18th millennium BC. The flutes found in the Chernivtsi region date back to the same time.

The frescoes of St. Sophia of Kyiv, dating from the 9th century, show us musicians playing various strings, wind, and percussion instruments, as well as dancing buffoons. The frescoes testify to the diverse genres of musical culture already in Kievan Rus. In addition, there are references to the singers, who lived in the 12th century.

The first musical performances were syncretic [1]; songs, poetry, and dances merged into one whole and were used mainly in rituals, labor processes, ceremonies, etc.

People of that era believed that music and songs protected them from evil spirits, the evil eye, or a bad dream. There were also melodies "promoting" the fertility of livestock and soil fertility.

Gradually, soloists and other singers began to stand out. Transforming from single-tone performance to widening the range of sounds using the boundaries of raising and lowering the voice, the earliest songs became the fundamental basis for the development of folk music [6].

2.3 Historical Songs and Thoughts

Dumas (genre) and historical songs in the 15-16th centuries became one of the most striking phenomena in Ukrainian folk songs [4]. They were a kind of symbol of national culture and history. The Arab traveler Pavel Aleppskyi, who visited Ukraine in the middle of the 17th century, noted that the songs of the Cossacks consoled the soul, healed from melancholy, and their tunes emanated from the heart as if they were sung from one mouth. Allepsky also wrote that Ukrainians are very fond of sweet, gentle melodies and musical singing.

There was a tradition of majestic and historical songs in which various historical events, campaigns, princes, and heroes were sung. The composers and performers of such songs were kobzars. They played bandura or kobza, which expressed the people's pure thoughts and freedom-loving character [11].

Much attention was paid to thoughts dedicated to the fight against Poles, Turks, Tatars. Such songs as "About the three brothers of Azov," "About Marusya Boguslavka," "About a storm on the Black Sea," "About Samoil the Cat," "Nechay," "Khmelnytskyi," "Krivonos" are known. Later, songs appeared about the Northern War, the Sich, freedom, etc.

2.4 The Importance of Choreography for a Vocal Performer

Any movement of the human body that is part of the art system can become the basis of the plastic image of a pop vocalist if it is dramatically or associatively associated with vocal work. Depending on its stylistic interpretation, the chosen plastic motif becomes a means of creating the character of the character on whose behalf the song is sung.

As an integral part of the stage image, Choreography lives and develops like musical material and creates a state capable of expressing the theme, the idea of the work, and its emotional and content structure. The singer's task is to use one or another color of plastic vocabulary to create a single figurative system in synthesis with vocal expressiveness.

For this, the pop artist of the vocal genre must master a variety of plastic language, stage space and be, in fact, in some way, a choreographer-director of the song performed.

Singer should be able to put together a complex of expressive means to clearly and vividly reveal his main idea in a given vocal work, his vision related to the music and drama of the song. Through the only necessary selected "experienced" stage movements, born from the inextricable connection between music and the song's content, the "dialogue" of the singer with the audience and the impact on him is possible. A singer should convince with his found plastic paints, attract, amaze, and make the viewer believe in the creative idea.

Vocalist should "feel" the plastic image of the music in movements, postures, and gestures. This is especially true of pauses – moments in an actor's play when he creates the image of his character without resorting to words. Therefore, it is necessary to dwell in more detail on developing the skill of improvisation of dance movements.

Dance movements can either merge with a musical phrase or exist in parallel. On the one hand, through constant coordination, musical metrics and rhythmic patterns are identified; music is duplicated. On the other hand, a dance pattern has the right to have its form, regardless of the musical one; in other words, to form a counterpoint.

To create an artistic image of a song being performed, a modern pop singer today needs fluency in dance plastics and stage movement, including the skill of improvisation in a particular style.

2.5 From the Soviet Era to the Present Day

Back in the days of the USSR, the Ukrainian music school broke into the world arena, and the newest musical trends from Europe penetrated into Ukrainian music [8].

Ukraine became famous for its talented performers, such as the Kyiv Avant-garde group, composers E. Stankovich and M. Skorik, opera singers A. Solovyanenko and E. Miroshnichenko.

On the wave of Western pop music, the Soviet stage flourished, including in the person of Vladimir Ivasyuk, Vasily Zinkevich, Sofia Rotaru, Nazariy Yaremchuk, and many others. All these performers were the brightest representatives of the Soviet era [12].

Today, the Ukrainian scene has been filled with almost all musical directions, from folk to acid jazz. Here you can hear Onuka, Go_A, The Hardkiss, Vopli Vidoplyasova, Green Gray, and others. In their performance, you can hear both traditional Ukrainian songs and original works of authorship.

3 Materials and Methods

Pop art is closely connected with society as a cultural and artistic phenomenon. Therefore, a stable tradition has been formed in the humanities and art history to consider it a component of mass culture. However, pop art in its generic, specific, genre, stylistic branches acts as a phenomenon of mass and elite culture. As a form of art, pop has its Western counterparts – cabaret, variety show, music hall, the entertainment industry [15]. Still, it is not identical to them, differing in more significant social and political engagement. The difference between stage and show business is also notable, in which the commercial factor prevails over the artistic one. The terminological inconsistency that we see in scientific research on pop art is associated with a lack of awareness of its specifics: the stage is not identical to the musical, theatrical, choreographic, circus arts, with which it has many intersection points.

Contemporary vocal pop art is a complex conglomerate of genres, trends, and styles [8]. Therefore, its study requires new approaches corresponding to the internal laws of its functioning in the cultural space [5]. According to the article's authors, the modern stage has a synthetic character that includes different types of arts. A pop performer must have good vocal skills, have his performance style, and have good choreographic training. Also, essential components are:

- Acting skills;
- Means of vocal and stage expressiveness (facial expressions, gestures).

The latest artistic technologies have made adjustments to the vocal stage. Modern pop vocal differs from the academic formulation of the voice, sound formation, sound attack, voice techniques, and effects. The acoustic conditions in which the pop vocalist works have also changed, moving the sound formation to the speech position. The musical metro rhythm, which is the main instrument of the intonation-dynamic transmission of the melodic and harmonic structure, also acquires special significance in pop vocal performance. In the vocal stage, the metro rhythm performs the function of the beginning of the formation of simultaneous rhythms, which provides an emotional uplift in the reproduction of the song image.

The traditional methods of researching the vocal stage, formed by academic musicology, should be developed further [5]. At the present stage, the study of this topic should be based on new methodological principles, including interdisciplinary ones. The need to revise the approaches to the study of pop art, as well as to rethink the role of pop in the development of Ukrainian culture led to the choice of the study.

Research object: stage as a cultural and artistic phenomenon.

The subject of research: pop vocal art as a factor in the cultural life of Ukraine

The sources of the research were: professional literature on the theory and history of culture and musicology; musical, professional, and general pedagogy; cultural aspects of musicology, pedagogy, psychology, philosophy, linguistics; historical and bibliographic publications; dictionary-encyclopedic and reference literature; published epistolary heritage, essays, and memoirs; chronicle, literary and artistic sources; the existing forms of teaching and educational and performing arts studied by the author; empirical (pedagogical and performing) experience of individual personalities; scattered phenomena of national vocal culture, unified here for the first time into a single integrated system "Ukrainian vocal school" [9, 14, 22, 28].

The leading hypothesis of the research is made by the assumptions about traditional and modern forms of ethnocultural problems of the Ukrainian vocal school as an artistic phenomenon. Conceptually formulated by the author, they are relevant for strengthening its scientific and methodological apparatus by a) studying and systematizing the experience of forerunners; b) bringing her achievements to the new requirements of the ethnic-integrative present. This understanding and unification of factual material on the history, theory, and methodology of Ukrainian vocal pedagogy and performance contributes to the definition of the cultural complex system.

The conceptual basis is formed by new culturological tendencies of didactics of professional solo singing, structured in the form of a holistic philosophical relationship between the subject and the object of research on the principle of the unity of the general, special and separate (individual) [24]. General – the meta-cultural education of the ethnocultural phenomenon of the Ukrainian vocal school is differentiated into separate phenomena and noumena, which, in turn, feed on the creative, pedagogical, and performing experience of individual personalities. To solve the outlined circle of problems, it was necessary to use an integrated interdisciplinary approach, characteristic of the chosen direction of studying the singing branch of national artistic culture. The scientific solution to the ethnocultural problems posed in work will contribute to clarifying the theoretical apparatus of Ukrainian vocal art as a branch of culturological knowledge that determines the logical proportionality of these concepts, united in the research plane of the theory and history of culture [27].

4 Results and Discussion

Let us define the following basic principles of pop art, which include:

- Openness;
- Ease;
- Synthetics;
- Laconicism;
- Improvisation;
- Mobility;
- Individuality.

Openness presupposes contact with the audience, where the audience is a partner and not an outside observer, which fundamentally distinguishes the stage from other performing arts. *Ease* requires appropriate means of expressiveness and ways of presenting works, which does not require preliminary training of the viewer. Ease is not to be confused with primitiveness: it involves posing complex questions in a form understandable to the public. The *synthetics* of the stage lies in its diversity of genres, where elements of theatrical, musical, choreographic, and circus arts are mixed. *Laconicism* presupposes brevity, independence, completeness of the artistic image, which leads to a high concentration of the content of the work in its stage embodiment. *Improvisation* is the ability of operational modeling with artistic material. The pop principle of improvisation is multifaceted, the components of which are adaptation (psychology of the audience), communicativeness (a responsive method of communicating with the public), unpredictability (the ability to transcend, going beyond instructive templates). *Mobility* in pop art is the artist's ability to perform stage activities under any household, physical and psychological conditions (professional mobility), and prompt response to society's needs (social mobility). The stage presupposes the *individuality* (personification) of the artist, and it is a kind of "cult of the performer" with a uniquely creative personality. The stage differs from show business, where the producer is the key figure, not the performer. Nevertheless, the basic principles are closely interconnected and are universal for all pop types, genera, and genres [20].

Some factors are required for the creative realization of the performer. The following components define them quite accurately: stability, endurance, poise, possession of various performing styles [21].

However, the popularity of a performer only partially depends on these factors. After all, the most influential engine of demand for the work of a particular performer today is advertising, and hence money. At the beginning of the 21st century, listening to sound recordings became the main form of musical life. Accordingly, the reference situation for performing was not a concert or playing music but studio recordings. The quality of the recording should be "at its best" in every sense – from sound technical to performing "[3]. However, studio recording is not the only form of life of a musical work; competitions and concerts are an essential indicator of the performer's skill.

Accordingly, one of the pressing problems that directly affect the performing activity is the insufficient funding of the cultural sphere. As you know, participation in international competitions, various artistic projects that promote European integration and meet the priorities set by the Ministry of Culture of Ukraine for 2014-2015 are faced with quite pragmatic economic difficulties. For young performers, participation in masterclasses with the participation of foreign teachers would be a good enough practice to promote the growth of the level of performing skills. It would also be promising to conduct internships for Ukrainian teachers and performers based on foreign European cultural institutions [24]. These projects could contribute to the reform of the education system in the Ukrainian art space, mutual cultural enrichment of representatives of different national schools, Ukraine's entry into the circle of values of the Western European mentality. However, to achieve the set goals, the problem arises from the lack of funding for these projects.

In modern Ukraine, a modification of the process of social, cultural creation is taking place, contributing to its interaction with the tendencies of humanization, humanization, and ethnologization of the education system, particularly musical and professional. This requires a significant reorientation of historical and cultural social development, capable of renewing the semantic content of the classical triad of human values: education, culture, and science. In the field of professional vocal art, especially concerning the scientific understanding of its ethnocultural foundations, the issues of the specifics of national vocal schools have not been sufficiently developed [19]. After all, the term "school" is primarily used to define the general characteristics of the professional musical creativity of an entire country, provided that there is a sufficiently pronounced national identity. This becomes especially effective in the international proclamation of education as a holistic phenomenon. The phenomenon of spirituality, which is the primary condition and creative force for the formation of a multicomponent system of value orientations of Ukrainian society, and at the same time is a priority topic of cultural studies, the traditional core of modern pedagogical anthropology remains in close connection with it. Therefore, it is relevant to discuss and further implement the systems of vocal professional education tested in practical experience – those that combine the fundamental and applied aspects of the performing and pedagogical process.

The essence of the problematic situation associated with determining the relevance of the ethnocultural and phenomenological content of the Ukrainian vocal school is the strengthening of scientific interest in the role of national and world musical traditions, concentrated in the cultural and historical space of Ukraine. In particular, to the understanding of their ethnotypology, which should be based on the study of the semantic specifics of the functioning of mass and elite forms of vocal art, contribute to a more diverse, ethnologically oriented understanding of the modern artistic picture of the world in the context of the dialogue of cultures, represented here by multi-level education, within which there is an inter-sectoral dialogue of vocal specialties, paradigms, and national styles and its ethnic-integrative function in the universe [18].

The problematic issue of modern culture creation is the professionalization of amateur forms of solo singing, namely, the opening of new specialties: "folk song performer" and "pop song performer" in Ukrainian universities of culture and arts [26]. However, in Ukraine, this experience is insignificant and deserves scientific understanding and systematization carried out in work.

The actual issue of the present Ukrainian vocal school is the lack of unified own educational and didactic complexes, the content of which would identify their form expressions as expressively ethnic. The author's task is to manifest the existing and introduce new, non-traditional ways of ethnologizing the content of vocal-pedagogical creativity and their scientific unification. Therefore, considerable attention is paid here to the study of folklore gradations of "learned" singing [3]. We are talking about the didactic content of staging a voice of any sound production on Ukrainian folk song material, an example of vocal convenience for various vocal specialties [5]. The solution of this task is directly related to the development of the mental consciousness of the pupils of the Ukrainian school of solo singing, which contributes to the formation of the-sign features of the national artistic personality.

Based on the provisions of the homosphere (i.e., the human sphere) developed by Vernadsky and formulated by Likhachev foundations of the ecology of culture, we are introducing this concept into the professional-vocal sphere of knowledge. Another unifying constant for academic, folk and pop specialties of solo singing is the professional vocal thesaurus relevant to cultural studies, which are also developed in the article [5]. After all, the professional culture of vocalists requires not only knowledge of the rules of orthoepy but also an in-depth study of existing professional terminology and a scientific approach to the introduction of new lexical units (neologisms) metalinguistic signs) into circulation. These are also the problems of vocal and artistic interpretation of foreign texts translated into the native language and performance in the original language [7]. The latter foresees the memorization of the phonetic and orthoepic features of the "alien" text and the mastery of technical techniques correlated with a particular national school of singing [23]. This confirms the semiotic approach to understanding the phenomena of national vocal art as a meta-cultural phenomenon.

Semiotic aspects of the art of solo singing are essential components that contribute to implementing its socio-cultural mission – a multifunctional dialogue between the individual and society. The semiotic thesaurus of vocal art, the golden section of its theory and culturology, makes it possible to define its practical multilingualism as a kind of socio-code, which, being a conductor for connecting different types of cultures, fixes the generally accepted meanings of a particular culture. The sufficiently explains the need to study the language of vocal art as an art phenomenon and a cultural phenomenon.

The circle of ethnocultural problems of the Ukrainian vocal school also includes methods of universalizing the situational roles of national art, a typical feature of which is the spatio-temporal commonality of many provisions of related branches of scientific knowledge [1]. National vocal culture is also a world of artifacts: its phenomena, correlating, according to the cultural and anthropological signs of synergistic, situational, and comparative musicological content. Systematizing the experience of the author's schools of "scholarly" singing, attested to by the Babylonian polyphony in Ukraine, we carry out a culturological study of the foundations of the national vocal school, formed in the bosom of the common European vocal tradition. We consider the main trends in the education of Ukrainian singers in the spatio-temporal perspective of the multiverse, where internal polyethnicity acquires the features of an ethnocultural phenomenon.

The palette of expressive means of a modern performer, formed based on a varied repertoire of world classics and the best works of composers of the twentieth century, is constantly experiencing significant enrichment and renewal. After all, composers, as spokesmen for the feelings and opinions of their contemporaries, as witnesses and participants in somewhat contradictory current events, are always under the influence of various social spheres - politics, economics, philosophy, religion, etc. At the same time, they strive for new means of self-manifestation" [4]. But the urgent problem of Ukrainian performers is the lack of new and easy-to-perform material. On the one hand, as we can see, Ukrainian composers work pretty fruitfully.

On the other hand, there is a prevalence of material written for chamber ensembles and symphonic ensembles. Or rather, for the instruments of a symphony orchestra. Concerts are classical, where performers of the string-bow group, keyboard-plucked, and woodwind instruments act as soloists (much less often).

In order for performers to perform a complete repertoire of works of different forms and genres, they must arrange pieces written for other instruments. Timbre drama is significant for composers' thinking, and such arrangements and transcriptions change the semantic load of the work. The performing work of various creative groups of folklore and performers themselves, who continue the traditions of glorious lyre players, is presented quite vividly [7]. It is impossible not to mention the famous folklorist, candidate of art history M. Khai, striving to revive the art of the lyre player, actively performs with a wheeled lyre and promotes folk art [23].

However, in our opinion, in modern society, which is within the framework of the globalization paradigm, one cannot be limited to the framework of already established styles, trends, and genres. Further development of artistic practice is possible in mixing different styles and types of music. One of the trends in the development of musical culture at the beginning of the XXI century there is the mixing, combination, and interpenetration of various types of music, such as classical and rock, classical and rap, jazz, and folklore, etc. [24]. This process undoubtedly contributes to new styles, the internal renewal of seemingly stable genres, and musical practice evolution [5]. Despite the general globalizing nature of culture, the problem of promotion and national achievements also arises. The existence of works for the orchestra of folk instruments could create that unique and exciting area of musical creativity, which would contribute to an even greater popularization of the culture of Ukraine at the world level.

Another problem area is that music and performing are associated with a real passion for art, which is little appreciated in society. This creates a situation where performers are practically deprived of their audience or narrowly focused. A modern listener goes to a concert only in four cases: 1) If his close acquaintance is playing; 2) If the listener belongs to a small group of disinterested music lovers who go to all concerts; 3) If there is a promoted brand; 4) If going to a concert is equivalent to a social visit/showing respect to colleagues, management, etc. [3].

Consequently, there is a need to popularize the creativity of professional performers, which must be achieved with great efforts. Attraction of more popular material, the use of advertising, can be spread using social networks. However, of course, moving from academic performance to the field of pop music inevitably contributes to commercialization and a possible decline in the overall level. Creativity, tuned in only to earn a penny, ceases to be creativity: it is earnings, business [1].

5 Conclusion

The stage as an artistic phenomenon is an important component of the cultural life of Ukraine. The evolution of pop art as a cultural and artistic phenomenon most closely related to society reflects all the social and political processes that took place in the country.

Vocal art has its tradition and historiography; simultaneously, its theoretical basis is not perfect. Variety terminology has not yet been unified; artistic and aesthetic criteria for assessing the phenomena of pop art are uncertain. There is a shortage of art history personnel who are professionally engaged in information, critical, and research activities in the field of pop art. Considering the historical experience of the national variety art, its orientation towards value and aesthetic criteria will contribute to the renewal of the national traditions of pop art and replenish its golden fund. Consequently, this study opens up prospects for the convergence of theory and practice in Ukrainian pop art. It confirms the practicality of studying in the synthesis of the leading trends in world musical culture and national traditions.

The sphere of musical performance in Ukraine is represented quite brightly and diversely. However, there are many problems. For example, the insufficient number of repertoires that would meet the modern requirements of the time; the lack of funding for cultural projects aimed at European integration processes; the need to popularize academic music; the lack of publishing houses that distribute the works of contemporary authors – this is just a small list. But in our opinion, in the course of interaction between composers and performers, it is possible to resolve, if not all, then at least the most pressing issues. Furthermore, introducing the practice exchange of experience between Ukrainian and Western performers, teachers, and composers will contribute to Ukraine's entry into the world cultural arena.

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FEATURES OF THE FORMATION OF LINGUISTIC SOCIO-CULTURAL COMPETENCE IN SPEAKING IN THE FOREIGN LANGUAGES LEARNING PROCESS

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Abstract: The article aims to examine the actual problem of modern methods of teaching foreign languages, reveals the relationship between the culture and the language of the people, the foundations of the formation of linguistic socio-cultural competence of students. A communicative approach guides the modern method of teaching foreign languages. Teaching foreign languages is to achieve by students a foreign language communicative competence: the ability and actual readiness of students to carry out foreign language communication and gain mutual understanding with native speakers of a foreign language.

Keywords: Educational and methodological complexes, Linguistic socio-cultural competence, Project methods, Socio-cultural environment, Study of foreign languages.

1 Introduction

In the modern world, knowledge of foreign languages is one of the essential factors in forming a successful personality due to its cognitive, developmental, social functions [1]. Therefore, almost any specialist in today's world is increasingly faced with the vital need to read articles in the original language.

Without mastering a certain amount of cultural information – the culture of the country, people, the language that is being studied, it is impossible to achieve communicative competence and linguistic-socio-cultural competence [2]. Based on modern communication models, it can be seen that when studying a foreign language, it is imperative to include a linguistic socio-cultural component in the form of information about traditions, rituals, social stereotypes, regional knowledge, customs, national realities – names that are characteristic only of a certain culture, people, nations, norms of behavior and etiquette, the ability to understand and adequately use them in the process of communication, while remaining the bearer of a different culture.

The formation of linguistic socio-cultural competence among students plays a huge role in the education of internationalists and patriots of their country. When a person knows, appreciates, and respects the culture, customs, traditions, language of other countries and peoples, when he can proudly present the culture and traditions of his people or the region where he lives, and only then can we say with complete confidence that this person is fluent in linguistic socio-cultural competence [4].

Along with this, the problem of choosing the most effective methods of teaching a given language is becoming more and more critical. Finally, it should be noted that the learning process in modern education implies the interaction between the teacher and the students to acquire certain knowledge, skills, abilities and familiarize them with the values of a particular culture [11].

Since the processes of globalization have an indisputable impact on the life of society, the teacher needs to prepare students for communication with representatives of other countries under the norms and etiquette accepted in a foreign culture, which students learn about in the course of learning a foreign language [9]. The creation of such public relations certainly contributes to the acceleration of adaptation and self-realization in the system of social relations.

Among the existing methods of teaching a foreign language, the teacher chooses the most optimal [10]. Techniques such as traditional, grammar-translation, and immersion methods are based on developing the competence inherent in each practice. More precisely, the conventional approach is based on the development of productive competence, the grammatical-translation method – cognitive and autonomous competence, the immersion method helps to develop information competence.

2 Materials and Methods

For this study, the project method was chosen to develop the linguistic socio-cultural competence of students. The relevance of this work is due to the need of modern society to acquire knowledge related to intercultural communication in various spheres of life through the study of elements of foreign language culture, ethics, norms, i.e., development of lingual-social and cultural competence.

The object of this work is the process of developing linguistic socio-cultural competence among students in foreign language lessons.

The subject of the research is the method of projects to develop the linguistic socio-cultural competence of students in foreign language lessons. This article aims to develop a project idea aimed at developing the linguistic socio-cultural competence of students and testing it in practice.

Based on the set goal, the following tasks were identified to:

- Reveal the concept of linguistic socio-cultural competence;
- Identify the main aspects of linguistic socio-cultural competence and its role in the socialization of students;
- Reveal the concept of the project method;
- Analyze the psychological characteristics of students;
- Develop a project for students;
- Analyze the research results.

The study's theoretical significance lies in the fact that it supplements the theory of education with knowledge about the specific conditions for forming linguistic socio-cultural competence in students in the modern world [5, 8, 12, 19, 21]. The practical significance of this research work is that the approbation of the project method will help determine the effectiveness of this method as a means of developing linguistic socio-cultural competence during foreign language lessons. And also, the results of the study can find application in the development of teaching materials by teachers of a foreign language aimed at the formation of students' linguistic socio-cultural competence.

3 Results and Discussion

3.1 Linguistic Socio-Cultural Competence and its Role in the Process of Socialization of Students

Currently, education is faced with a rather tricky, ambiguously solvable task of defining the concepts of "competency" and "competence." Regarding "competence," it is believed that this concept does not fully reflect the whole essence of educational issues. If we turn to the dictionary, we can note that this word has several more meanings besides the word "competency"; moreover, the meaning of "competence" is one of the first from "competence." A significant difference between "competency" and "competence" is the fact that "competence" is usually used to describe the abilities and skills of a person, which could increase the effectiveness of his work in a particular area [7].

Based on the fact that "competence" includes not only cognitive and operational-technological components but also motivational, ethical, social, and behavioral, it must be admitted that the concept of "competency" has a narrower meaning than "competence." Therefore, we can conclude that "competence" is the possession of a particular competency by a person. As two basic concepts of the competence-based approach, "competency" and "competence" have many differences.

Having studied the main ideas of the competence-based approach, one can clearly distinguish between its two main concepts. Competence combines education's intellectual and skills components, while "competency" is a holistic worldview and values.

Another difference is that competence means the ability to mobilize acquired knowledge, skills, experience, and ways of behaving in a specific situation, which is the opposite characteristic of "competence," which describes the potential that manifests itself situationally [5]. However, it should be noted that, despite significant differences, "competence" and "competence" are complementary and interdependent concepts. After all, a competent person who does not have competence cannot fully implement it in socially significant aspects.

The concept of "competence" is often found in such phrases as "professional competence", "intercultural competence", as well as "core competence of the organization", etc. Competence can also be considered at several levels, such as, for example:

- Essential competencies – those that relate to the entire organization as a whole and relate to what it must be able to do well in order to achieve success [24];
- General competencies – those that are necessary for groups of similar work processes and show what skills these members of the organization must-have for successful work [6];
- Specific role competencies – those associated with only one specific role or with a small group of such functions, and determine some particular tasks that are important for practical work [20].

For example, we often come across the term "social competence," which is considered an integral component, the basis of the process of socialization of the individual and understands it as a social activity, readiness for change, for self-determination, as well as a set of personal qualities of a person, allowing him to freely navigate in a dynamically changing socio-cultural environment.

In this article, we have chosen the concept of "competence" to study all its aspects. As a result, we will be able to highlight all kinds of competencies and their significance in the educational process. Thus, having analyzed the concept of "competence" and separated it from "competence," we concluded that "competence" is a broader concept in contrast to "competence." In order to describe the importance of competence in the educational process, it is necessary to take into account such an aspect as the goal of the educational process. There are many such goals, and we will list just a few of them:

- Development of personality, his creative abilities, interest in learning, the formation of desire and ability to learn;
- Education of moral and aesthetic feelings, emotional-value positive attitude towards oneself and the surrounding world;
- Mastering the system of knowledge, abilities, and skills, experience in the implementation of various types of activities;
- Protection and strengthening of the physical and mental health [13].

All of the above also includes "the formation of a friendly attitude and tolerance towards speakers of another language based on acquaintance with the life of their peers in other countries, with children's folklore and available samples of children's fiction." According to the work program of primary general education, it is at the formation of a friendly attitude and tolerance that the study of a foreign language is aimed. It should be added to this that "the formation of a modern socio-cultural space is associated with the development of industrial technologies and new means of implementing socio-cultural communication.

The problem of overcoming interindividual and intergroup cultural barriers and cultural distance between representatives of different communities is being actualized". This is understood as the organization of the individual socialization of the student with the help of pedagogical support. This goal will be achieved mainly based on a socio-cultural approach.

Considering society from the point of view of a socio-cultural approach, scientists have identified the relationship between three social dimensions [3]. These were: personality, social and cultural phenomena. Social changes, globalization, informatization of society, and the interpenetration of cultures and languages in these conditions make high demands on a person. Thus, the formation of linguistic socio-cultural competence should begin already at the early stages of personality development.

Already at a young age, a person's independence begins to form, and it is this personality trait (appearing in the initiative, criticality, adequate self-esteem, and a sense of personal responsibility for one's activities and behavior) that determines the social life of society, which is determined by cultural factors. As already mentioned, education has as one of its goals the protection and strengthening of children's physical and mental development. It should be noted here that psychological health characterizes the personality as a whole, its attitude to the world, itself, and its own life.

Modern psychologists distinguish some essential features when describing the psychological health of an individual, among which are:

- The ability not only to express oneself, to listen to another person but also to participate in co-creation with another person;
- Social interest or social feeling (in the terminology of A. Adler);
- The feeling of freedom, life "in accordance with oneself" as a state of awareness and following one's main interests and the best choice in a situation;
- A sense of their own capacity to act "I can."

Paying attention to the last feature, one cannot fail to mention that it is "competence" that implies a person's skills, i.e., what he can do to become successful, form independence, self-actualize (accept and transform society for himself) and be psychologically healthy.

Summarizing the above signs of psychological health, scientists have identified two aspects: social and cultural. The first includes adaptive social behavior, namely, mastery of a set of behavioral scenarios in social situations, and, of course, communication skills; ability to cooperate; social sustainability, i.e., skills of confident behavior, as well as the ability to make their own decisions.

The cultural aspect presupposes a person's awareness of himself and his role in society. It should be admitted that both elements of a person's psychological health are the primary component of a person's linguistic socio-cultural competence. Thanks to this type of competence, a person acquires independence, a desire for success. She plays a vital role in shaping his life path and managing his life.

Going directly to the description of the formation of linguistic socio-cultural competence in foreign language lessons, it must be said that any language is an element of culture. The language functions within the framework of a certain culture, which means that the student should familiarize himself with the peculiarities of the culture of the speakers of this language and its peculiarities of functioning in the culture.

Socio-cultural and linguistic knowledge and skills are included in the mandatory minimum of the content of the curriculum following the new state educational standards. The state educational standard emphasizes that the formation of communicative competence is associated with socio-cultural and regional knowledge, without which it is impossible to form communicative competence. Therefore, any educational and methodological complex includes a socio-cultural component of the content of teaching a foreign language, acquainting students with aspects of the life of foreign peers, the modernity and history of the country of the target language. This helps to deepen and differentiate the student's understanding of reality.

The socio-cultural component of the content is made up of regional and linguistic, and regional knowledge [18]. Regional knowledge, for example, includes encyclopedic and background knowledge. Among these are usually distinguished: knowledge of the realities of the country of the target language, i.e., knowledge of everyday life (food, drinks, national holidays), living conditions (standard of living, living conditions), interpersonal relationships (between friends, in the family) and basic values, beliefs, and opinions, especially non-verbal communication of representatives of the studied culture. Linguistic and cultural knowledge can be attributed to students' understanding of the background vocabulary expressing the culture of the country of the target language (rules of conduct, etiquette).

The amount and variety of information used are essential. Students use the more concepts, and the more the regional and linguistic and regional components of the study vary, the deeper the student is immersed in a foreign language culture. This means that his associatively presented picture of the world is expanding. Moreover, the student has more semantic support for operating with the means of a foreign language in his stock. In the learning process, students learn to understand the phenomena of another culture, comparing them with their own culture. This undoubtedly develops the students' curiosity, interest in learning a foreign language and culture in general, and the ability to self-knowledge and analyze existing and acquired cultural experience.

They highlight the socio-cultural knowledge, skills, abilities, and personality traits of students as integral parts of forming linguistic socio-cultural competence. It is also crucial that teaching a foreign language should be aimed at overcoming existing stereotypes, fostering tolerance towards representatives of other cultures. Developed linguistic socio-cultural competence will help a person avoid communicating with different nations. Indeed, often the difficulties lie in the difference in cultural concepts about any phenomena and objects [15].

The socio-cultural approach to teaching a language consists, first of all, in the fact that communication-oriented teaching of a foreign language is closely related to the use of language as a means of understanding the world and national culture, the subculture of the country of the target language, the spiritual heritage of countries and peoples, ways of achieving intercultural understanding. Therefore, teaching foreign language communication is carried out in the context of a dialogue of cultures, taking into account the differences in the socio-cultural perception of the world. So in the process of teaching a foreign language, the teacher develops the student's personality in such a way that at the end of the course, a new ready-made social type of personality enters society.

According to the existing theories of world-famous scientists – sociologists, such as, for example, Weber, Fromm, the basis of socialization is the degree of rationality of social action and the connection between the individual and society. Moreover, Fromm believes that the social character allows one to adapt most effectively to the requirements of society and gain a sense of security and safety [17].

In a natural language environment, an individual feels more comfortable than in a foreign language environment. In teaching a foreign language and the formation and further development of a secondary linguistic personality, the student is undoubtedly instilled in a sense of comfort while being in a society of a different culture and mentality. Socialization is always carried out through a targeted impact on the personality. The study of personality socialization has been and remains one of the most important in sociology [24].

The facts and theories provided by scientists certainly influence the development of many social groups and also explain the behavior of members of these social groups. The profession of a teacher presupposes knowledge not only of teaching methods but also mastery of the basics of sociology. This is necessary so that the teacher can choose the appropriate teaching method for each student [14]. This aspect becomes crucial when interacting with students. As the American sociologist Smelser says, there are three stages of personality socialization:

- The stage of imitation and copying of adult behavior by children;
- Play stage, when children perceive the behavior as playing a role;
- The location of group play, in which children learn to understand what a whole group of people expects of them.

Indeed, most often, students most successfully assimilate new educational information in the game or creative process, trying on some new social role, thereby preparing themselves for a new stage of development at the linguistic and social level. So, having studied the sociological materials of the research, we could not fail to note the direct connection between the development of linguistic socio-cultural competence and the socialization of the student's personality. After all, one process complements the other, allowing the student to overcome the barrier of fear and discomfort, get out of the comfort zone, and feel confident, both in a natural language environment and when communicating in a foreign language.

The need to deeply know the country's specifics of the target language has become generally recognized because the formation and development of a secondary linguistic personality, ready for intercultural communication, is impossible without knowledge of this specificity [20]. That is why each foreign language lesson should contain information of a regional nature.

As for the knowledge of the specifics of the country, this includes an in-depth study of not only the culture of other countries but also science, historical and modern realities, public figures, the place of these countries in world society, expanding the volume of linguistic, cultural knowledge, skills, and abilities of the excellent use of linguistic means, rules of speech and non-verbal behavior [1]. In addition, the progressive development of international contacts and ties in politics, economics, culture, and many other areas impacts changes, growth, the invention of new methods of teaching foreign languages.

The inclusion of a socio-cultural component in teaching a foreign language serves to form a holistic picture of the world among students through familiarizing with its cultural heritage, educating a patriot of their country and a citizen of the world, expanding the volume of students' knowledge in various activities: listening, reading, writing and speaking. Furthermore, expanding students' horizons is carried out by developing a sense of tolerance towards representatives of another culture, their traditions, customs, views, and the ability to see the peculiarities of their culture in the context of the cultures of other peoples and world culture in general. And also, all of the above helps to increase the level of the general culture of students and their level of motivation to learn a foreign language [16].

In this research work, we reveal the essence of the concept of "linguistic socio-cultural competence" concerning students. Under the linguistic socio-cultural competence of students, we mean a set of certain knowledge that has already developed to a certain extent about the culture of the country of the target language, as well as skills, abilities, and personality traits that allow the student to vary his speech behavior depending on the sphere and situation of communication, in accordance with cultural norms and rules etiquette of the country of the target language. Among other personal results, the student must develop the skills of cooperation with peers, young children, adults in educational, socially beneficial, academic research, project, and other activities. The content of teaching students a foreign language automatically becomes more effective, focused on students' attitudes, when a socio-cultural component is included in the educational process based on the use of elements of national-cultural characteristics.

Note that the use of regional information in the learning process increases students' cognitive activity, contributes to the formation of their communication skills and abilities, and positive motivation, providing an incentive for independent work on the language. Thanks to the linguistic socio-cultural component of the developed methodological kits and exercises, many educational goals are achieved. Their influence is excellent on the formation of the student's personality, on the development of his sense of patriotism on the one hand and tolerant attitude to other cultures on the other, and, undoubtedly, on the deepening of the student's knowledge about reality.

3.2 Method of Projects in Teaching a Foreign Language

Such a widely known and frequently used method as the project method was developed by the American educator Kilpatrick in the 1920s. Its main goal was to provide students with the opportunity to independently acquire knowledge in solving practical problems or problems that require the integration of knowledge from various subject areas. The teacher in the project is assigned the role of a coordinator, expert, or additional source of information [21].

In the domestic practice of teaching foreign languages, the project method has been actively used since the late 90s of the last century. Special attention within the framework of this method is now paid to telecommunication projects. Projects generally differ from projects designed to teach a foreign language. Any project contributes to:

- Increasing the personal confidence of students;
- Develops "team spirit," develops communication skills and the ability to cooperate;
- Provides a mechanism for critical thinking, the ability to look for ways to solve a problem;
- Develops research skills in students.

In addition, project activities contribute to the formation and development of reflexive skills, search skills, working in collaboration, and essential communication and presentation skills.

Projects designed for teaching a foreign language have both standard features for all projects and have their distinctive features, including:

- The use of language in situations as close as possible to the conditions of real communication;
- Emphasis on independent work of students (individual and group);
- The choice of a topic that is of great interest to students and is directly related to the conditions in which the project is being carried out;
- Selection of language material, types of assignments, and work sequence following the theme and purpose of the project;
- Visual presentation of the result.

For the project to be executed brightly, clearly, and by the tasks set, it is necessary to observe the correct sequence of its implementation. Famous foreign scientists and methodologists, such as Collins and Kilpatrick, identified several stages of work on projects:

- Defining the theme of the project;
- Definition of the problem and the purpose of the project;
- Discussion of the project structure, drawing up an approximate work plan;
- Presentation of the necessary language material and pre-communication training;
- Collection of information: referring to existing knowledge and life experience, working with information sources, creating your information storage system;
- Work in groups;
- Regular meetings, during which students discuss intermediate results, the teacher comments on the work done by the students, correct mistakes in the use of language units, conduct a presentation, and tests new material;
- Analysis of the collected information, coordination of actions of different groups;
- Preparation of the presentation of the project – exhibition, video film, radio broadcast, theatrical performance, holiday, etc.;
- Demonstration of the results of the project (the culmination of the work on the project);
- Project evaluation [24].

This stage includes not only control of the assimilation of a language material and the development of speech and communicative competence, which can be carried out in the traditional form of a test but also a general assessment of the project, which concerns the content of the project, the topic, the final result, the participation of individual students in the organization of the project, work teachers, etc. [22].

Summarizing the listed stages of creating a project, it must be said that scientists in another classification describe such steps but in a somewhat more abbreviated form. Nevertheless, the mentioned classification is usually considered a rule: problem – design (planning) – information retrieval – product – presentation. Although the creation process itself is fundamental in the implementation of project activities, as a rule, the final stage – its presentation – becomes decisive [15].

First, it is essential to choose the most appropriate style of presenting the content of the created project. There are many different types of presentation projects: incarnation (in the role of a person, animate or inanimate creature), business game, demonstration of a video film – a product made based on information technologies, dialogue of historical or literary characters, defense at the Academic Council, playing with the audience, illustrative comparison facts, documents, events, eras, civilizations, the dramatization of a natural or fictional historical event, scientific conference, report of a research expedition, press conference, travel, advertising, role-playing game, competition, performance, sports game, TV show, excursion.

Secondly, the stage of presenting the finished project to the public is so important because of its significant educational and educational effect. This means that during the presentation, students learn to "articulate their thoughts, ideas, analyze their activities, presenting the results of reflection, analysis of group and individual independent work, the contribution of each project participant." The presentation stage is not always the final stage of the project activity. The practical implementation of the project includes such a component as criticism of the teacher [22]. This criticism is made not only at the end of the presentation of the project but also throughout the implementation of the project activity. Criticism is divided into: special and general. The purpose of the first type of criticism is to clarify the successful or unsuccessful execution of the project and an explanation in the event that the project is not completed successfully. The general type of criticism involves the analysis of errors of a more general nature, such as carelessness in the formulation or implementation of a plan and inaccuracy in technical performance.

In addition to the correspondence of the project activity to the stages presented above, it is necessary to remember the role of the student himself in this project activity. Indeed, in completing project assignments, the student is involved in an active cognitive and creative process based on the method of cooperation. He finds himself immersed in completing a creative task, and with it, in the process of obtaining new and consolidating old knowledge on the subject within which the project is carried out. In addition, the student, together with the teacher, carries out his project, solving any practical research problem. Thus, being involved in actual activity, he acquires new knowledge.

The teacher must also remember his functions in the implementation of project activities. The teacher should provide his students with the opportunity to continue their active participation in the real world, their environment, in the world of play, sports, storytelling, natural phenomena, social interaction, and activities. In other words, complete freedom of expression of the learners should occur during the project's creation.

Nevertheless, the teacher should take into account his internal criteria when choosing projects:

- Does this project fully capture the students?
- Do the students have all the opportunities for its successful implementation?
- Will this project's creation be able to induce students to carry out new project activities?

There is also one more integral element of project activity in teaching a foreign language. This is its specificity, arising from the goals and objectives of the teacher.

Its culture has a tremendous impact on the development of the language of a people [23]. The participation of students in intercultural dialogue requires a high level of communicative culture, communicative competence, and developed communication skills. When choosing topics for project activities, the teacher is likely to give preference to issues that are interesting and valuable for students' cultural, historical material about the country of the target language. For their work, students receive several marks at once: for design, for content, for protection; notable nominations can also be established: "originality," "scientific," "relevance," etc.

Also, an essential aspect of encouragement helps to stimulate interest, motivates students for independent search activities, hence the difference between the project method and traditional teaching method [9]. These differences are the absolute advantages of the system of this method.

So, while the traditional system focuses on the assimilation of ready-made knowledge and the learning itself occurs through the exploitation of memory, the project method develops the student's intelligence, his ability to think logically, independently, planning and tracking the sequence of actions he performs. This is how learners assimilate knowledge and apply creative skills in practical activities. Thanks to the project method, it is also important that students, to a greater extent, in comparison with standard teaching methods, get acquainted with regional studies when studying the dialogue of cultures.

The foregoing follows that the search for new means and methods of teaching foreign languages has led to the active use of the project method. In the modern world, this method occupies one of the leading positions in the methodological treasury of both foreign and domestic methodological scientists [5, 12, 18, 22]. This method is based on the idea of the orientation of the student's educational and cognitive activity to solve a practically or theoretically significant problem. The existence of a large number of different types of projects presupposes the presence of several of their classifications according to certain criteria. This can be applied to projects used in teaching any academic discipline. In this classification, according to several standards, the following types of projects are distinguished:

- By the method dominating in the project 1) research; 2) creative; 3) adventure, play; 4) informational; 5) practice-oriented;
- By the nature of the project coordination 1) with explicit coordination; 2) with hidden coordination;
- By the nature of the contacts 1) domestic (regional); 2) international;
- By the number of participants 1) personal (individual); 2) paired; 3) group;
- By the duration of the event 1) short term; 2) average duration; 3) long term.

Some researchers propose to consider the classification of projects according to the duration of the time with the specification of time:

- Mini-projects (can fit into one lesson or less).
- Short-term projects (require the allocation of 4 - 6 lessons for their creation). This time is necessary to carry out collecting information, making a product, and preparing a presentation in extracurricular activities. At the same time, the lesson is used only to coordinate the activities of project team members.
- Weekly projects (carried out in groups during the project week). The implementation of such projects takes 30 - 40 hours, with the manager's participation throughout the entire creation process.
- One-year projects (can be carried out both in groups and individually, exclusively after school hours).

The presented classification is convenient because it allows the most accurate characterization of the created or analyzed project.

As for foreign researchers, two English specialists Bloor and Saint-John, divided three types of projects:

- A group project in which "the whole group carries out the research, and each student studies a certain aspect of the chosen topic";
- Mini-research, consisting in conducting an "individual sociological survey using questionnaires and interviews";
- A project based on work with literature, implying "selective reading on the topic of interest to the student," and suitable for individual work [17].

Considering the possibilities of introducing the project method into the language teaching process, three main approaches can be distinguished based on the fact that the project can:

- Be used as one of the forms of extracurricular work (contests, quizzes, participation in events related to any events in life class, group, educational institution, city, preparation of creative evenings, concerts, exhibitions, reporting events in a foreign language, telecommunication projects, etc.);
- Serve as an alternative way of organizing the training course (stands, brochures, radio programs, videos, theater performances);
- Integrate into the traditional language teaching system (performing creative and research tasks within the framework of the studied course).

To test the project method to form the linguistic socio-cultural competence of students, we have chosen the type of project, which includes elements of all three types. Consciously choosing such a mixed type, we proceeded from the fact that this particular type of project is the most organic option for integrating the project methodology into the educational process since it allows us to use the material of the training course to organize students' independent work to achieve a group goal. Thus, the chosen project can be characterized as practice-oriented, with elements of creativity and explicit coordination, internal, group, short-term.

3.3 Analysis of the Educational and Methodological Complex and its Linguistic Socio-Cultural Component

Learning (for example) the English language is active, and corresponds to the age characteristics of the student. Since communicative and cognitive training is carried out at this stage, associated with an increase in the content of students' speech, in the classroom, techniques are used that encourage the expression of a personal attitude to the problems being discussed [10].

Educational and methodological complexes are developed taking into account the set of pedagogical and developmental goals, and the following tasks:

- Development of foreign language communicative competence in the aggregate of its components – speech, language, socio-cultural, compensatory, educational, and cognitive;

- Familiarizing students with the culture, traditions, realities of the countries of the foreign language being studied within the framework of topics, spheres, and situations of communication that correspond to the experience, interests, psychological characteristics of students;
- The formation of the ability to represent their country, its culture in the conditions of foreign language intercultural communication;
- The development of skills to get out of the situation in the face of a language shortage means receiving and transmitting the information [14].

Teaching a foreign language in a school environment is carried out outside the natural language environment, where the primary source of information is the educational text. However, not all academic texts are necessary and effective for studying the linguocultural characteristics of the country of the target language [18]. Therefore, for the most accurate determination of the level of effectiveness of the project method as a means of developing linguistic-socio-cultural competence, we must take into account all the factors and conditions that contribute to the development of the considered competence along with project activities.

A fundamentally important fact is that socio-cultural knowledge and skills are formed in students through the prism of perception of foreign culture by citizens of their country. The authors express this position in the very title of the textbook. The plot of the texts included in the curriculum allows students to get acquainted with the realities, culture, and life.

An important aspect of studying the culture of the country of the target language is knowledge of the history of the development of the state. It is on this aspect that the authors emphasize. In addition, at the end of the course, learners should be able to read simple, authentic texts of different styles with complete and accurate understanding. However, this goal is challenging to achieve when using this textbook in the educational process. It is known that the content of texts should correspond to the age characteristics and interests of students, have academic and educational value.

Educational texts are pretty tricky for students to understand. This complexity is because some of the texts included in the curriculum are more than five pages long, including many novel lexical units. An example is The Diary of Robin MacWizard.

Despite a significant drawback, the positive aspects of the educational and methodological complex under consideration still prevail. Sections of this textbook help the teacher familiarize students with the values of world culture. Headings such as, for example, "America in focus" allow students to master the knowledge of the most common vocabulary, realities (traditions in food, the spelling of addresses, etiquette, etc.) and the socio-cultural portrait of the countries and heritage of the land of the target language [7].

Another heading, "Project," invites students to project on the topic studied. The disadvantage of this heading is that this project must comply with the presented plan, which includes the mandatory content of the work. Another important aspect of the analysis was forming a respectful attitude towards a different opinion, history, and culture of other peoples. This also happens integrated with the process of acquaintance with the history and culture of the peoples of the countries of the target language in the framework of educational situations and the course content when performing problematic tasks [23]. The negative side of almost all exercises of this educational-methodical complex is that for their implementation, the student does not need to act, taking into account classmates' opinions.

We noted the absence of tasks that require ingenuity and quick reactions, teaching students to pay attention to changing living conditions within the framework of educational situations and, accordingly, to carry out educational activities, trying on a different role and overcoming barriers. This educational and methodological complex does not imply using non-standard methods of presenting the material. This works in opposition to increased motivation to learn. Students are encouraged to systematize regional knowledge based on the experience of studying other academic subjects [16]. However, considering this aspect compared to the project method, we can conclude that the connection with other educational issues in the project method is manifested more often and more substantially than in traditional teaching. Moreover, it is practically impossible to show talent, implement creative ideas, expanding the boundaries of horizons within the framework of the curriculum for this educational and methodological complex since the prescribed exercises are equally obligatory for all students, without taking into account their abilities, while time, as the project method allows you to express all the existing creative ideas of students on a given topic.

It can be noted that each section of the teaching material acquaints students with the peculiarities of foreign language culture, teaches them to be respectful and aware of the difference in cultures [3]. However, it cannot be said with certainty that at the end of the course, students will be able and ready to live in a modern multicultural world, possessing socio-cultural competence as a tool that will help avoid conflict and promote intercultural communication.

4 Conclusion

Purposeful formation of foreign language linguistic socio-cultural competence plays a vital role in developing his personality, a humanistic orientation, in the general learning process that meets the requirements of a democratic society.

In the light of current trends, teaching foreign languages presupposes an integrative approach. This means that it is necessary to solve problems of an educational, cultural, intercultural nature in the educational process. Students entering into socio-cultural interaction with representatives of other cultures experience difficulties in understanding the meaning of communication due to the lack of formation of the ability to use information, passing it through their cultural experience. For the most effective and productive formation of linguistic socio-cultural competence, it is necessary to identify the mechanisms, means and conditions for the formation of linguistic socio-cultural competence of students in the process of mastering the socio-cultural information educational space, which combines information resources, spiritual and moral norms and values, peculiarities of mentality.

The most well-known means of forming linguistic socio-cultural competence are the method of design work, the comparative method, etc. In this final qualification work, we investigated the method of projects developed by the American scientist Kilpatrick. The project method is inextricably linked with the concept of linguistic socio-cultural competence, which means the ability to mobilize the acquired knowledge, skills, experience, and ways of behaving in a specific situation and combine the intellectual and skills component of education. Furthermore, the socio-cultural approach pursues the goals of developing the student's personality, fostering moral and aesthetic feelings in him, mastering knowledge and experience for carrying out various types of activities, and protecting and strengthening the physical and psychological health of the student [17].

An important aspect of linguistic socio-cultural competence is its role in the socialization of students. Thanks to the formation and development of this type of competence, the problem of overcoming individual and group barriers is solved and intercultural distance. All these goals can be achieved through the implementation of project activities.

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LEXICAL-SYNTACTICAL REPETITION IN THE SYSTEM OF STYLISTIC FIGURES: STATUS, SPECIFICATION, FUNCTIONS

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Abstract: The article focuses on the pragmatic peculiarities of such stylistic figures as: anaphora, epiphora, symploce, anadiplosis, amplification, chiasmus and antithesis. It provides the analysis of the stylistic figures formed by lexical and syntactical repetitions as specific expressive means of text. The specification of using of lexical-syntactical repetition in the system of these figures is studied, its status and functions have been outlined.

Key words: Amplification, Anadiplosis, Anaphora, Antithesis, Chiasmus, Epiphora, Pragmatic stylistic function, Stylistic figure, Symploce.

1 Introduction

Lexical-syntactical repetition is one of the special means of the formation of stylistic figures. "Repetition is a literary device where a word or phrase is repeated two or more times to emphasize the point being made and/or emphasize the emotional feeling associated with the point being made. With more than 30 forms of repetition, it is more commonly thought as a category rather than a single figure of speech" [10]. According to Dubremetz and Nivre "repetition of words is an extremely trivial phenomenon and we want to select only repetitions that constitute a figure of speech" [8].

Furthermore, repetition is a way of forming various stylistic figures different in structure, by the position of repeated elements in the text or in any speech segment (anaphora, epiphora, symploce, anadiplosis) and through the functional semantic emphasis (amplification, chiasmus, antithesis).

Issues relating to figures of lexical-syntactical repetition from the point of view of stylistics have not been sufficiently explored in modern linguistics. The definition and interpretation of stylistic figures as means of drawing attention in argumentative texts, those of public speeches in particular, was explored by Beketova [4], Agwa Fomukong [1].

A thorough analysis of repetition as a mean of expressive syntax, based on the language material of fiction is provided in the dissertation of Pryshlyak [18], as well as in the works of Aitchison [2], Dubremetz & Nivre [7, 8], Walker [20]. The role and functions of stylistic figures, especially epiphora and symploce, is found in Zimmer's works [23, 24].

Modern linguistics does feature a certain range of research findings in stylistics, including those that refer to figures of repetition. The latter, however, still requires elaborate research in terms of their use in the language of press. This explains the relevance of our article.

2 Materials and Methods

The material under analysis is represented by 105 most expressive sentences and transphrasal unities featured in 807 texts retrieved from Ukrainian newspapers of 2016 to 2018, in which the journalists make use lexical-syntactical repetition to create stylistic figures. Among them there are Dzerkalo Tyzhnia, Holos Ukrainy, Kultura i Zhyttia, Literaturna Ukraina, Osvita Ukrainy, Pravdy syla, Ukraina moloda, Vinnytska hazeta.

Theoretical and methodological basis of the research is built on the dissertation works of Beketova [Beketova 1998], Pryshlyak [Pryshlyak 2002], devoted to the study of repetition, as well as the McGuigan's textbook (2007), which describes the types and functions of stylistic figures and scientific works of Dubremetz & Nivre [8].

Our study is based on the descriptive method. It is used in the selection of units analysed, their classification and interpretation. In this article, we use external interpretation to show how the stylistic figures analysed relate to the communicative situation. The linguistic description of linguistic facts was carried out with the help of methods of linguistic observation, structural and semantic analysis. The vocabulary method was used to analyse lexicographical articles to distinguish and classify stylistic repetition figures.

We have also used the method of linguistic stylistic analysis to trace the functional features of stylistic figures based on lexical-syntactical repetition. The subtext widely used in the sentences under study is defined by means of contextual and interpretative text analysis.

3 Results and Discussion

3.1 Anaphora

The most common stylistic figure in the language of the modern Ukrainian press is anaphora. It is formed on the basis of lexical-syntactical repetition according to the position and the placement of repetitive elements. Anaphora in modern linguistics is defined as one of the types of lexical and syntactical repetition, and more rarely as lexical repetition, which provides the structural organisation of the text. In structural terms, anaphora is interpreted as a stylistic figure formed by "repetition of a word or expression at the beginning of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect" [14]. Nordquist defines anaphora as "a rhetorical term for the repetition of a word or a phrase at the beginning of successive clauses" [15].

The authors of modern periodical publications make active use of triple identical anaphoric repetitions reinforcing their influence on the consciousness of the recipients. Such multiple repetitions contribute to the realisation of the pragmatic goal of making a comment and perform an *expressive* stylistic function, as they express the feelings and reflections of the speaker and do not induce the reader to analyse the provided information. For instance, ***We remembered*** *the cease of economic depression in 2016.* ***We remembered*** *the enactment and successful testing of electronic declarations comprising the incomes of state authorities and their families.* ***We remembered*** *the year by the fact that our agrarian sector intensively joined the innovative Ukrainian enterprises as well* [Literaturna Ukraina].

In the language of contemporary Ukrainian newspapers, the anaphoric repetitions of the predicate centers of sentences, which form a syntactic unity, are being actively used. According to Pryshlyak, the repetition of "the predicative center of the subject and the predicate in the two-member sentence emphasizes the main message of the work" [18, p.22]. For instance, anaphora focuses on the attributive characteristics of the subject and facilitates the implementation of the *declarative* function in the following syntactic unities: ***Criticism*** *is very* ***important*** *for me, because it gives a powerful incentive for a more profound search.* ***Criticism****, in general,* ***should be important*** *for each artist, especially the young one …* [Ukraina moloda]; ***He was*** *both a venerable professor of the Zhytomyr University named after Ivan Franko and a good friend of KVK.* ***He was*** *a poet, a composer, an artist and a producer, a translator and a theatergoer* [Ukraina moloda]. "Repetition is primarily used symbolically for intensification, and also for iteration and continuation. Intensification involves an increase in quantity or quality, and includes superlatives and 'augmentative' uses" [2, p. 19–20]. Complete anaphoric repetition of the main predicative part of complex sentences performs the function of accentuation: ***We said*** *that without vaccination, there would be outbreaks of* *diseases.* ***We said*** *that measles would most likely to be in 2017-2018* [Pravdy syla]; ***Nobody knows*** *what is being discussed,* ***nobody knows*** *what are the grounds for accusations* [Ukraina moloda]. By means of repeating the predicative parts *we said and nobody knows* journalists deepen the content of the statement. Journalists emphasize the statement as indisputable and point out the fact that certain phenomena that are impending are being mistakenly ignored by the society.

In the language of modern Ukrainian newspapers, we frequently come across several types of repetition in one context, and each type is functionally significant. In the following contexts, for example, anaphora is combined with symploce and homonymous play on words: *One should* ***wield*** *a pen responsibly as if he is* ***wielding*** *the cross and a censer, since* ***the Word*** *was with* ***God****, and* ***the Word*** *was* ***God*** [Literaturna Ukraina]; ***Love*** *is truly an ocean, according to Ivan Franko: it entices and stumbles at the same time. / ... /* ***Love*** *is the same* ***golden burden*** *of Liliia* ***Goldenburden*** *which you neither throw away (unless you are exhausted) nor bear: isn't that enough*? [Literaturna Ukraina]. These repetitions allow the reader to distinguish several key concepts at the same time.

Recently the language of Ukrainian newspapers has been intensified by the use of sentences with repetitions that perform a *declarative* function, e. g., ***Today, more than ever, we*** *are frustrated by all the deaths and pains that the war has brought.* ***Today, more than ever,*** *we strive for the unity of all compatriots to...* [Ukraina moloda]*;* ***If only it could help*** *to liberate the boys we are fighting for!..* ***If only it could help*** *to melt the hearts of those who have the keys from the hostages' prisons!..* [Holos Ukrainy]. The authors of articles actively convince readers of the indisputability and unambiguousness of their own principles and ideas. Occasionally, this repetition is achieved by the use of such conditional constructions as *it would be worthwhile, if only it could… somehow, it is very important*, etc. which sound unobtrusive as advice, but reveals the depth of the statement in details. It is known that these stylistic devices convince the recipient of the truthfulness of ideas better and faster as they sound unobtrusively. However, despite the mitigating effect of the wishes, they aim to influence decisions, form points of view and, although hidden, leave almost no choice to the reader. Due to the combination of complete anaphoric repetition and syntactic parallelism, the speaker emphasises the importance of the citizens' getting united for peace, which is remarkably significant in Ukraine at present.

According to Horobets "journalists use unusual context-building, combinations of different types of repetitions, not only to state a fact, but also to evaluate the situation, to express their own view of what has been said" [9, p. 242]. Occasionally the declarative function can be implemented by a mini-text: e. g., ***The science of good*** *must be spiritual and moral.* ***The science of good*** *can find the greatness even in the search of something insignificant.* ***The science of good*** *does not have political stamps and shortcuts.* ***The science and scientific thinking of good*** *are the most important foundation and condition for the stable development of the economy and society* (Holos Ukrainy); ***A hundred years ago*** *we* ***got a chance*** *to build an independent state, but we* ***lost that chance. Like a hundred years ago,*** *the centuries-old enemy of Ukraine – imperial Russia threatens* ***our Independence****,* ***our Freedom*** *and* ***our desire*** *to be the masters of our God-given land.* ***Again, like a hundred years ago,*** *the war against the enemy continues,* ***again*** *the Ukrainian lands are occupied by the enemy,* ***again*** *the blood is shedding and the Ukrainian heroes are killed* [Literaturna Ukraina]. The declarative function performed in the studied linguistic material has a shade of the appeal to struggle against the regime that destroys progressive ideas and mood. It also tends to attract public attention to critical issues that must necessarily be heard of and resolved in favor of the society. Anaphora and syntactic parallelism accumulate thoughts and ideas, emphasise certain social and historical regularities and motivate readers to reflect on the philosophical categories of goodness, truth and spirituality as the basis of a sovereign state.

In the autobiographical texts appearing as newspaper articles there are anaphoric repetitions used by the authors to render thoughts and feelings, communicate their state of mind at the moment of speaking and so on. For example, in the following sentences journalists focus on repeating predicative parts and phrases to illustrate the dynamics of the thinking process: e.g., ***Now I was not surprised*** *why he had joined the "militia".* ***Now it was clear*** *why I had been looking for him on the social networks in vain.* ***Now I knew everything*** [Dzerkalo tyzhnia]; *That winter evening,* ***I allowed myself to think*** *that I was somehow* ***better*** *than my fellow traveler. That my jeans are* ***better*** *than his tracksuit, and my hat is* ***better*** *than his leather cap.* ***I allowed myself to think*** *that avoiding conversations with him, I would guarantee my peace and protect my personal space* [Dzerkalo tyzhnia]. So, repetition performs the function of intensification.

According to Conrad, "each word and sentence should be carefully crafted and constructed with the writer's argument and audience in mind. Anaphora is a beneficial tool when a writer uses forethought. Because anaphora is a rhetorical device, it is a method of persuasion" [5]. A recent exceedingly remarkable tendency in Ukrainian newspapers is to lead the readers to reflect on the issue elucidated as well as to influence the recipients emotionally with the help of the anaphoric repetition in rhetorical questions and statements. For example, the *affirmative* pragmatic stylistic function is realised in the following context: *Is the war* ***naturally determined*** *or accidental*? ***Naturally determined*** [Holos Ukrayiny]. The use of the complete anaphoric adjective repetition ***naturally determined*** in the form of a rhetorical question and affirmation helps the journalist to stimulate the recipients' thinking. Rhetorical questions that don't have rhetorical responsive statements in the context can also perform an affirmative pragmatic stylistic function, since certain statements are disguised in the form of questions. Thereby, the author directs readers' thoughts to only one "desired" answer. For instance, ***Why*** *out of nearly 400 (!) registered political parties today, only the representatives of the block "Svoboda" together with the CUN members and some active citizens are protesting against the language aggression?* ***Why*** *did not the flags of the parliamentary parties and other democratic unions hoist under the walls of the court?* [Literaturna Ukraina]; *And involuntarily you think in desperation and anxiety:* ***maybe*** *a newspaper* ***does*** *live one day.* ***Maybe****, independent Ukraine* ***does*** *not need "LU"* [Literaturna Ukraina]; ***Then why did people invent*** *literature, if it has no influence,* ***why did people invent*** *the "artistic image" without which there is no literature?* [Literaturna Ukraina]. By means of the rhetorical figures the author refers to the reader, counting on their subconscious support, since the effect of a hidden self-denial is created through the interrogative constructions. Thereby, the writer hopes for the reader's favor and like-mindedness.

According to Zavalniuk, "the language of newspapers is intended … to influence the audience of readers, inducing them to versatile ideas and contributing to the emergence of the emotional reaction in the form of a feeling-attitude experienced by the reader, and, furthermore, in the form of actions and deeds. Frequently, exclamatory sentences become the source of generating emotions" [21, p. 205]. According to the material studied, such sentences often contain repetition that exacerbates the statement and promotes the actualisation of the main content components. E. g., ***This is the place*** *where their will nest their family after the wedding,* ***this is the place*** *where they will spend thousands of days and nights together!* [Dzerkalo tyzhnia]; *The organisers of this act are* ***the very people*** *who made explosions in Suruch, in Ankara,* ***the very people*** *who blew up bombs in the Kurdish cities!* (Ukraina moloda); ***Oh, now*** *it has been expanded!* ***Now*** *it is a powerful enterprise - after all, the country is sorely in need of timber but* ***there is*** *Taiga* ***all over, and there are*** *such high pines* ***all over****!..* [Literaturna Ukraina].

In the language of the modern Ukrainian press we observe an intensive interaction of the antonymic anaphora expressed by the main predicative parts of complex sentences with the parallelism of syntactic constructions. E. g., ***Russia cannot be a successful country*** *until its taxpayers' money is spend on treason, slander,* *murder, falsehood, bribery and blackmail around the world.* ***Russia will become a successful country*** *when it destroys the nature of all NKVD successors* [Holos Ukrainy]; ***We do not deserve forgiveness,*** *so I cannot say "I'm sorry", I can say "it is a thousand pities! ...* ***And we will deserve forgiveness*** *only through true repentance"* [Holos Ukrainy]. Such interaction of syntactic unities contributes to the realisation of a *therapeutic* function, so publicists express their own vision of the political situation and determine the conditions for its development. The authors of the analysed texts emphasise the fallaciousness of the chosen political and social strategy of development and point out that this path leads to decay with hard and irrevocable losses, unless there is a change of course. Journalists express their views of the political situation, determine the conditions for its development and offer the variants of psychological "treatment" for the society.

Anaphora is a fairly widespread part of the calls and slogans that occur in the language of journalism: ***Let us*** *remember that our nations have a great past.* ***Let us*** *believe that our countries have the future in which we are not enemies, but friends, and let us try to create it now* [Holos Ukrainy]; ***Ukraine is*** *our family,* ***Ukraine is*** *united!* [Dzerkalo tyzhnia].

In this example the author intensifies the sense of people's unitedness and emphasises the importance of every citizen in the organised social system: ***Cherish*** *your language!* ***Cherish*** *the nation!* [Holos Ukrainy]. The purpose of this method is to emphasise the importance of adhering to the unanimous and indisputable beliefs by each representative of the community.

Occasionally Ukrainian newspapers may feature interaction between stylistic figures of anaphora and polysyndeton. Such interaction allows the speaker to select an important part of the information. For instance, *In fact, the question is* ***either*** *ignored (as the request of the journalist Dmytro Hnat for the certification of Serhii Prykhodko, the main suspect in the murder of Ihor Indyl),* ***or*** *(even worse) it's officially not responded and is misleading in disclosing the results of the attestation…* [Dzerkalo tyzhnia]; ***Since*** *only faith which fills a heart with love can enliven the human soul...* ***Since*** *it draws the breath and stoically endures everything* [Literaturna Ukraina].

3.2 Epiphora

Another type of repetition – epiphora – is another widespread figure of the texts under study. This stylistic figure contrasts with the anaphor in structure: "repetition of a word or phrase at the end of successive sentences or clauses" [24]. In the research we classify epiphora as a stylistic device based on the lexical syntactical repetition, in particular, "the repetition of words, phrases at the end of sentences or predicative parts of complex sentences used to underline the expressiveness and euphony of the language" [6, p. 58].

In modern philology, the role of the epiphora is characterised as "a literary device that serves the function of furnishing an artistic effect to passages. It lays emphasis on a particular idea, as well as giving a unique rhythm to the text, which consequently becomes a pleasurable experience for the readers. That is the reason that it is easily understood and memorised, and easier to comprehend. As a rhetorical or stylistic device, epiphora is brought into action to appeal to the emotions of the audience in order to persuade them" [12].

As it is illustrated in the material under study, epiphora is an important means of content and structural organisation of the expression; it is a powerful stylistic figure of the emotional influence on a recipient.

In the language of Ukrainian newspapers of the 21st century the tendency of using epiphora in rhetorical questions is becoming increasingly noticeable. It has appeared to exert an emotional influence on readers, encourage them to reflect on the speaker's problem and induce recipients to draw certain conclusions. E. g., *A successful confectionery is either "priceless" or "****not for sale****", therefore, the state property is* ***for sale****?* [Ukraina moloda].

According to Pryshlyak, epiphora "contributes to the structural unity and customisation of the details in compliance with the general content of the work; it is the final link expressed by the exclamatory sentence that has a condensed emotional and expressive effect" [18, p. 140]. For instance, *Dance, sing and play just* ***here and now!*** *Life is in full swing* ***here and now!*** [Vinnytska hazeta]; *Life* ***goes on****. However, the struggle also* ***goes on*** [Literaturna Ukraina].

In the language of modern Ukrainian newspapers there is a new tendency of using sentences in which repetition performs a *declarative* function, e. g., *One finds and preserves freedom and kindness uppermost inside. Therefore, only free and kind people can create and maintain free and kind world. That is where their* ***invincibility*** *lies. Since NO external factors can take away the person's conscience, inner freedom and love. Therefore, we are* ***invincible*** [Literaturna Ukraina]. As we see, various forms of epiphoric repetitions help to draw the reader's attention to the issue raised in the text: repetitions highlight it and prevent writers from the language excess.

The use of triple identical epiphoric repetitions has been intensified, which has an increased influence on the consciousness of recipients. Such multiple repetitions contribute to the realisation of the pragmatic goal of *commenting,* and they perform an *expressive* pragmatic stylistic function, as the devices express the feelings and speculations of the speaker and do not induce the reader to analyse the information provided. E. g., *Putin will not stop –* ***it's a fact****. Putin needs the overland corridor to the Crimea –* ***and it's a fact****. Ukraine needs a state of martial law –* ***and it's a fact*** [Holos Ukrainy].

We can also observe the tendency to use the identical lexical epiphora at the end of complex sentence parts or simple sentences which form a supraphrasal unity. Epiphoric repetitions in such contexts are meant to be means of structural organization of an expression. At the same time, this is the way journalists also use to express the recurring component, which becomes the key word of the supraphrasal unity. For instance, *When I talk about a* ***nation****, I'm undoubtedly talking about a political* ***nation*** [Ukraina moloda]; *The main thing is "****not to splinter****". ...that was the twentieth century, far and close simultaneously; it was difficult "****not to splinter****"* [Literaturna Ukraina].

In comparison to anaphora, the combination of epiphora and amplification is much less common in the language of Ukrainian newspapers. E. g., *The unusual film in which the main characters* ***play themselves****. No, they* ***do not play****, they just* ***tell about themselves****... In addition, they shoot and* ***edit*** *on their own... And the main thing – they edit not only the film – they* ***edit themselves*** [Vinnytska hazeta].

In the texts of contemporary Ukrainian newspapers, the *evaluative* pragmatic stylistic function is realised through epiphoric repetitions of predicates, which serve as means of emphasising the value of a particular object in a sentence. Cf., *When the written words began to live separately and* ***were forgotten****. But* ***were*** *they really* ***forgotten****? It's a unique destiny. It's a unique author. It's a unique "...notebook"* [Literaturna Ukraina]; *A hundred wreaths of sonnets by one author* [M. Riabyi] *gathered in one poetic collection –* ***no one has found*** *an analogue so far. Apparently,* ***no one will find*** [Literaturna Ukraina].

3.3 Symploce

In the newspaper contexts of the 21st century the use of symploce is quite interesting. Scholars, O.Beketova in particular, classify it as a figure of lexical-syntactical repetition, in which "there are repeated members in the beginning and in the end of two or more constituent parts of the sentence" [Beketova 1998: 25]. In the "Dictionary of Tropes and Stylistic Figures" the definition of symploce is identical to the previous one: "the figure of syntactical parallelism, which is characterised by: 1) the same beginning and end of the line, period, strophe, that is, the combination of anaphora, epiphora and different mediums; 2) the same medium, but different beginning and the end of the line" [6, p. 155].

In our study, we classify symploce as a stylistic figure based on lexical-syntactical repetition, which is mostly expressed by the combination of anaphora and epiphora or distant repetition and syntactical parallelism.

In the language of modern Ukrainian newspapers symploce (like other figures of repetition) often serves as *the focus of the reader's attention*. Zimmer notes that "symploce highlights the contrast between different options or possibilities. It adds a sense of balance that neither anaphora nor epiphora can do alone" [23].

What is more, it is symploce that has the ability to point out two key concepts simultaneously. E. g., ***They** look further **than we do**. **They** see deeper **than we do*** [Literaturna Ukraina]. The use of symploce consisting of repetitive contextual synonyms falls into the eye: *...**and in Ukraine there are people** who remember **Polish soldiers** who were killed and buried in Darnytsia. ...**and in Ukraine there are people** who press authorities to commemorate and perpetuate the memory of **Polish soldiers*** [Literaturna Ukraina]; ***They got tired** of the situation in the country, **so they changed it**. **They got tired** of the rotten corrupt government, **so they sent it away*** [Holos Ukrainy].

The symploce with syntactic extension is used less frequently: *We want a teacher to get 50% for the educational process, and 50% – for science. **Hence, there is** the activity in various contests and the growth of **scientific work**. **Hence, there is** the additional stimulation of those departments that have the increased component in the wage fund for the **scientific and innovative activity*** [Osvita Ukrayiny].

The concentration of the recipient's attention on a certain issue may be achieved by the combination of symploce and antithesis. Antithesis is formed by means of antonymic repetition or content-based comparison and juxtaposition of concepts. Cf., *...by the **fictitious** balcony of **fictitious** Juliet **in Verona** there are **thousands** of **flowers**. **And in Kyiv** by the **absolutely real** place of a patriotic sacrifice there are **no flowers** at all* [Literaturna Ukraina, 09.02.2017, p. 2]; *The Commission **decided to suspend** payments – and **has suspended** them; it **decided to resume** – and **has resumed*** [Holos Ukrayiny, 30.08.2016, p. 11]; ***Serbs and Croats** had conflicts **in the past**. **Serbs and Croats** have no signs of discord about **the future*** [Holos Ukrainy, 13.02.2018, p. 5]. According to Panasenko, Greguš, Zabuzhanska "when news appears, people take it as media reflection; when time passes, people incline to the opinion that this event was presented as media transformation" [17, p. 141].

The symploce formed by the combination of distant repetition and syntactical parallelism appears in the Ukrainian periodicals considerably less often. Such repetition arises predominantly in the syntactical unities consisting of two simple clauses, in compound and contracted sentences. In syntactic unities the attention of the recipient is focused on the key concepts compared and contrasted. Repetitive components in such structures are the tools of integrity. E. g., *Kyiv **expectedly** refused. Moscow **expectedly** made a helpless gesture* [Dzerkalo tyzhnia]; *Ukraine **continues** to dodge. Russia **continues** to set up traps* (Dzerkalo tyzhnia); *The nation needs an outlook **renewal**. Otherwise, there will be no authority’s **renewal*** [Ukraina moloda]; ***There are far more** people demanding the lifting of restrictions, and **there are far more** loud voices* [Dzerkalo tyzhnia].

The distant repetition that occurs in sentences with syntactical parallelism emphasises contrasting points. Such oppositions are also intensified by lexical and contextual antonyms. Cf., *The one who <u>is flashed</u> **early** <u>is burnt</u> **early*** [Literaturna Ukraina]; *Knowledge does not always **make us** <u>rich</u>, but it certainly **makes us** <u>happy</u>* [Osvita Ukrainy].

The symploce of the second type (identical in the middle, but with different at the beginning and at the end of the line) usually points out repetitive components from the context, and it does not diminish the semantic representation of the context: *A patriot does not live his only life, but also the life of the Motherland: if something hurts the Motherland, it hurts him* [Holos Ukrayiny]; *The war **cannot** be "kept" within the framework of the ATO, as military actions **cannot** be ceased by antiterrorist measures* [Dzerkalo tyzhnia]; *The War and the ATO are not just **different** names, they are essentially **different** phenomena having a completely **different** legal regime and being governed by **different** rules (laws)* [Dzerkalo tyzhnia]; *We just have to shoot **good** movies and write **good** books* [Dzerkalo tyzhnia].

Thus, in the texts of Ukrainian newspapers symploce is a remarkably emphatic stylistic figure of repetition that can focus the recipients' attention on a particular issue, emphasising comparison, contrasting and juxtaposition of two key concepts, phenomena and facts.

3.4 Anadiplosis

In the language of Ukrainian periodicals of the 21st century anadiplosis is also a prevalent stylistic figure. In modern linguistics it is qualified as "the language figure of addition, in particular, the repetition of the final sound combination, the word or group of words of the previous clause in the beginning of the next one" [6, p. 19]. Contact repetition is the basis of this figure, and it may be simple or syntactically expanded.

Synhaivska and Malinovskyi point out that "simple contact repetition is a source of additional information regarding the perceptive nature of the situation within which the repetition is used and the subjective factors connected directly with the cognitive peculiarities of the listener" [19, p. 77]. Andini determines anadiplosis as "a type of verbal parallelism where the repetition occurs if the last part of a unit is repeated in the initial part of the following line" [3, p. 509].

In our study we rely on the definition of Walker who qualifies anadiplosis "as the repetition of the word or words with which one phrase or line ends, at or near the beginning of the succeeding phrase or line" [20, p. 399]. In the language of modern Ukrainian press anadiplosis is used within a simple sentence, between the clauses of a complex sentence and among sentences.

Anadiplosis that functions in the context of a simple sentence *specifies* the content of the emotionally or logically selected word. For instance, *Thus, in Ukraine "the primary one" lives its **life**, **the life** of strange and meaningless standards...* [Dzerkalo tyzhnia]; *Just that very tragedy in Ukraine made me remember that in my childhood mother and grandmother communicated in their native language, it made me remember where they had been born – in Mykolaiv. Although it's not even "remembering", since it had never escaped my memory… It made me understand and realise that there were my **people**, **people** like my mother and, therefore, like me* [Holos Ukrainy]; *Grandfather has grown into the most powerful **hero**, the **hero** who tears to pieces for his land and fears nothing on earth* [Holos Ukrainy].

The texts under research expose a tendency to use anadiplosis which includes separate extended attributes. Cf., *The letter of O. Vasyl is a barrier to the spiritual defilement and at the same time a door to another **world**, **the world** of Truth and Good* [Literaturna Ukraina]; *Today in the struggle for Independence our nation pays the highest **price** – **the price** of life and health of its best sons and daughters* [Holos Ukrainy]; *Anyway, the artist who absorbed the best of European culture set the goal of creating a new **theater** – the **theater** of search, experiment and avant-garde; there would be a necessity to make the Ukrainian scene closer to the European one in form, preserving its national essence* [Literaturna Ukraina]; *I immediately direct him to the profile **committee** – the **Committee** on Legal Policy and Justice – to pass a relevant resolution* [Holos Ukrainy]; *But she* [Diana – I.H.] *rejected that fine gesture to become a **queen** – the **Queen** of hearts in the whole world* [Dzerkalo tyzhnia]. In the last sentence there is the graphical emphasis on the initial components of the attribute: the author uses a capital letter in the word *Queen* to honour and sublimate the title of the world-wide favorite.

Another common phenomenon is a detached attribute converted into a parceled construction. According to Zavalniuk, "when there is a repetitive determinative word in the parceled part, its definition clarifies or enhances the meaning of the determiner in the main part" [22, p. 298]. E. g., *During the twenty-fifth year of our struggle for Independence we form and harden an invincible **nation**. **The nation** of free citizens who are aware of being Ukrainians* [Holos Ukrainy]; *A key role in strengthening of our army was played by **honor**. **The honor** of the officer and warrior did it* [Literaturna Ukraina]; *We suggested journalists, writers, artists and representatives of different generations sharing stories about brave deeds and remarkable fates of those who had been impressing us **over the past 25 years**. **Over the years of Independence*** [Dzerkalo tyzhnia]; *The power of the once cultivated **energy**. The **energy** of a kind word. Of the former one. Of the current one. Of the following one.* [Literaturna Ukraina]; *They are struggling in the front line for us, trying to win the war and return the **lands**. Our **lands*** [Holos Ukrainy]. In the contexts mentioned parceling is used to highlight the main content and increase the significance of a specific passage. Thus, the repetition of the main noun contributes to its integrity with the detached attribute.

The repetition of the last word of a sentence at the beginning of the subsequent one often serves as a continuation of thought. This function ensures semantic continuity between sentences and transforms them into a supraphrasal unity. Cf., *Now the times are **hard**. **Hard** for both of the countries – Russia and Ukraine* [Holos Ukrainy]; *At a fairly young age I decided to write a book about the **war**. The **war** that is not depicted in the usual way, but the one that remained in the head of my character – the person who played one of the most decisive roles in my upbringing and attached my outlook and consciousness to the turning point that "gave me the opportunity to be myself*" [Dzerkalo tyzhnia]; *The novel "Megalith" ... is ambitious and extensive, but one craves for **reading it again**. **Reading it again** in order not to part with characters…* [Literaturna Ukraina]; *There are immensely painful and terrifying scenes in the novel, … there is the comprehension that the humanity cannot be denied, and that one must stand on the supremacy of law: on the monolith which resembles a sail of the fast-paced **time**. **The time** of a pernicious war against people, the time of farewell, separation, deprivation and despair when neighbours are turning into aliens, countrymen are dashing aside, and you do not know who will lend a hand, and who will turn away and betray* [Literaturna Ukraina]; *We were aware of those **coincidences**. The **coincidences** that were planned, prepared and able to happen during the flight* [Ukraina moloda]; *As for me, it's happening because this conditional "social contract" regarding certification **is not implemented**. And it **is not implemented** exactly by the reformers* [Dzerkalo tyzhnia]; *It is very important that today's holidays combine Independence and **victory**. And **victory** is now seen not only as the achievement in the World War II, but also as the thing that is necessary for Ukraine like air* [Holos Ukrainy].

A specific manifestation of anadiplosis occasionally featured by Ukrainian newspaper language, is the subsequent sentence explaining, specifying and complementing the content of the preceding one: *This can happen **once in a blue moon**. **Once in a blue moon** Russia and Ukraine can be at war* [Holos Ukrainy]. Frequently, such repetition is followed by the use of sentence fragments. It focuses the reader's attention on the reflections of the author of a newspaper text. Cf., *Today it is the curling of the cold autumn breeze that scares and makes me tremble like the last autumn **leaf**... **The leaf** has saved a hopelessly sick girl* [Literaturna Ukraina]; *There are just pure yellow sands and no traces. **But** ... **But** there are, however, two sticks for fishing rods, although they are quite old* [Literaturna Ukraina].

More rarely, newspaper articles contain contact repetitions with syntactical extensions. Such syntactical extensions are used to elaborate on the author's idea and clarify the details of the message. E. g., *At the press conference Mykhailo Poplavskyi was asked about his feelings towards such a tremendous song marathon, and he replied: "**I was proud**! **I was** remarkably **proud** of our talented Ukrainian people"* [Ukraina moloda]; *Is this supposed to be the **purpose** of the national **authorities**? No! **The purpose of the authorities** should be the improvement of well-being and life quality of the citizens* [Ukraina moloda].

Thus, anadiplosis provides semantic coherence at the level of parceled constructions, complex sentences, syntactical unities and simple sentences with parentheses. With the help of this device authors emphasise repetitive elements and reinforce them emotionally.

3.5 Amplification

Since the language of modern Ukrainian newspapers is aimed to achieve the pragmatic goal of persuasion, communication, concentration on attention, emotionality and evaluation, journalists use the most expressive stylistic means to reinforce the author's influence on the perception of a specific phrase or expression. One of such devices is amplification, a stylistic figure based on a synonymic gradational repetition. The scholar Nordquist qualifies it as "a rhetorical term for all the ways that an argument, explanation, or description can be expanded and enriched" [15].

In the newspaper texts under study amplification is not common, but it's rather powerful and efficient. The amplified repetition is used mainly to intensify, supplement and enrich the thought expressed by an accumulation of synonyms, homogeneous members of the sentence, antonymic oppositions, etc. Amplification performs *expressive* and *evaluative* functions; it is the means of persuasion and attraction of the reader's attention.

Amplified repetitions of homogeneous objects are widespread in the language of contemporary Ukrainian periodicals. Journalists use them to express the emotional background of the phenomenon or event being described. L. Kravchuk and O. Voloshina note that “the language of printed publications is extremely dynamic and heterogeneous” [11]. McGuigan explains that "the main purpose of amplification is to focus the reader's attention on an idea he or she might otherwise miss" [McGuigan 2007]. The authors achieve the peak of emotionality and expressiveness by the accumulation of amplified nouns and demonstrate a significant role of the object mentioned. For instance, *A megalith is a large **stone**, a solid **boulder**...* [Literaturna Ukraina]; *How many heroes made the path to freedom by <u>their</u> **destinies**, <u>their</u> **blood** and <u>their</u> **lives**!* [Literaturna Ukraina]; *Then the reason of <u>every</u> **failure**, <u>every</u> **problem** and <u>every</u> **excess** can be **traced**, **showed**, **discussed** and, finally, **resolved** by journalists, activists and public organisations interested in advancing the reform* [Dzerkalo tyzhnia]. In these contexts we may observe the identical lexical repetitions of the nouns "stone" and "boulder" which fulfill the syntactical role of homogeneous sentences and deepen the meaning of the text. There is also a repetition of the pronoun "their" and the adjective "every" that intensify the value of the amplified synonymic objects. The amplified homogeneous predicates "trace", "show", "discuss" and "resolve" illustrate the speaker's confidence in what they have expressed.

Parceling is another powerful device that enhances the expressiveness of amplified objects. According to Zavalniuk, "detached objects are used mainly to clarify or disclose the content of the main part of the parceled construction. In other words, they convey an expressive message" [22, p.298].

Nowadays, amplified parceled nouns may be highlighted graphically. There is a tendency to capitalise them, e. g., *I keep on reading and I see the image of a young woman, I feel **her Power**. **Her Faith**. **Her unspeakable Love**.* [Literaturna Ukraina] *Nastia is paving confidently her path **to the profession**. **To Creativity**. **To Life**.* [Vinnytska hazeta]. Such a design of the parceled members of the sentence attracts the attention of the reader and actualises the content condensed in the lexemes.

In journalistic texts amplified repetitions are also formed by the accumulation of predicative members and attributes expressed by adjectives. For instance, *Thus, every sound of our language is also* ***sacred****,* ***divine****,* ***godlike*** [Literaturna Ukraina]. Thereby, journalists activate the reader's attention and emphasise the issue discussed, e.g. the significance of the Ukrainian language for the maintenance of national identity.

3.6 Chiasmus and Antithesis

The language of contemporary Ukrainian newspapers tends to employ sparingly such stylistic figures as chiasmus and antithesis that aim to compare contrasting concepts, phenomena and events. Chiasmus is "a stylistic figure of the reverse syntactic parallelism which has the comparison and inversion in the end" [6, p. 165]. Dubremetz and Nivre qualify chiasmi as "a family of figures that consist in repeating linguistic elements in reverse order. It is named by the classics after the Greek letter χ because of the cross this letter symbolises" [7, p. 23]. In the language of modern Ukrainian press such device is a rare yet expressive phenomenon intended to influence the reader's emotions and logical assumptions. On the basis of the lexical-syntactical repetitions analysed we can distinguish the following types of chiasmi: *simple identical, simple synonymic and chiasmus with syntactic extension.*

Simple identical chiasmus implies inverted identical lexemes in the second part of the sentence, e. g., ***The law of power*** *against* ***the power of law*** [Dzerkalo tyzhnia]; *If you are tired of a hackneyed mistake – there is a reflection on* ***annoying life*** *and* ***disappointing annoyance of life*** [Literaturna Ukraina]; ***Truth*** *is* ***beauty****,* ***and beauty*** *is* ***truth*** [Kultura i Zhyttia]; *They say correctly: the first half of life* ***you work for a reputation****, and the second one –* ***the reputation works for you*** [Literaturna Ukraina]; ***We stop playing not because we grow up, but we grow up because we stop playing*** [Holos Ukrainy].

In some cases simple identical chiasmus is realised at the level of supraphrasal unity. E. g., ***Universities can train specialists*** *if* ***there is such a position*** *in* ***the National Classifier.*** *And* ***the National Classifier cannot institute this position,*** *because* ***universities do not train such specialists*** [Osvita Ukrainy]; *It is* ***science that helps a state to withstand****. And* ***the state should*** *also* ***help science to withstand*** [Osvita Ukrainy]. The final sentence contains chiasmus with incentive modality: *should help to withstand*. Presumably, at the level of supraphrasal unity simple identical chiasmus motivates readers to perform an intensive analysis of the content of the text, it emphasises the urgent issues and creates the effect of boomerang and paradox.

In the texts that have been analysed simple synonymic chiasmus is formed on the basis of paraphrase: *Ovachache – my native village, the jazz performance – jazz.* E. g., *She frequently said that* ***Ovachache*** [the village – I. Kh.] ***was missing her****,* ***and she was missing the native village*** *and her faithful dog Sharyk* (Literaturna Ukraina); *During the first day of the city jazz festival it was pouring with* ***rain****. But* ***rain*** *was nothing, when in Vinnytsia there was THAT SORT OF* ***jazz****!* [Vinnytska hazeta]. Thereby, the authors of newspaper publications avoid identical repetitions to improve the way the phrase sounds and retain the mirror effect of chiasmus.

Less often we may encounter chiasmus with syntactic extension which performs the function of specification. E. g., *The* ***flowers*** *on the carpets are* ***like birds****,* ***and the birds are like flowers****…* [Literaturna Ukraina]; *While* ***we were creating*** *that* ***film****, the* ***film was creating us*** [Vinnytska hazeta].

Antithesis is equally active**,** the "comparison of diametrically opposite contrasting concepts, objects, phenomena and thoughts" [6, p. 23]. According to Agwa Fomukong, "antithesis has serious implications because it raises awareness and creates a vivid and memorable picture in the mind of the reader or listener. It also makes listening or reading enjoyable since there is pleasure in seeking for the hidden meanings out of a piece of work than when the meaning is directly expressed" [1, p.13].

This figure is formed mainly on the basis of antonymic repetition. While lexical antonyms are commonly used, contextual ones occur less frequently. Cf., *Lower classes are objectively unable to keep on* ***living in the old way****, and the ruling class has acquired the taste of* ***living in the new way*** *so, that it is simply not interested in fulfilling the demands of Euromaidan* [Ukraina moloda]*; ... when eventually one should choose whether to be Ukrainian or Malorossian (actually, like it is now).* ***Somebody*** *made that choice* ***in the childhood****,* ***somebody*** *–* ***at the more mature age****.* ***Some*** *–* ***immediately****,* ***others*** *–* ***gradually*** ... [Osvita Ukrainy]; *There is a* ***strange war*** *now. The* ***war*** *of the military and diplomats. But we would not like to get a* ***strange peace*** *that will burry us all* [Dzerkalo tyzhnia]; *The politician states: The authorities rob people twice:* ***when they*** *set high rates, and* ***when they*** *allocate funds for subsidies. In both cases they do not fill* ***the pockets of Ukrainians****, but* ***the pockets of oligarchs*** [Ukraina moloda]. The contrasting meaning is also attained by the use of conjunctions *and* / *but*. According to our research, the word combinations *as … as…, either … or* and *neither … nor* are brightly used in the constructions with the antithesis based on antonymic repetition. For instance, *The author vividly and expressively... depicts the fates of various Ukrainian families –* ***something that unites*** *them,* ***and something that can separate*** *close ones: to head for* ***either direct or winding*** *ways* [Literaturna Ukraina]. The author expresses the variability of the action, but indirectly emphasises its necessity.

In the language of contemporary Ukrainian newspapers we frequently observe antithesis based on the use of the negative particle *not*. E. g., ***Did*** *they* ***feel sorry*** *for "good"?* ***Didn't*** *they* ***feel sorry*** *for the children's souls?* (Ukraina moloda); *The events and situations* ***are changing****, the hidden figures with blurred features* ***are not changing*** [Literaturna Ukraina].

Sometimes antithesis is formed by means of contextual antonyms and the use of the negative prefix *un* which increases the contrasting effect. For instance, *Those were the days when* ***everyone could be broken****, and only* ***few people came out unbroken*** *and strong* [Literaturna Ukraina].

In the language of modern Ukrainian periodicals chiasmus and antithesis are rare, but rather expressive means of opposition. They play an important role in focusing the reader's attention on the main idea and message of the text, since frequently contrasting and objective points lead to intensive analysis and stimulate the search for truth.

4 Conclusion

In the Ukrainian press language of the second decade of the 21st century lexical-syntactical repetition is the main way of constructing such stylistic figures as: anaphora, epiphora, symploce, anadiplosis, amplification, chiasmus and antithesis. Among them there are figures that depend on the repetitive elements' order: anaphora, epiphora, symploce, anadiplosis and chiasmus. Correspondingly, amplification and antithesis are based on the semantic shades of the devices mentioned above.

Anaphoric repetition is one of the most common types of lexical-syntactical repetition in the language of contemporary Ukrainian newspapers. It lies in using of identical or similar elements at the beginning of the sentence. According to the studied material, the most common is identical anaphoric repetition; amplified, antonymic and phraseological repetitions are less typical. The main pragmatic linguistic functions of the anaphoric repetition are declarative and amplifying ones.

Epiphora presupposes repetition of the final elements of the phrase and facilitates the allocation of basic concepts, thoughts and statements. The following figure mostly performs declarative, expressive and evaluative functions. A special focus is made on the rare type of epiphoric repetition, which is the one with syntactic extension. It considerably activates the reader's attention and emphasises supplementary details.

The symploce is a powerful stylistic figure of repetition in the texts of Ukrainian newspapers. Symploce is based on the combination of anaphora and epiphora; less frequently it is formed by means of detached repetition and syntactic parallelism. Symploce focuses the attention of the recipient on the key concepts compared or contrasted, as well as on juxtaposition of the opposites.

Simple or syntactically extended contact repetition is created on the basis of anadiplosis. Generally, the figure is used to join the parts of the complex sentence, but it also appears among clauses or within a simple sentence. Anadiplosis makes the narrative logically coherent, specifies the content of the repeated elements occurring in the text and gives it emotional emphasis. Anadiplosis provides semantic integrity at the level of the syntactic unity.

Amplified repetition is used to intensify the meaning of the sentence by means of accumulating emotionally neutral or emotionally colored elements in the synonymic row. Amplification performs intensifying, expressive and evaluative functions involving the reader to certain ideas. It is the means of persuasion and attraction of the reader's attention.

Opposition is mainly realised by the use of such stylistic figures as chiasmus and antithesis. These stylistic devices draw the readers' attention motivating them to search for truth and analyse text messages. Chiasmus is built on the reverse word order, and antithesis is the representative of the semantic level. Chiasmus and antithesis are expressive stylistic figures of the opposition, in which repetition is the means of emotional influence on the reader.

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Primary Paper Section: A

Secondary Paper Section: AI

PREPARING SPECIALISTS FOR WORK IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT

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Abstract: Article's purpose is to describe the features of professional training of specialists in inclusive education at the T.H. Shevchenko National University "Chernihiv Colehium". To achieve this goal, a set of general scientific methods was used: analysis and generalization of works of Ukrainian and foreign scientists to characterize the development of inclusive education, creating an inclusive educational space and training specialists in inclusive education at the second (master's) level of higher education; systematization and generalization to understand the practical context of the problem and present the results of the study. The article analyzes the educational program "Inclusive Education. Correctional Pedagogy", which is implemented at the T.H. Shevchenko National University "Chernihiv Colehium" and is aimed at training specialists for psychological and pedagogical support of children in an inclusive educational environment. It is emphasized that an inclusive educational environment is needed to socialize, develop, and educate children with special educational needs. Professional training of specialists who provide psychological and pedagogical and socio-pedagogical support to participants in the educational process in an inclusive environment, is carried out since 2018 at the T.H. Shevchenko National University "Chernihiv Colehium" under the educational program "Inclusive Education. Correctional Pedagogy". Its purpose is to train a competent competitive specialist in inclusive education, able to provide socio-pedagogical support of the educational process and provide psychological and pedagogical assistance to children with special educational needs in an inclusive space.

Keywords: Correctional pedagogy, Inclusive education, Inclusive space, Support.

1 Introduction

The entry of Ukrainian education into the European educational space, its anthropocentric orientations imply that the development and education of children with special educational needs (SEN) and promoting their integration into society is an urgent demand of pedagogy, which is realized through the widespread introduction of inclusive education. Inclusion implies the involvement of all children in the educational space, regardless of their individual differences, the adaptation of the educational process to the needs of students with special needs in physical and mental development. The creation of inclusive educational space and the functioning of inclusive education institutions in Ukraine can take place under the condition of effective professional activity of specialists with competencies related to social adaptation and socialization of children with special educational needs, their development, learning, communication with peers, behavior correction. Therefore, professional training of specialists in inclusive education and correctional pedagogy is an urgent task of Ukrainian higher education institutions.

In modern Ukrainian pedagogy, a significant number of works have been published, which analyze the problems of socialization, development, and education of children with special educational needs in general education institutions. In particular, these are studies by Vasylenko, Gavrilov, Ilyashenko, Kolupaeva, Mironova, Migalush, Sofia, Taranchenko, etc., concerning the development of inclusive education and the organization of inclusive classes in the institutions of general secondary education. The works of Bondar, Grechko, Zasenko, Kolupaeva, Sinyov, Tarasun, Shevtsov, etc., which are devoted to the design of various pedagogical models and technologies of inclusive education of children with different nosologies, should be especially noted. Talanchuk, Schneider, Yarmoshuk, and others study the socio-pedagogical conditions for the introduction of inclusive education. At the same time, the problems of professional training of specialists in inclusive education remain insufficiently studied.

In this context, the experience of the T.H. Shevchenko National University "Chernihiv Colehium", which trains specialists in the educational program "Inclusive Education. Correctional Pedagogy" is extremely important [1].

The purpose of the article is to describe the features of professional training of specialists in inclusive education at the T.H. Shevchenko National University "Chernihiv Colehium".

2 Materials and Methods

To achieve the set goal, a set of general scientific methods was used: analysis and generalization of works of Ukrainian and foreign scientists to characterize the development of inclusive education, creating an inclusive educational space and training specialists in inclusive education at the second (master's) level of higher education; systematization and generalization to understand the practical context of the problem and present the results of the study. In frames of the empirical part of research, survey method was applied.

3 Results and Discussion

A survey of employees of educational institutions where children with special educational needs study and are brought up was conducted in February 2020. Employees of the pre-school education institution No.32 in Chernihiv, the general secondary education institution No.11 in Chernihiv, and the Chernihiv Training and Rehabilitation Center took part in the survey.

The purpose of the survey was to determine the opinion of specialists of these institutions on their need for knowledge and competencies related to the organization of the educational process and the creation of an educational environment for children with SEN in educational institutions of different levels. 18 participants took part in the survey.

The first question determined the age of the respondents; 17% of respondents were aged 20-30, 17% – aged 30-40, 55% – aged 40-50, 11% – over 50.

The second question was devoted to determining the pedagogical experience of respondents. 28% of respondents have pedagogical experience of up to 10 years, 22% – from 10 to 20 years of pedagogical experience, 44% have pedagogical experience of more than 20 years, 1 survey participant (6%) has pedagogical experience of more than 40 years.

The purpose of the third question was to find out whether the respondents studied the psychological and pedagogical features of children with special needs while studying at a higher education institution in the process of mastering courses in pedagogy and psychology. 89% of participants gave an affirmative answer, 11% said that they did not receive such knowledge.

The fourth question clarified whether the respondents studied the general basics of inclusive and remedial pedagogy while studying at a higher education institution. 56% of respondents answered in the affirmative, 44% answered that they were not taught such disciplines.

To the question: "Do you need knowledge in your pedagogical activity related to the organization of the educational process for children with special educational needs?" 100% of respondents answered – "Yes".

All participants in the survey (100%) answered in the affirmative to the question: "Do you need knowledge in your practical pedagogical activities related to adaptation, socialization and creating an educational environment for children with special educational needs?"

In response to questions about the need for educational institutions of specialists with competencies determined by current trends in inclusive education, all respondents (100%) were unanimous and gave an affirmative answer.

In the eighth question, we determined whether the participants in the survey need the formation of an individual educational trajectory as specialists in inclusive education and correctional pedagogy to work with children with SEN. 89% said they need and 11% said they do not need to form an individual educational trajectory.

Thus, the vast majority of respondents (55%) aged 40-50 years, 2 respondents (11%) aged over 50 years, the majority of respondents (44%) have a teaching experience of more than 20 years, one of the respondents (6%) has a teaching experience of more than 40 years.

The vast majority of respondents (89%) gained knowledge about the psychological and pedagogical characteristics of children with special needs while studying in higher education, but only 56% of respondents said that they learned the general basics of inclusive and remedial pedagogy while studying at higher education. This gives grounds to consider appropriate and timely implementation of the educational program "Inclusive Education. Correctional Pedagogy".

All participants in the survey (100%) were unanimous in their opinion on the need for their practical knowledge and competencies in organizing the educational process and creating an educational environment for children with special educational needs in educational institutions. Such knowledge and competencies are formed in the process of learning the educational program "Inclusive Education. Correctional Pedagogy".

In addition, the vast majority of respondents (89%) expressed the need to form an individual educational trajectory as specialists in inclusive education and correctional pedagogy to work with children with special educational needs.

A survey of stakeholders in institutions where children with special educational needs study and are brought up was conducted in February 2020. Employees of the Department of Education of the Chernihiv City Council took part in the survey; teachers and educators of general secondary and preschool education, specialists of educational and rehabilitation centers.

The purpose of the survey was to find out the opinion of the specialists of these institutions to what extent they are satisfied with the level of professional and scientific training of graduates (basic professional knowledge and skills, application of knowledge in practice, ability to work in a team); whether they are interested in hiring graduates of OP "Inclusive Education. Corrective Pedagogy"; how relevant is the content of professional training of undergraduates in the context of modern problems of inclusion in education. 20 respondents took part in the survey.

In response to the first question, 70% of respondents said that they are completely satisfied and 30% are generally satisfied with the level of professional and scientific training of graduates of OP "Inclusive Education. Correctional Pedagogy".

In the survey for stakeholders, in answer to the second question, 82% of stakeholders appeared to be very interested and 28% were interested in hiring specialists in inclusive education and collection pedagogy. For 90% of stakeholders, it is quite relevant and for 10% of stakeholders the content of professional training of undergraduates in the context of current problems of inclusion is relatively relevant (3rd question in questionnaire).

Regarding the 4th question on the assessment of knowledge and skills of master's graduates, 70% of stakeholders identified the general level of basic professional knowledge and skills as very high, 30% - developed; ability to apply knowledge in practice 74% described as very high, 26% - developed; ability to work in a team 80% assessed as very high, 20% - developed; the level of mastery of information and communication technologies was evaluated by 80% of respondents as very high, 20% assessed it as developed.

In general, the stakeholder survey showed a high assessment of the quality of training of graduates of the master's degree of educational program (EP) "Inclusive Education. Correctional pedagogy" specialty 011 "Educational, pedagogical sciences".

Involvement of the child in public life and participation in it are of great importance for the formation of personality, its dignity, as well as for the establishment and realization of the child' rights. The experience of many countries shows that the education of children with special educational needs is best done in inclusive general secondary education institutions that accept all children in a particular district or community. Namely in such conditions, children with special educational needs can achieve the highest results in education and social adaptation.

The term "Children with Special Needs" is widely used in international legal instruments and state social legislation in many countries. This terminological definition implies a shift of emphasis from the shortcomings and violations of children, deviations from the norm to fix their special needs. In this context, "speaking of peculiarities, we start from a person in general, and not from a norm, from a person with certain peculiarities peculiar only to him. The peculiarity implies difference, dissimilarity, perhaps, uniqueness, individuality". Accordingly, the scientist considers children with special needs to be "children with disabilities, children with minor health problems, social problems, gifted children" [5, p. 45-46].

The widespread use of this concept was initiated by the Salamanca Declaration, published in 1994. It defines its main component – "special needs". It applies to all children and young people whose needs depend on various physical or mental disabilities or learning difficulties. Many children have learning difficulties and, therefore, special educational needs at certain stages of their schooling.

The Salamanca Declaration states that each child has unique characteristics, interests, abilities and learning needs, and that education systems and curricula should be developed accordingly, taking into account the wide variety of these characteristics and needs. According to the Declaration, persons with special needs should have access to education in regular schools, which should create conditions for them, using pedagogical methods focused primarily on children to meet these needs. The Declaration states that ordinary schools with such an inclusive orientation are the most effective means of combating discriminatory attitudes, creating a friendly atmosphere in communities, building an inclusive society and providing education for all.

The appeal to all governments states that the priority in terms of policy and budget allocations should be to reform the education system, which would cover the education of all children, despite individual differences and difficulties. It is stated as necessary to legislatively recognize the principle of inclusive education, which means that all children are in regular schools, except when it is impossible to do; to encourage in every possible way the exchange of experience with countries with inclusive education systems; to promote the participation of parents, communities, public organizations of persons with disabilities in the planning and decision-making processes to meet special educational needs; to promote the development of strategies for diagnosing and identifying special needs of children, as well as to develop scientific and methodological aspects of inclusive education; Considerable attention should be paid to training teachers to work in the system of inclusive education [4, p. 20].

According to well-known European scientists (Lefrancois, Lepowcky, Raiswaik, etc.), all children, despite significant differences in individual development, mostly have normal or average indicators of development, in particular, learning abilities that are fixed in the process of learning at school. However, a certain number of children are different from the average, and, accordingly, from a pedagogical, social, medical point of view, these children are characterized as having special needs [4, p. 12].

The most common and acceptable standard definition of "special educational needs", in particular in the European Community, is given in the International Standard Classification of Education: "Special educational needs are inherent in people whose training requires additional resources. Additional resources can be as follows: specialists (to assist in the learning process); materials (various teaching aids, including support and correction); finances (budget allocations for additional special services)" [4, p. 12].

Inclusion provides person-centered learning methods based on an individual approach to each child, taking into account all his characteristics: abilities, developmental characteristics, temperament types, gender, family culture, etc. [2, p. 11]. Every child "must live a full and dignified life in conditions which ensure his or her dignity, foster self-confidence and facilitate his or her active participation in society" [7].

Well-known Ukrainian researchers Kolupaeva and Taranchenko believe that in modern conditions "inclusion acquires adequate shapes and becomes a fundamental category of didactics" [5, p. 43]. Inclusion is based on the recognition and respect of individual human differences and preserves the relative autonomy of each social group, and the perceptions and behaviors of the traditionally dominant group must be modified on the basis of pluralism of customs and opinions. Fundamental feature in inclusive approaches is that it is not the individual who should adapt to social and economic relations, but on the contrary - society should create conditions to meet the special needs of each individual. At the same time, the peculiarities should not be perceived "as an exceptional, doomed phenomenon", the presence of a violation does not determine the marginality of human life. The focus of this model of social behavior is autonomy, participation in public activities, creation of a system of social relations, acceptance of everybody by society without restrictions, and acceptance of each individual [5, p. 44].

In such conditions, the task of creating an inclusive environment in educational institutions, in which all participants in the educational process feel confident and comfortable and have opportunities for comprehensive development, comes to the fore. Inclusive education involves the creation of educational environment that meets the needs and capabilities of each child, regardless of the peculiarities of psychophysical development. An inclusive environment is a set of conditions, methods, and means of their implementation for joint learning, education, and development of students taking into account their needs and capabilities [6].

Therefore, we need specialists who are able to create such an inclusive educational space and work in it. The training of such specialists is provided by the educational program "Inclusive Education. Correctional Pedagogy" at the T.H. Shevchenko National University "Chernihiv Colehium". It was launched in 2018 due to regional needs and public demand for inclusive education professionals. The educational program provides an opportunity for professionals to develop general and professional competencies that include the ability to apply generalized and analytical knowledge of modern inclusive education and correctional pedagogy, social and socio-educational processes and critically evaluate possible ways to optimize them in the process of forming inclusive space [3].

The purpose of the educational program "Inclusive education. Correctional Pedagogy" is the training of a competent competitive specialist in inclusive education, correctional pedagogy in the field of "Education, Pedagogy", able to provide socio-pedagogical support of the educational process and provide psychological and pedagogical assistance to children with special educational needs in inclusive space [1].

The educational-professional program is aimed at training a specialist in inclusive education and correctional pedagogy, who is able to solve both professional (correctional-rehabilitation, therapeutic, organizational psychological and pedagogical support, supervision, and mentoring) and applied research tasks in working with children in the field of inclusive education. Disciplines and modules included in the program (for example, compulsory subjects "Inclusive education", "Pedagogical systems and technologies in inclusive education", "Organization of inclusive education", "Psychological and pedagogical support of children with special educational needs") are focused on current areas of inclusive education [1].

In training specialists in inclusive education, the emphasis is made on broad generalization and deep knowledge of modern inclusive education and correctional pedagogy, organization of activities in frames of inclusive education.

The peculiarity of the educational program is that it provides for the integration of theoretical and practical training through lectures and practical classes on the basis of the university and educational, rehabilitation, and inclusive institutions, rehabilitation centers. Among the educational components of the program, there is a sufficient list of selective subjects, which allows the applicants to form their own learning trajectory and participate in academic mobility programs. Among the selective educational components that contribute to the formation of professional competencies of future specialists in inclusive education, there are the following: "Supervision and mentoring in inclusive education", "Socio-pedagogical work with families raising children with special educational needs" [1].

Learning technologies in the educational program "Inclusive education. Correctional Pedagogy" are developed on the basis of student-centered approach, interactive and exploratory research methods with the right to choose the research topic. Training is carried out in the form of lectures, practical classes, discussion platforms, elements of training and distance learning technologies, internships, individual consultations, including writing a master's degree study [1].

In the process of training future specialists in inclusive education and correctional pedagogy, they form an integrated competence in the ability to solve complex specialized problems and practical problems in education, pedagogy, inclusive education, correctional pedagogy and in organizing the educational process for children with special educational needs, which involves the use of certain scientific theories and methods and is characterized by complexity and pluralism of conditions [1].

4 Conclusion

Professional competencies and program learning outcomes provided by the educational program relate to the creation of an inclusive educational environment, psychological and pedagogical support, accompaniment of children in it. Thus, future specialists in inclusive education develop the ability to choose the most effective forms and methods of work, to ensure their variability, structure, consistency, and integration, ability to carry out and coordinate the process of development and implementation of social and psychological-pedagogical technologies in professional activities. They become able to apply effective organizational forms in general secondary and preschool education institutions in an inclusive educational space, form the ability to provide assistance to pedagogical staff of preschool and general secondary education institutions, parents (or one of the parents) or legal representatives of children with special educational needs regarding the peculiarities of providing psychological and pedagogical, correctional and developmental services to such children. Such specialists are capable of organizing educational space and implementation of necessary adaptations and modifications of the educational process taking into account the index of inclusion; they have the ability to take into account general, specific (for different types of disorders) patterns and individual features of mental and psychophysiological development, features of regulation of behavior and activities of the child at different ages in an inclusive educational environment, ability to increase the level of orientation of abilities, knowledge, skills, aspirations, concentration of volitional and creative efforts of children with special educational needs to realize their interests, goals and ideals. They can develop a pedagogical model and determine the optimal conditions for the formation of social activity of children with special educational needs [1].

Therefore, for the socialization, development, and education of children with special educational needs, it is necessary to create an inclusive educational environment. Professional training of specialists who provide psychological and pedagogical and socio-pedagogical support to participants in the educational process in an inclusive environment, is carried out since 2018 at the T.H. Shevchenko National University "Chernihiv Colehium" under the educational program "Inclusive Education. Correctional Pedagogy". Its purpose is to train a competent competitive specialist in inclusive education, able to provide socio-pedagogical support of the educational process and provide psychological and pedagogical assistance to children with special educational needs in an inclusive space.

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COACHING COMMUNICATION AS AN EFFECTIVE TOOL FOR IMPROVING THE PROFESSIONAL COMPETENCIES OF SPECIALISTS IN THE FIELD OF DOCUMENTATION AND INFORMATION MANAGEMENT

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Abstract: The success of the organisation is determined by the ability of management to maximise the resources of each employee. Methods and technologies are constantly improving – to replace the obsolete ones, come innovative, among which is the technology of coaching communication. The study analyses the role of coaching communication as an effective tool for improving the professional competencies of specialists in the field of documentation and information management, attitude to the implementation of coaching in the business environment of Ukraine, tools, models and basic coaching techniques, as well as the features of coaching development shortly are identified. It is concluded that modern coaching has a tended development and widespread implementation, as it is an objective consequence of the manifestation and development of competitive socio-economic systems (technologicalisation of business processes, partnership development, interactive teaching methods). All this testifies to the relevance of the research topic in terms of improving the domestic practice of coaching technologies in Ukraine in general and in the management of staff development in the field of document and information management, in particular.

Keywords: Coaching, Document and information management field, Interactive learning, Partnership, Personnel development, Specialists, Team building.

1 Introduction

According to foreign studies, coaching is now quite popular and is used in politics, economics, education, business and many other fields. However, the modern version of coaching has come to us from sports as one of the methods of teaching tennis. Its author, T. Gallway, the creator of the theory of "inner games", noted that it is harder for an athlete to overcome an opponent inside than an opponent in a real game [5, p. 24]. He saw the main task of the coach as helping the athlete to overcome internal doubts and worries. Thus, according to T. Gallway, coaching is a method of revealing the potential of the individual, when the player finds his own, best way to develop their abilities to achieve results.

Gallway's ideas were developed by Witmore. He transferred this technique to business, where it became known as coaching. The approach described in J. Witmore's book *High-Efficiency Coaching* [23] was intended for managers, and coaching was presented as a new way of management, based not on dogmatic command, but on cooperation with subordinates in the process of achieving a common goal. The words "cooperation" and "goal achievement" are key to understanding the essence of coaching. In addition, Witmore stressed that coaching focuses his methods on future opportunities, not on past mistakes.

Further research on coaching technology in the business field was conducted mostly by foreign scholars (S. Douglas, P. Zeus, M. Emitter, J. O'Connor, W. Morley, D. Peterson, D. Rolker, R. Witherspoon and R. White, R. Hudson, M. Hicks, etc.). They expanded or specified the boundaries of this concept and identified new types and areas of its application. Thus, S. Douglas defines coaching as constant cognitive, emotional and behavioral changes aimed at achieving goals and improving professional skills or personal life [3, p. 3]. P. Zeus emphasizes that coaching is a modern technology of human potential to maximize their effectiveness in work [24, p. 11]. In the context of training and development, coaching is seen as a form of training employees to develop their skills and gain experience through a system of planned tasks that are gradually becoming more complex and need to be completed in combination with continuous evaluation and support [6, p. 8].

The essence and scientific basis of coaching was explored by J. O'Connor, who described this technology through neurolinguistic programming. According to his definition, coaching is based on humanistic psychology and constructivism. J. O'Connor and his followers emphasize that coaching helps a person learn more than it teaches, and the main idea of coaching is to help individuals develop competencies and remove existing constraints to achieve meaningful goals in their professional and personal life [14, p. 15-16]. According to the definition proposed by the members of the International Coach Federation (ICF), coaching is a process based on the principles of partnership that stimulate the thinking and creativity of clients to inspire them to maximize their potential, both personal and professional [9].

At the same time, despite all the differences in interpretations, all the authors of the definitions agree that coaching is aimed at changing the behavior of employees by activating their thinking.

Unlike foreign scholars, who focus on the structural study of coaching technology and its implementation in various fields, domestic scholars consider certain aspects of coaching mainly from the standpoint of interpretation of content, types, functional purpose (R. Bala, T. Borova, N. Dudnik, V. Maksimov, O. Nesterova, O. Protsenko, Z. Rogachev, S. Romanova, O. Rudnytsky T. Samatova, M. Samoukina, M. Turkulets, O. Khmelnytska, etc.), as a result, the question remains insufficiently researched the use of coaching as an applied technology in the management of personnel development in the field of the document and information management.

2 Materials and Methods

To achieve this goal, a systematic set of general scientific methods and techniques of empirical knowledge (induction and deduction, analysis and synthesis, systemic and functional approaches, classification and systematization, observation and description, explanation and generalization) was used. In particular: the observation method was for collecting data on the application of coaching technologies in modern conditions; bibliographic method – to find the necessary sources of information; analytical-synthetic, comparative – to identify based on the collected empirical material trends in the field of this problem; tabular – to visualize the collected data; method of content analysis – to study the role of coaching in personnel management in the field of the documentation and information management and to identify promising trends in the development of coaching technologies shortly; method of typological analysis – to differentiate the array of collected information on the directions and features of the application of coaching as modern technology of team building; inductive and deductive - to generalize and systematize conclusions.

3 Results and Discussion

3.1 Coaching and Its Main Participants

The term "coaching" (Hungarian coach – carriage, cart) from the 16^{th} century became established and widespread in England, where coaches were called tutors, mentors, sports coaches, instructors, consultants. Since the 1980s, coaching has been implemented in business, although for a long time it was only available to top management. The formation of the foundations of socially-oriented current trends in the competitiveness of enterprises has led to the transformation of coaching into human resource management technology. In particular, the development of coaching was facilitated by the technologicalization of organizational processes, the desire and need to predict the future in the context of global change [1, p.18-23].

However, as modern practice shows, there is an ambiguous attitude to coaching in the activities of Ukrainian enterprises. Based on the analysis of theoretical and practical sources on the criterion of "attitude to coaching" they can be divided into three groups.

The first group includes companies that invite a coach just because it is "fashionable" now. When it comes to specific work, and even more to specific results, management often does not accept the very idea of coaching, citing the fact that this technology is not able to solve all the problems quickly.

The second group of companies understands that coaching can be used as a tool for staff development, but they are in no hurry to use it because for them the more common forms of learning and development are training or consulting. Most often, company executives are stopped by stereotypes that have been formed in the market of training services, including:

- Stereotype 1: if the leader can ask questions, he already has coaching skills and a coaching management style. However, coaching is not only the ability to ask questions but also many other tools aimed at forming key competencies, which can determine the professionalism of the specialist;
- Stereotype 2: coaching is used for the sake of coaching itself – as a process, not as a result that the company expects. Instead, coaching is most focused on achieving the company's goals that it plans to achieve;
- Stereotype 3: coaching is too long and boring, companies need something more interesting. Here it is important to note that the key task of coaching is not to surprise the company with periodic miracles but to help it do specific work to address issues relevant to it [12].

The third group of companies understands that for the development it is expedient to develop systematically modern innovative tools, a component of which is coaching.

Today there is a transition from a strictly regulated life of society and the individual detention of people to building flexible relationships in the process of interpersonal communication. Thus the increase of efficiency of own vital activity is possible only at constant development of that self-perfected personality during all life which is shown in the qualitative and creative realization of own professional function, creation of conditions for the development of other people promoting the decision of a problem of any character. A necessary condition for this process is the use of different methods, improving both their professional activities and personal development in general, which will determine the need and feasibility of stagnant coaching.

The main participants in the coaching process are:

- Coaches, who train and guide employees and subordinate enterprises in the necessary direction to achieve their goals;
- Clients and users of coaching – employees who are the object of the coaching process for self-improvement, professional and personal development and the disclosure of their potential and opportunities. The users of coaching are mostly employees of enterprises, for the development and self-improvement of which coaches are invited. Clients are mostly individuals who seek to improve their potential and opportunities for self-development;
- Coaching clients are managers of enterprises whose goal is the development of staff in the organization, their competencies, mobilization of internal capabilities and potential of their employees, etc., as well as individuals, clients who seek to improve their skills, abilities and knowledge own development and mobilization of internal reserves to achieve personal goals [16, p. 391].

Coaching can be compared to art, where there are a lot of approaches. On the one hand, coaching is a management style, and on the other hand, it is a management tool. Coaching as a management style is an organized space, interaction between the manager and his subordinate, which involves recognizing the uniqueness of each employee, trust in his abilities, promoting the maximum disclosure of his potential and leading to a new level of employee responsibility. In the literature, one can come across the term "leadership in the style of coaching", the essence of which is to use coaching methods in personnel management to improve the personal effectiveness of employees and achieve the goals of the organization [15].

As a management tool coaching is the development and training of employees in the process of working together. At the same time certain methods, techniques of asking questions, joint discussion are used. In the process of organizing the organization, coaching can be used to address the following issues: reducing staff turnover, improving staff efficiency, forming and motivating teams to perform complex tasks, preparing employees for career growth, time management training, improving organizational communications and team relationships. Coaching can also be used to conduct interviews and select the best candidates for the position, diagnose the corporate environment, develop a vision, the company's mission, resolve organizational conflicts etc. One of the goals of coaching in employee management is to organize the work process so that the subordinate approached the manager with possible options for solving problems, was proactive, involved and motivated. Due to the production needs, companies change the requirements for the competencies of employees, which also involves changing the managerial competencies of the head, including the use of basic coaching skills. The use of coaching as a style of management in the organization is associated with the need for a personal change of leaders, including top managers. The success of its application in employee management is in the hands of the manager, namely the manager must believe in the potential of his subordinates, give the right to make mistakes, develop an invaluable attitude. Such actions create trust between the leader and the subordinate [15].

Thus, modern coaching is a technology created to develop the potential of people and teams to achieve pre-agreed goals and radically change patterns of behavior, which leads to the disclosure of the inner potential of the individual.

3.2 Coaching Tools and Models

With the beginning of the new millennium, the intensity of coaching research is growing, international conferences and forums are being organized, coach and community data banks are being created to discuss content, methodology, standards, quality issues, quality requirements are being raised, target groups are being identified and methodologically differentiated applications are being introduced. Coaching reaches the scientific level, standardization of coaching as technology begins, and appropriate tools are developed.

Coaching tools can be divided into two types – basic and auxiliary [17]. The basic ones are basic models that one cannot do without – a model of communication with the client, a model of thinking used in a coaching session, and a system of work. Ancillary tools are a variety of typologies that help gather and structure customer information to choose the right approach.

The coaching model is a framework that does not teach how to be a coach, but rather creates a framework that can be used in the coaching process, it is a high-level strategy that allows planning, thereby increasing the coach's ability to respond to any situation in real life.

Let us consider the models that are most often used in foreign and domestic coaching practice.

The G.R.O.W. model was created by John Witmore as a model for effective issues. The abbreviation GROW means the key points through which the client should be guided and which are: Goal – setting goals, defining short- and long-term goals. Reality – determining the current situation, in reality, establishing a starting point, its compliance with goals and reality. Options - define a list of options and action plan strategies. Way / Will - finding the answer to the question "What, when, by whom, for what?" will be done [11]. This model is the most common way of structuring a conversation in coaching. As a rule, these are open-ended questions that require descriptive answers, not evaluations, so there is no risk of worsening self-esteem or affecting the client's self-esteem. However, after analyzing these stages, we can conclude that they reflect only the initial steps involved in coaching interaction between participants in this process.

The PRO model, developed by James Lawley and Penny Tompkins, consists of the following three elements (the PRO model): the problem, the remedy, and the outcome. It is based on the premise that the client sends linguistic signals to the coach that carry coded information either about the problem or the desire to solve it or a combination of these aspirations which must be decoded last and result-oriented. However, this model also does not reflect the sequence of application of the coaching process but considers only issues related to the formation of the coach's interaction with the client.

The SUCCESS model. S: Session Planning – planning – creating a structure of the process, without which the whole process will be disorganizzed. U: Uplifting Experiences – focusing on the positive moments of life. C: Charting Your Course – preparing questions that will push the client on the right path to the goal. C: Creating Opportunities – the answer to the question "What does the client need to achieve?" E: Expectations and Commitments – the beginning of actions that will help change the situation. S: Synergy – defining the relationship between what a customer wants to achieve and how they feel about it [11].

Also noteworthy is the three-element model of coaching, called "3D coaching" (CEC), because it focuses on three important areas: client, environment, coach, and it reflects the professionalism and personal relevance of the coach in these areas (Coach skills). This concept focuses primarily on establishing the coach's goals during his work with the client, taking into account the environment and their role in this interaction.

Studying the tools of coaching for the professional development specialist in the field of documentation and information management, we drew attention to the international experience of colleagues from Latvia who are successfully developing this area under the Latvian mission, certified by the Latvian Ministry of Education and Science, training program "Professional Coach" years in a row (training is carried out on the basis of ICU & ICTA standards with the issuance of an international certificate "Professional Coach ICU"). This program has been tested and used successfully for professional development by both documentation and information management professionals, HR managers, consultants, business trainers and anyone involved in the human factor who wants to master the technology and methodologies of coaching. What distinguishes the Latvian program is that it includes training in an individual, team and transformational (deep) coaching and, according to experts on the quality of education, is one of the best coaching programs in Eastern Europe. The advantage among other European programs in this area is that the Professional Coach ICU Program is accredited by Thomas Edison State University (USA). After passing it, specialists have the opportunity to receive six educational credits, which go to enrol in educational master's degrees. For example, an MBA degree requires 39 credits in the course of study, six of which can be recalculated in the course of mastering this course, which is successfully used by applicants for master's degrees.

Also in Latvia, there is a whole network of various information and educational programs, united by one platform "Coaching as a way of life", which carries out not only the professional and educational direction of coaching, as an applied technology in personnel development management, including documentation and information management areas, but also support and form of professional growth in a safe environment of like-minded colleagues.

At the same time, it is optimal to create own coaching model, which would be based on the use of the best world and domestic practices.

3.3 Basic Coaching Techniques in Management Development of Personnel in the Field of Documentation and Information Management

Historical experience shows that social development is impossible without information and channels of its dissemination. It is generally accepted today that information which can be natural or artificial, true or fake, official or everyday, economic, industrial, environmental, etc., is the primary source of the movement of society, human development. Information lies in decision-making, worldview formation, communicative relations in society.

Informatization of various spheres of human activity contributes to the growth of flows of financial, technical and economic, technological, production and other information, as well as creates new forms of use of this information. From the standpoint of formation and further development of the information society, education in Ukraine is being transformed, its orientation is focused on foreign educational standards, the range of specialties focused on training for the information sphere, the sphere of documentation and information communications is expanding. The above-mentioned processes have led to the appearance in the educational space of the higher school of Ukraine of the specialty "Documentation and information activities".

The development of the need for specialists in this field is determined by the growing importance of information in the economy and social life. It is generally accepted that the work of collecting, processing and storing information, both in the form of traditional paper documents and in electronic form, the creation of banks and databases within a single information system, management consulting is an independent field of activity that requires special training.

This situation changes the requirements for managing the development of personnel in the field of documentation and information and necessitates the use of coaching technologies. Modern managers aim at quality development of employees, as well as the creation of a favorable environment where employees can work independently and as efficiently as possible.

It is worth noting that the largest companies in our country and around the world are increasingly interested in improving the productivity of their employees: professionals must learn and unleash their potential to perform successfully any task and improve the general and specific performance of the company as part of a single system, the synergetic effect of which will positively affect the development of the whole structure. To do this, managers train their employees, motivate them to increase their salaries and promotions, conduct training and courses – education for professionals in the process of their work hardly ever ends, because now employers are interested in it [18, p. 142-145].

Under modern conditions, the most obvious options for the application of coaching in the organisation of work with the personnel of enterprises, namely the formation of motivational mechanisms and scales of personnel evaluation; solving problems of staffing and improving professionalism and creative thinking; settlement of relations in the team; planning indicators and increasing human resources; adaptation to change and staff development. Using coaching, the leaders of the new formation achieve their goals much more efficiently and quickly and gain confidence that their chosen direction of development is exactly what the organization needs.

The main coaching techniques in working with specialists in the field of documentation and information management are tools that help to achieve the goal and are specified in the client's request. The set of these tools is quite large and diverse, so the coach can use them individually for each client. However, some techniques, to one degree or another, are used by the coach in each session.

The first and most important, basic coaching technique is the question. They replace the advice and help to learn more about the situation in which the clients found themselves. Properly posed questions help them to think, think and, as a result, make the right plan of action.

Using this technique, the coach should ask questions in such a way that they help to generate answers, clarify and fully disclose the situation. It is a format of a conversation between a manager and an employee, which helps the latter to understand and comprehend their job responsibilities, role in the business process, purpose in work, find effective solutions to specific tasks, while learning and unleashing their potential.

One of the important qualities of a manager-coach, in addition to asking the "right" questions, is the ability to listen and hear, which also encourages the employee to actively seek ways to achieve the goal. The purpose of the coaching conversation – help t is to help the employee learn everything necessary to achieve goals, take responsibility for the results, l their importance, the importance of enjoyment from their work [15].

Consider the above example of such a situation: a subordinate comes to his boss with the phrase: "I do not know how to solve the problem. Please help me. A manager who uses a coaching approach in management may ask the employee the following questions: "What result do you want to get?", "What are the possible options for achieving the goal (task) you considered?", "What other options are there?", "Which option will bring the best result?", "Why have you chosen this option? What attracts you?", "What are the risks?", "What will you do if it does not lead to the desired results?", "Which backup plan do you have?", "What would you do if there were no restrictions?", "What resources do you need to achieve the goal (task)?", "Who can help you achieve the result?", "What are you ready to take to solve the task?", "What steps can you take now to achieve the result?", "When are you ready to start the task?"

The advantages of this management approach are: improving the microclimate in the team, establishing a more trusting relationship between manager and subordinate; it helps the employee to look at the situation differently, to act creatively (outside of standard solutions). The chances that the subordinate will cope with the task increase many times, while the employee also learns; the leader has the prospect of freeing up his time, transferring responsibility to the subordinate for the task set before him [15].

The key in the coaching process is that the employee finds the best way (answer, option, opportunity, resource, solution) to achieve his goal, and the head coach creates the conditions that help to achieve this. At the same time, this approach effectively develops the corporate culture of the organization.

Another important tool of coaching can be considered scaling. It can relate to the client's emotional state and the state of their affairs. Derivation of the scale of indicators helps, first of all, to establish the current positions in which the client stays during the first session and then allows seeing the dynamics of the changing situation which helps in defining and further adjusting the goals. This technique helps to unload the perception of the situation in the long run when the client needs to overcome a fairly long period to achieve the goal. When using scaling, the coach allows the client to see the changes achieved at a certain time stage, which, of course, increases the level of self-motivation and increases self-esteem.

In the case when the goal is hindered by internal contradictions and resistance of the client, the coach often uses a technique that can be called "what if?". This technique allows the client to look at the problem without taking into account internal barriers or fears. After all, if the restrictions are removed and the difficulties are removed, then the path to success and goal is open and free. And it is in this situation that the way the coach conducts his/her sessions will depend on how much the client sees this path. This technique works bypassing consciousness and reason and makes it possible to reveal the creative energy of man, his hidden potential in solving complex problems.

The technique of identifying true values is also quite effective and allows the client to explain their benefits in their actions. By constantly answering such questions, the client will be able to determine correctly the motive for their actions and see how important and important it is. This technique helps to find the true value of the client, which will ultimately give an understanding of why important values are leveled and how they relate to each other.

In our opinion, this is the main list of coaching techniques that should be used when working with specialists in the field of documentation and information management, but in "pure" form, they are usually not used and the coach usually combines them when conducting sessions with the client. At the same time, the list of techniques is not exhaustive and their application depends primarily on how effectively the interaction takes place.

3.4 Planning as a Key Stage of the Coaching Process

Most of the approaches in coaching on which models and techniques are based have common features. In general, the coaching process can be considered through several step-by-step steps, which include four stages (Features of the coaching process). Achieving the goal in the coaching process is due to the successful completion of each stage.

The first stage. Situation analysis and collection of the necessary information. Coaching can begin only when a person realizes the need for self-improvement within their professional activities or in changing the approach to any other activity. Without awareness of needs, it is almost impossible to change behavior. The coach must develop this awareness because it is impossible to teach anyone anything before the person himself/herself wants it.

The second stage. Responsibility system planning. Achieving the goal will be effective only if the individual takes responsibility for the results. The first step in the process of taking responsibility is to plan the coaching process. A well-formulated plan should answer the following questions:

- What exactly needs to be achieved?
- How will this happen?
- When will this happen?
- Where will it happen?
- When will this process begin and end?
- Who will be involved in this process?
- Who should this plan be agreed with?

Analysis: assessment of the client's level of competencies, coordination of personal goals and goals of the organization, which are implemented in the coaching process, concluding a contract with the client.

Planning: identifying key success factors, preparing a skills development plan, agreeing on an action plan, and monitoring the effectiveness of results.

Implementation: "aching through the gap" – support of the client from the moment "now" to the moment "future", direct actions long-term and short-term goals, setting priorities.

Assessment: Systematic feedback, approval of acquired skills, as well as motivating the client to take responsibility and accept new challenges, creating methods of the self-discipline of the client without the support of the coach.

Who will help implement this plan?

For a coaching plan to be more effective, it must be based on one or two specific development goals that need to be achieved over time. In addition, it is very important that each goal set out in the plan is specific, measurable, achievable, relevant at the moment and has specific deadlines.

The third stage. Implement the plan using a variety of coaching techniques. When implementing a plan, coaches should use only those styles and techniques that are appropriate to the situation. The technologies used in addition to the appropriateness of the situation must match the personal skills of the coach. Perhaps one of the most important professional achievements in this context is feedback skills.

The fourth stage. Evaluation of effectiveness. A distinction should be made between monitoring and evaluation: monitoring is a regular check of the process of implementing the plan to achieve the goal, evaluation is an analysis and conclusions of the plan immediately after its final implementation. This is a one-time activity that the coach and the client carry out together.

Let us consider a coaching tool such as the Four Questions of Planning, which is simple yet profound, allowing the employee to find motivation within themselves, develop an action plan and start acting to achieve a goal in any project.

The Four Planning Questions technique involves the employee answering four questions: "What do you want?", "How can you achieve this?", "How will you support yourself if something goes wrong?", "What will happen as a result?". They are closely connected and support subordinates on the path to success. So more about them in more detail [15].

1. *The question "What do you want?"* includes several additional questions that can clarify the situation and inspire the employee in the process of implementing plans, namely: "Why?" or "Why is this important?". The answers to these questions reveal the true meaning of the goal being achieved, a certain value (what a person wants at a deep level, subject to its control), the goal becomes more important for the employee, his judgments are directed in a positive direction. When the subordinate has a clear idea of what he/she wants, it is possible to move on to find the answer to the second question, how to achieve the goal safely.

2. *The question "How can you achieve this?"* also includes some additional questions: "What is the plan to make it easier to achieve the goal?", "What steps need to be taken to achieve the desired?", "What are the alternative ways to effectively achieve the goal?", "How can we start implementing the plan?". Detailing allows emerging in the employee the desire to move on the path to the desired. The answers to such questions imply a visualisation of the time frame and actions that the employee will need to take to get the result, what skills and abilities will need to be developed, what resources he/she needs and how to use them.

3. *The question "How will you support yourself if something goes wrong?"* is related to the promotion of the project and how to give it more importance, strengthen or expand the commitment to the goal, the confidence of the employee to move forward. Options for additional questions: "Why can you learn to travel to the goal?", "How can you move even further?", "What will change in life when this goal is achieved?", "What will be different?” If circumstances change, the employee will be ready to move forward to the goal, having several alternative paths. The employee learns to consider a wider range of actions.

4. *The question "What will be the result?"* focuses a person's attention on the study of the visual picture, analysis of actions taken to reach the finish line. Careful study of the obvious signs that the goal has already been achieved eliminates the lack of clarity associated with the goal. Options for additional questions: "How will you know when the goal is fully achieved?", "Which of the signals will help determine that the goal has been achieved?", "How will you know that the work is completed?" This question will make the employee think about what factors will indicate that the goal has been achieved [15].

Thus, the key elements in the coaching process can be identified:

Awareness which results in increased attention, concentration and a clear understanding of the problem. It is the ability to select and perceive all the facts and information relevant to a case, determining their importance to the life of the client.

Responsibility is another key concept and goal of coaching, where the client is responsible for the results of coaching. A person who takes 100% responsibility for the result, does not hope for anything, does not blame anyone, he/she clearly understands that everything that happens in his/her life is the result of all his/her actions.

3.5 Coaching as Modern Technology of Team Building

The content of coaching is always the request, goals and results, as well as the quality of life and success of the client. Coaching is an individual training of a person to achieve important goals for him/her, increase the effectiveness of planning, mobilisation of internal capacity, development of the necessary abilities and skills, development of advanced strategies for results. This technique is designed to empower people who are aware of the need for change and set themselves the task of professional and personal growth [2, p. 31]. At the same time, coaching is one of the modern personnel technologies that help not only to unleash the inner potential of employees but also to increase motivation and corporate behavior, which determines the effectiveness of teamwork.

Team coaching is an art and modern technology in the human resource management system that helps to unleash the inner potential of employees, increase motivation and ability to work in a team, achieve common goals, which allows us to develop better management decisions [20].

Implementing team coaching in an organization is a very complex process that includes three main stages:

Stage 1: the diagnosis – the strengths and weaknesses of the team are identified, as well as the level of its motivation for teamwork; the goals and tasks of the team within the whole enterprise are determined;

Stage 2 is the main one; it helps to achieve the set goals and provides training for coaching HR managers, individual training with company management, the transfer of the principles of team coaching in the power vertical "top-down". An important role is given to the formation of organizational culture as a tool for team development, ensuring the mood of staff for high productivity and high-quality work. At this stage, game techniques are often used, role-playing tasks that allow staff to look at the situation in a new way, for themselves and their team. In particular, depending on the team's request, various exercises are used, such as "Assembling the balance wheel", which allows finding a way to achieve a balance of time, priorities in the team, find a key area that affects other areas, and more, or Building a pyramid of logical levels of Robert Dilts", which may result in clarification of the goals of the team, the value of its activities etc.

The effectiveness of coaching is evidenced by the change in personal behaviour of team members in the field of professional skills and competencies; development of quality management decisions; increasing the level of motivation of employees; creating a unified team vision; distribution of roles and responsibilities of each team member [7, p.242].

Stage 3: collection and evaluation of results – a comparative analysis of activities before and after coaching.

Thus, team coaching is a format of group work that allows us to activate the potential of each employee; the process of finding solutions to the overall request of the team, to achieve a common result, a modern way of interacting with staff, which allows us to see and apply the potential of each employee and unite them in a team to achieve strategic management goals.

Team coaching is performed by a highly professional coach with a certificate of compliance. Typically, this is a series of sessions of 4 hours from 5 to 8 times a week, which allows us to identify and complete the required amount of tasks, formulate appropriate solutions, shape the program, taking into account the interests of employees and managers, and allowing them to be involved not only into the workflow.

Between sessions, the team should implement the program they have formulated for themselves. Then, at the next session, the team is diagnosed with the level of passing the planned goals. The mechanism is set up so that gradually the team comes to a common vision of overcoming problems, professing common values and goals.

Quite often under the guise of team coaching training is offered, which is also a good format, but they perform completely different goals and objectives. The company's management must agree on what technologies will be used in the work to ensure that the team will use techniques that will maximize their potential.

Under the guidance of the coach, a team of professionals (managers, senior and middle managers, employees of one or more departments, etc.) is formed to monitor the current state of the system in terms of efficiency. From a set of alternatives, the necessary changes which are planned before implementation are formulated, and all necessary actions for achievement of the maximum result are formulated.

The coach works exclusively on the goals set by the participants as a team, he does not impose how to communicate, avoid conflicts, participants under his methodological guidance determine what goals should be achieved, what tasks are solved and choose ways to achieve them. All work is carried out by revealing the internal potential of employees, rather than the knowledge of the invited coach, while the responsibility of participants for the goals, planned tasks or rules of communication of the team is multiplied.

Team coaching is necessary: to form a mission that will motivate the team; to understand common tasks; to organize coordinated work; to ensure cohesion and establish effective communication between departments; to overcome the negative consequences of the conflict in the team; for the formation of team spirit and motivational incentives to work; to identify problems that hinder the activities of the organization and the formation of means to solve them; to develop plans for the implementation of a new project, strategy formulation, goals; to unite team members for the overall result. The results of team coaching sessions are always unique depending on the request, the result and the goals it wants, and the team is ready to come, is formulated at the first meeting [21, p.50-51].

Team coaching is now becoming a common practice of leading companies around the world. It is widely used by Hewlett Packard, Zerox, Gillette, Sony, Pall Mall, Rolls Royce, Volkswagen, Nokia and other proactive business systems (including the world-famous hotel chains Hilton Worldwide, Marriott International, Intercontinental Hotels Group, Windham Hotel Group, restaurants – McDonald's Corporation, Starbucks Corporation, Yum! Brands, Inc., Restaurants Brands International, Inc.) the level of consciousness of the management of which allows not just to declare, but specifically to focus on the most valuable asset of the company - human resources, showing real concern for the development of employees and their well-being [12].

Thus, team coaching: increases the initiative of each team member, improves the results of any management decision; helps to understand the role of the team in the organization, set priorities and optimize all human resources used; it builds an effective system for managing team processes, first of all, stimulating innovative thinking through dynamic patterns of groups and teams; promotes the involvement of employees in project work, new methods of project team management are mastered; reveals the resources, capabilities of the team, and, most importantly, embodies the effect of synergy.

3.6 The Main Trends in Coaching 2021 – 2023

To be a sought-after professional in the coaching market, it is important to know the dynamics of market development both in Ukraine and internationally. According to iPEC, 1.5 million requests are processed monthly by people and companies involved in the selection of life coaches, business coaches and senior executives (*What is Coaching?*). At the same time, the global study of ICF coaching in 2020 shows that in 2019 the estimated global revenue from coaching amounted to 2.849 billion US dollars. [10].

Coaching in 2021 is not a motivational speaker who teaches the masses how to live. This is every manager and leader who wants to improve performance by working through the weaknesses of team processes.

The market for coaching services in the world is developing rapidly. The highest rates of market growth are observed in countries with high incomes. In Ukraine, this market is relatively new but has great potential for development. By the end of 2019, Eastern Europe (including Ukraine) took 3rd place with an increase in the number of practicing coaches by 40% compared to 2015. mmAmong of them:

- 6300 – coaching practitioners.
- 2100 – leaders and managers who use coaching skills.
- 8400 – others.

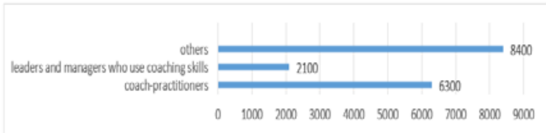

Figure 1 – Eastern European coaching market (end of 2019)
Source: ICF Ukraine Chapter (https://www.icf-ukraine.org/)

According to the 2021 data from the ICF Ukraine Chapter, there are only 161 professional coaching members of the ICF in Ukraine. It is unknown what kind of education and certification the rest of the specialists have. However, uneducated coaches continue to compete [9].

Research shows that coaching has a positive effect on productivity and skills, well-being, ability to cope with difficulties, attitude to work and purposeful self-regulation.

Coaching clients report that they have improved relationships (73%), communication skills (72%), interpersonal skills (71%), productivity (70%), work-life balance (67%) and well-being (63 %). Thanks to coaching, 62% of employees of companies with a strong coaching culture consider themselves highly involved. (ICF Global Coaching Study).

Compared to non-mentoring employees, coaches who work with them receive higher compensation, more promotions, are more satisfied with their careers, are more committed to the company and are more likely to believe that they will be successful. Here is the survey of coaching clients conducted during the ICF Global Coaching Survey:

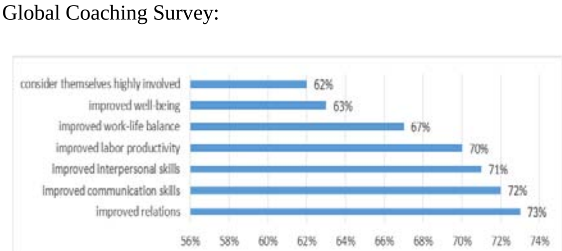

Figure 2 – ICF Global Coaching Survey
Source*:* ICF Global Coaching Survey (https://cutt.ly/QUX8fNc)

The market for coaching services has a positive trend and will continue to grow in the coming years. The main reasons for the development are the growth of the business segment; increasing competition between companies and freelancers; increasing competition in the labour market and using short-term training to train their specialists in the absence of highly qualified trained staff in the market. Also to confirm the growth of demand, we can note the following fact: according to the portal training.com, the number of new companies that resort to the tool "study tuner" has increased by 70%.

According to research conducted by the portal trainings.ua, the most relevant topics for discussion in the field of HR in June-May 2019 were leadership development; application of new forms of employee training and distance learning – the so-called e-learning. That is, while customers are waiting for new approaches and tools, they want to motivate their staff and develop it, learn advanced forms of training and methods of innovation – providers still offer them sales and management. The evaluation of the services offered by training companies in 2019 showed that training of four main topics prevails: management (20%), personnel management (13%), sales (8%), personal growth programmes (7%).

However, it should be noted that to develop in a competitive environment and be a competitive professional in the market, it is necessary to take into account the main trends of modern coaching. First of all, it is the integration of high technology and artificial intelligence in business and executive coaching. The world of digitalisation, innovation and artificial intelligence is penetrating the culture of coaching. This means that in the future short coaching sessions with chatbots, self-coaching with an electronic assistant, etc. will be in demand. At the same time, artificial intelligence will not replace the coaching session at the moment but all the preparatory moments will most likely be carried out with the help of innovative technologies.

Gamification in education will remain relevant as an alternative way to stimulate the individual to the process of cognition. In today's world, where information is provided quickly and as easily as possible, our brains do not have time to use such large amounts of data. Gamification techniques help to simplify this task. Today, there are enough services to implement gamification, both in individual work with the client and the group, for example, teamwork, based on setting goals for a specific period, identifying problem areas and creating a game system of incentives, where competitive ratings are introduced, team successes and personal achievements are traced. In synergy with coaching, it helps to capture the process and results, stimulating client involvement.

According to The Economist Intelligence Unit, 90% of managers in 68 countries consider the cross-cultural aspect of the business to be the most difficult task in international work. 70% of businesses fail due to cultural differences. This is a good reason to develop intercultural competence. Intercultural coaching is a tool that helps to build business processes at the international level, taking into account the cultural characteristics of a country. In addition, if to implement cross-cultural coaching in teamwork, it will allow building processes within cross-cultural teams much faster, which will contribute to higher rates of achievement.

In the coming years, the role of the coach's personality and the choices that both the client makes when choosing a professional for his development and the coach who chooses the client to conduct effective incentives will not lose significance. At the same time, certification in large international associations and generally recognized national or international federations is likely to remain the basic threshold of trust.

4 Conclusion

Successful development in modern conditions of the organization requires a clear vision of strategic development, implementation of development and improvement policies, the use of new methods and technologies of personnel management. One such technology is coaching, which affects the ability to work in a team, to develop more modern and innovative management solutions.

Coaching is one of the most effective tools in managing the development of personnel in the field of documentation and information management, which ensures its development, mobilization of internal capabilities and potential, formation of creative thinking, activation of its activities, increasing the number of rational decisions and solving production problems. Thanks to the use of coaching technologies, the mission of the organization is formed and realized; a clearer understanding of the goals and objectives of the organization is appearing; the orientation of the organization in its market segment improves; more accurate analysis of the situation is provided; the most effective management decisions are made; there is a cohesion of people who start working as a team; corporate culture is formed and maintained.

Coaching in organizations is a social and managerial tool for staff development, aimed at improving the quantitative and qualitative characteristics of activities, improving the professional and personal skills of both managers and ordinary employees. The experience of many foreign companies shows that the use of coaching in personnel management allows increasing the efficiency of work, improving the professional and personal skills of employees.

Coaching is suitable for companies with a focus on the best results and good relationships in the team. In the process of communication, the head coach encourages the employee to successfully achieve the goal through motivational questions. For coaching to work best, the relationship between the leader and his/her subordinates must be built on trust and partnership. Without a respectful attitude of the manager to subordinates implementing a coaching style of management is impossible.

The introduction of coaching as a method of managing specialists in the field of documentation and information management at domestic enterprises and organizations or institutions will allow to make qualitative changes in them, namely: to bring the relationship of managers with subordinates to a better level, to create conditions for sincerity and openness participants in the process; to form the responsibility of employees for the decisions made and the result obtained; to enable employees to manage their work: to allocate time, determine the necessary resources, which will reveal the internal potential of employees, create internal motivation, as well as increase job satisfaction; look at the life differently, improve its quality, get rid of internal barriers that hinder the achievement of goals, and learn to find their own resources for both managers and their subordinates.

Thus, coaching with its principles and tools focused on the development of the individual, organization, community not only allows to adequately address the motivation of staff but also harmonizes all areas of human life.

A promising area of further research is to identify possible forms and types of implementation of coaching tools in the management of personnel development in the field of documentation and information management. Of particular relevance for research are the practical aspects of the application of coaching to increase staff productivity and competitiveness of the individual. The introduction of coaching technologies, taking into account the presented recommendations, will help ensure the company's competitiveness, development and achievement of strategic goals.

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CONCEPT OF CRISIS IN THE LATEST MEDIA INFORMATION FIELD

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Abstract: The article systematically characterizes the concept of crisis defines the cognitive, communicative-pragmatic, emotional-expressive load of its verbalization. The concept of the crisis is based on the systematization of a set of knowledge, ideas, associations, etc. Orientation to structural parameters, particularly the branched internal organization represented by various verbal means, allows defining the analyzed object as having a macro conceptual basis. In its structure, there are certain varieties united around the key areas – economics, finance, ecology, migration, medicine, and others. The essence of the concept of crisis has been modified. The means of expressing the crisis concept are identified, characterized by approximately the same frequency of use during the study period. It is confirmed by sentences taken from the newspaper "Den" ("The Day") of the early 21st century. The completeness of the description of the crisis concept was ensured by its description in the temporal and psycholinguistic dimensions. This approach served as a basis for determining the structure of this concept. In the minds of the experiment participants of two age groups, the token crisis evokes somewhat different associations. The common denominator is that a significant number of respondents put critical situations in the country and the world in general in the first place, preferring the most relevant ones during the experiment. Instead, nominations denote a crisis related to family relationships and a person's emotional and psychological state. The data of the associative experiment proved that the crisis issues raised in media journalism are relevant for consumers of information.

Keywords: Associative field, Emotionally expressive coloring, Extra lingual factors, Concept, Mass media, Time, Vocabulary.

1 Introduction

The modern world is considered in two opposed planes: on the one hand, it is about the rapid development of society, global changes in industrial, technological, scientific, educational spheres, on the other hand, the imbalance between economic growth and declining social standards, geopolitical, environmental, financial, food and other problems caused by the external and internal socio-political situation, the coding pandemic, i.e. what is a prerequisite for crises in various spheres of life. The crisis is becoming a conceptually important object that does not leave people indifferent, encourages them to active discussions that go beyond personal communication and are reflected in the columns of newspaper journalism. These guidelines and the desire to characterize the problem comprehensively are a prerequisite for highlighting the concept of crisis as a complex abstract universal, which involves its consideration in cognitive-communicative, anthropocentric, psycholinguistic dimensions, as well as in the context of language content.

2 Materials and Methods

Representatives of modern linguistics have repeatedly resorted to a systematic description of the generalized term *concept*, focusing on its various qualification parameters and internal differentiation [8, 18]. In particular, Angelova considers the *concept* in the context of lingua culturology, giving it the status of "cognitive lingua social construct", a mental formation of a high degree of abstraction, combining valuable, conceptual and evaluative components [1, p. 4]. In addition, the researcher focuses on the relationship between the *concept* and *meaning*, among which the former considers broader and more multifaceted. According to her observations, the concept, in contrast to meaning as its mandatory nuclear component, is not only based on mental operations but also shows signs of sensory content [1, p. 5]. The cognitive aspect was chosen as the basis for studying the concepts of Prikhodko [13], Mandler [5], and others. The concept as an object of anthropocentric cognitive linguistics, "culturally determined linguistic-mental unit of the human conceptual system used in thought processes, which embodies the interpreted human experience (physical and mental, individual and social)" [15, p. 30–31], considered by Starko. Among the issues raised by the scientist – the problem of correlating the terms of concept and category [16]. The psycholinguistic vector in the study of various concepts is reflected in the works of I. Melnyk, L. Holoiukh, D. Kalishchuk, & I. Levchuk [7], N. Koch, & S. Kaleniuk [2] etc. Conceptualisation in interaction with symbolism and grammar is presented in the work of R. W. Langacker [4]. Focus on national and cultural specifics, associative characteristics, image-motivational content, etc. served as a basis for a comprehensive analysis of concepts whose labelling is associated with the phrasematic level of language [3].

Thus, the Ukrainian and foreign scientific paradigm presents a variety of interpretations of the term *concept*. Despite the significant number of works, a clear system of qualification features that underlie this generalized linguistic phenomenon has not yet been developed. Among the descriptions of his specific semantic manifestations are the concepts of *peace* [7], *life* [3], *God* [6], *game* [15], *honor and dignity* [10], political concepts election campaign [2] and others. The concept of *crisis*, which we choose as the object of study, if analyzed, then on the material of other languages, partly limiting certain topics [9; 11; 14]. Unfortunately, the critical situation has not been started and has recently intensified due to several objective factors. Therefore, the problem raised, requiring multidimensional study, does not lose *relevance*.

The purpose and objectives of the study is to characterize systematically the concept of *crisis*, to determine the cognitive, communicative-pragmatic, emotional-expressive load of its verbalization, as well as to describe in psycholinguistic aspect and the context of external factors dominant for different periods of the 21st century.

3 Results and Discussion

Analysing the concept of *crisis*, we will first focus on its multi-vector interpretation. Several important aspects include the interpretation of the crisis as a phenomenon known to the entire world community, including Ukrainians, which allows considering it universal and at the same time international. We associate the modeling of this concept with the abstract meaning of its central linguistic representative – the noun. As it is known, recently there have been problems in many industries and spheres, which has become a prerequisite for the frequent use of the token *crisis* in the media. Because of this, we consider it active and regular, and the concept is up-to-date. The ability of this *concept* to function in media texts on various topics and combine with many attributive definite meanings (cf.: *economic crisis, medical crisis, environmental crisis, political crisis, social crisis,* etc.), i.e., to be in syntagmatic relations with them, allows point out the structural and semantic heterogeneity of the analyzed concept and clarify its semantic characteristics. Particular attention needs to be paid to the use of expressive means that are involved in the coding of information about critical situations, especially the phenomenon of metaphorization.

Orientation to the relationship with society and the ability to implement the accompanying characteristics indicates the relationship of the analyzed concept to the process of social evaluation, its description in the context of established social norms, human values, ideas of justice, etc. As global and intrastate problems, the instability of the situation, etc. quite naturally cause negative emotions in society, and accordingly, the concept of *crisis* should be considered in the evaluative-emotional and psycholinguistic dimensions. In addition, there is no doubt that the manifestation of the qualification features of the concept of *crisis* is based on mental-linguistic operations, and the formation of its evaluative characteristics occurs through the prism of rethinking the speaker. Emphasis on these parameters allows us to put forward the thesis of the presence of subjectivism in creating a holistic view of the analyzed concept. Focus on all selected qualification parameters is an important factor contributing to creating a modern synthesized understanding of this concept and the definition and comprehensive characterization of its verbalization.

The study of the concept, no doubt, should be based on an appeal to the generally accepted interpretation of its central marker - the noun *crisis*. The following explanations are given in the Great Explanatory Dictionary of the Modern Ukrainian Language: "1. A sharp change in the normal state of affairs; breaking, aggravation of the situation. *Mental crisis*. 2. Periodic overproduction of goods, which leads to a sharp aggravation of all the contradictions of the economy: reduction of production, disruption of credit and monetary relations, the bankruptcy of firms, mass unemployment and impoverishment. *Industrial crisis*. The stock market crisis <…>. Currency crisis <…>. Monetary crisis. Economic crisis <…>. Financial crisis <…>. 3. *med*. The turning point during the disease, after which the patient's condition immediately improves or worsens; characterized by a sudden decrease or increase in body temperature, respectively. <…> 4. Acute lack of something. *Fuel crisis*. *Ideological crisis*. *Government crisis* <…>» [17, p. 586]. All the explanations given in the dictionary article are related to the interpretation of the direct conceptual features of the concept of *crisis*, which at the same time can be considered invariant. However, the researched source base shows that they do not exhaust all the semantic nuances presented in the lexicographical work. The conceptual dimension of the analyzed concept is much broader. Now we see the expansion of its structure by activating new features on which the speaker seeks to focus, informing about a certain fact of reality. Thus, the conceptualization of the object of the *crisis* will be complete and comprehensive if it covers all its significant parts, properties, features, etc., which have a certain language design. In this case, the means of verbalization can be different in the frequency of use, number, degree of semantic divisibility/indivisibility, primacy/secondary, etc. language units that form a kind of semantic paradigms.

The mass media can now be considered an important source, which, on the one hand, reflects the thoughts and moods of people, and on the other hand it serves as a means of influencing the consciousness of the consumer of information. Reporting on the critical situation in any field, the author implicitly tries to emphasize its impact on the life of the social subject, certain limitations that await him. Of course, changes that force a person to make adjustments to their priorities, directly affected by the reduction of their material wealth, create fear and uncertainty. This emotional and expressive load dominates in the texts of different content palettes. We will build an internal semantic typology of the concept of the crisis on the material of The Day newspaper, known for its objective coverage of various current events and situations in Ukraine.

According to media texts of the beginning of the 21st century, the critical situation has been witnessed in various spheres, but most often journalists write about financial and economic troubles in various ways. The financial and economic crisis is considered in the global context in the press. Often, to highlight much deeper problems in our country than in the world as a whole, contrast is built, cf.: *But the indisputable fact is that the* ***global financial and economic crisis*** *has shown: those sectors of the economy, those businesses and countries in a general bet on innovation, in most of the crisis did not feel or suffer less* (day.kyiv.ua/uk, 18.09.2009) and *Therefore,* ***our crisis*** *– due to the greed of Ukrainian oligarchic business, which has become the greatest enemy of innovation and intellectual potential of the nation* (day.kyiv.ua/uk, 18.09.2009). The role of the functional equivalent of the multi-word nomination *global financial and economic crisis* is sometimes played by the compound *global crisis*: *developing countries and the* ***global*** *crisis* (general) (day.kyiv.ua/uk, 15.04.2009).

In addition to the considered phrases to denote financial and economic problems in general, we come across a narrower name in terms of semantics. The hierarchy of the content palette of this group is structured by approximately the same frequency of use of the *economic crisis* and the *financial crisis*: ***The economic crisis*** *of the last 5 years has provoked large-scale staff reductions in the Ukrainian economy* (day.kyiv.ua/uk, 14.03.2014); *We are also concerned that the economic crisis may worsen the situation: rising prices for medicines purchased by Ukraine abroad, provoking a sharp outbreak of the epidemic…* (day.kyiv.ua/uk, March 19, 2009); *Thus, Tymoshenko simply shifted the responsibility for the* ***financial crisis****, which is most likely inevitable, on the shoulders of the President, - suggested political scientist Kost Bondarenko in an interview with The Day* (day.kyiv.ua/uk, October 21, 2008).

Modeling the concept of crisis is associated with the description of regressive economic and financial changes not only in Ukraine but also in other countries and the world in general, cf.: *Putin understands that if* ***the economic crisis in the Russian Federation*** *lasts long, there is a great risk that society may experience social tension* (day.kyiv.ua/uk, 10.06.2016); *The* ***Irish*** *government has said that the country will be the first Eurozone country to be affected by* ***the financial crisis*** *that will emerge from the international lending program of the IMF and the EU day* (day.kyiv.ua/uk, 13.10.2013) and *Autumn 2008, probably forever will be remembered as the period of the first wave of* ***the world economic crisis****...* (day.kyiv.ua/uk, 11/18/2008); *The problems related to the activities of the previous government persist, especially since the current pandemic and* ***the global economic crisis*** *are not the best conditions to increase funding* (day.kyiv.ua/uk, 03.10.2020); ***The global financial crisis*** *has become a quick and effective catalyst for the G20* (day.kyiv.ua/uk, 15.09.2010); *The current* ***global economic crisis*** *has in fact raised a fat line under the naive hopes of contemporaries for the universal efficiency of a globalized market economy of a liberal nature* (day.kyiv.ua/uk, 29.05.2017); *The use of the US dollar as a reserve currency – the main cause of the current* ***global financial crisis*** *– is exhausting* (day.kyiv.ua/uk, April 15, 2009). The functioning of the analyzed compounds in publications of different years indicates the longevity of problems in the economic and financial spheres.

To emphasize the inevitability and intemperance of the global critical situation, journalists sometimes attract nominations from the so-called maritime sphere; it is primarily a token of the *storm*, which is used with the meaning recorded in the dictionary ("*trans., ed.* Extremely strong manifestation of something" [17, p. 1633]): "*Continue the stagnant economy through the* ***storm of the global crisis***", *or Why the financial and economic bloc of the new government became almost the main personnel intrigue of yesterday* (general) (day.kyiv.ua/uk, 04.03.2020).

The adjective *economic* sometimes functions along with the noun *crisis* as a component of the complex word *socio-economic crisis*, used in descriptions of pessimistic, even depressed people, their indifference, accompanied by disappointment in government, political institutions, growing despair that the country will develop: *Ukraine is experiencing a* ***socio-economic crisis*** *and a growing number of young people who have finally lost faith in the fact that the current government and opposition change the situation in the country for the better and create conditions for "successful" youth* (day.kyiv.ua/uk, 21.02.2013).

The commonality of all contexts is that they have a negative evaluation load because regressive changes in the economic life of the state and the world in general always lead to the adoption of the so-called unpopular solutions: reduction of social spending, budget deficit, job cuts. Therefore, it is not surprising that articles on this issue usually show a negative evaluation. They are aimed at the perception and understanding of the situation by the conscious reader.

The token of *crisis* is recorded in publications that describe problems of much smaller volumes than those described above. In particular, the combination of the *currency crisis*, the *mortgage crisis* shows the complexity of the situation in banking: *In Belarus - **the currency crisis*** (general). *The main branch of several commercial banks confirmed that it is impossible to buy dollars, euros, or even Russian rubles from them* (day.kyiv.ua/uk, April 7, 2011); *The economic crisis in Spain began in 2008 with the **mortgage crisis*** (day.kyiv.ua/uk, 04/26/2013). At the same time, the newspaper «Den» does not record the connections between the *monetary crisis* and the *stock market crisis* presented in the "Great Explanatory Dictionary of the Modern Ukrainian Language" [17, p. 586].

In the context of financial issues, in particular, the growth of fares in minibuses, a complex category of *transport crisis* has been used: ***The transport crisis**, which has lasted in Kherson for more than a year, may continue to deepen* (day.kyiv.ua/uk, 04.10.2018).

In 2000, there was a crisis in the fuel market, which provoked the actualisation of the compound *gasoline crisis*. It is important to note that the publications are not only about the shortage of gasoline and rising prices for it but also about the lack of diesel fuel. Nevertheless, this problem in the press was called the *gasoline crisis*: ***The gasoline crisis** is again provoking rising prices* (general). *The current **gasoline crisis** not only hinders fieldwork significantly but has already caused a very significant increase in prices in the Rivne region – especially for food* (day.kyiv.ua/uk, September 23, 2000). *The fuel crisis* is much less common: *The recent **fuel crisis** has almost paralysed the whole of Europe* (day.kyiv.ua/uk, 26.10.2000). Extracurricular (external) factor – gas shortage is regarded as a prerequisite for intensification of the *gas crisis*: *However, should we not draw any conclusions from the previous **gas crisis**, which occurred due to the "sudden" refusal of Russian Gazprom to supply gas to Ukraine during frosty weather?* (day.kyiv.ua/uk, March 17, 2018). The compound energy crisis has the same functional range: *In Europe, an unprecedented **energy crisis** has unfolded, due to which gas prices have already crossed the mark of $ 2,000 per thousand cubic meters* (day.kyiv.ua/uk, 24.12.2012). If the phrases *petrol crisis, gas crisis, energy crisis* arose as a language reaction to the shortage of fuel and gas, respectively, the complex nomination *coffee crisis* is used in the context of overproduction of this product, which provoked various social problems in people who grow it: ***Coffee crisis** is coming?* (general). (day.kyiv.ua/uk, 19.09.2002). It should be noted that in the dictionary article on the interpretation of the token *crisis*, the phrases *mortgage crisis, transport crisis, gasoline crisis* and *coffee crisis* are not recorded.

In the researched articles of the newspaper "Den" for 2000–2021, we did not record the connection between the *industrial crisis*, which is highlighted in the "Great Explanatory Dictionary of the Modern Ukrainian Language" [17, p. 586], however, publications on this topic in the analysed media publication are presented. They are devoted to the critical situation typical of various industries. In particular, we are talking about food, energy and other crises. For example: *Ukrainian industry overcame the crisis consequences of the blockade – Kubiv* (general) (day.kyiv.ua/uk, 23.10.2017); *Secondly, **the food crisis** is intensifying in the world, and there are no prospects for overcoming it* (day.kyiv.ua/uk, April 15, 2008); *Kuleba noted that during last year's **food crisis** in Pakistan, it was Ukrainian traders who exported the critical amount of grain, which compensated for two thirds of the deficit* (day.kyiv.ua/uk, 10.08.2021); *After the end of the quarantine, miners and workers of concentrators are ready to go to Kyiv to protest against the **energy crisis** that led to the closure of mines* (day.kyiv.ua/uk, 21.04.2020); *The unions emphasise that the systemic **crisis in the energy sector** was caused by a number of ill-considered decisions of the authorities, and it negatively affected the coal industry, the development of which is paralysed* (day.kyiv.ua/uk, 21.04.2020); *In fact, the **agri-food sectors** are currently experiencing an acute **investment crisis*** (day.kyiv.ua/uk, 01.09.2020); …***the crisis in the food industry** is deepening, Mykola Kisil expressed concern* (day.kyiv.ua/uk, 01.09.2020).

In the context of economic crises, there is a problem of employment, which denotes the connection of the unemployment crisis in the newspaper Den: *As World Bank President Robert Zellik has recently stated in an interview with the Spanish Newspaper El Pans,* "*what began as a major financial crisis and escalated into a major economic crisis is now turning into a major **unemployment crisis**…*" (day.kyiv.ua/uk, 16.07.2009). The subordinate attribute unit emphasises the depth of the problem of people who are laid off due to redundancies or are not hired by those who have a professional education but no professional experience. Of course, there are several other causes of unemployment. However, whatever they may be, the loss of a job, without a doubt, has a negative impact not only on a person's social and material status but also on his psychological state. Therefore, articles devoted to this problem are always distinguished by value and emotional and expressive load.

The language palette of the concept of *crisis* in the media texts of the 21st century is realised by the phrase *political crisis*. The issue of politics is now perhaps the most acute in our country, which explains the intensification of the nomination "adjective + noun" nomination: *The country's political leadership has finally decided to take a concrete step in resolving the **political crisis**, which they "brewed" itself.* (day.kyiv.ua/uk, 10.04.2016) – this is a political confrontation between the presidential and prime ministerial teams, as a result of which the second lost: the then leader Arseniy Yatsenyuk resigned; *But the situation in which Ukraine finds itself is not just another **political crisis** in relations between the government and the opposition* (day.kyiv.ua/uk, 7.02.2014).

In the attributive sphere of this group the characteristic word government is attested: *It seems that the **government crisis** in the country was avoided* (day.kyiv.ua/uk, 22.11.2001). In the semantic range close to this, we consider a phrase in which the component subordinate to the token *crisis*, although in attributive relations, but expressed by the noun power in the genitive case, for example: *Progressive **crisis of power** in Ukraine, manifested in the split of the Verkhovna Rada is about to end with a referendum on distrust of the current parliament and amendments to the Constitution, encourages to look for examples of resolving similar conflicts in world practice* (day.kyiv.ua/uk, 27.01.2000); *"And the main thing is that now we have a **crisis of power**," he said (Yevhen Kushnaryov), "because we do not have an effective, harmoniously built government, neither in the centre nor vertically"* (day.kyiv.ua/uk, July 20, 2006)); *Now that **the crisis of power** in Russia is deepening, when Russia's top officials have created an unprecedented deterioration in relations with the West, Putin's clique is trying to keep himself in power, to divert public attention from this domestic and foreign crisis* (day.kyiv.ua/en, 17.02 .2021).

It is worth noting that in the newspaper "Den" we have recorded many cases of use of the selected compound. Examples of sentences taken from publications dating back to 2000-2021 were deliberately presented to demonstrate the longevity of the problem itself and the active response of journalists. The actions of the government, the behaviour of people involved in power structures are important for ordinary citizens because it largely depends on their standard of living, wealth, the ability to express their views in their native language, etc. Government serves as a kind of stimulus that projects people's behaviour.

Transformation of power structures, change of emphasis in its activities have a direct impact on the daily lives of citizens, who in turn make their demands to the government, express dissatisfaction with the state of the economy, concern about the unstable political situation and others. With this in mind, in publications on the problems of power, journalists emphasize the values, traditions, norms, opportunities for people to exercise the right to freedom in its various forms. In addition to the crisis of state power, the media use the analyzed phrase in a narrower sense. In particular, such a scope of the concept is presented in the article on the realities of museum life and the search for ways to overcome the crisis in this area. The situation is connected with the appointment of the famous artist Oleksandr Roitburd to the position of director of the Odessa Art Museum, with whom Vitaliy Abramov and Serhiy Sedykh competed: *There was a crisis of power in the museum at that time. It was unclear whether the then director, Mr Abramov, would be able to continue to perform his duties, constructive candidates could not be found and it ended up that no one was persuaded, so I decided to go for it myself* (day.kyiv.ua/uk, 16.08 .2018).

The connection between the *personnel crisis*, which represents the semantic political and professional dichotomy, needs special comment. The unusual contextual conditions of its operation are evidenced by its quotation marks: *…Senator Ted Cruz's fierce struggle against the Russian gas pipeline has led to a situation that Biden administration officials call a "**personnel crisis.**" By his actions, Cruz delays the appointment of dozens of candidates to the State Department, including 59 potential ambassadors, and promises to block even more* (day.kyiv.ua/uk, 03.10.2021). In some places, the content of critical situations in media texts is veiled, resorting to various metaphorical nominations. For example, the title of one of the articles is "***Crisis on the equator***" (day.kyiv.ua/uk, 07.10.2021). The equator, figuratively used and taken in quotation marks, nominates the highest state authority. The publication refers to the recall of the former and the appointment of a new Speaker of the Verkhovna Rada.

The columns of the "Den" newspaper have repeatedly focused on the problems of the clan-oligarchic system, bribery, corruption schemes, abuses of the law, violations of current legislation, etc., which became a prerequisite for engaging in the language use of the *crisis of law and order: Crisis of **law and order** in Ukraine (general). In Ukraine today, the symptoms of the **crisis of law and order** are obvious* (day.kyiv.ua/uk, 22.03.2012). Of course, impunity for criminals, neglect of law and order, the possibility of law-making only by government officials and others are associated with lowering social standards of people, which cannot leave ordinary citizens indifferent. Therefore, such texts are intended not only to point out the negative phenomena in the legal system but also to provoke condemnation of the consumer of information, superior treatment of violators of current legislation.

Modelling the concept of *crisis* is related to the description of the aggravation of the humanitarian situation, which highlights the functioning of the attributive-substantive phrase *humanitarian crisis*: *The Red Cross has called on the international community to work with Afghanistan's new Taliban government, as aid groups alone will not be able to prevent a humanitarian crisis.* (day.kyiv.ua/uk, 23.10.2021). We find the *humanitarian crisis* in publications about problems with food, drinking water, and medical care for people in need of help and protection.

Topical issues raised in early 21st-century media texts include drawing readers' attention to climate change, ecosystem destruction, air pollution, uncontrolled emissions, overuse of natural resources, etc., which has increased the use of another means of verbalising the overall concept *crisis* – compounds *ecological crisis*: *US State Department spokeswoman Heather Neuert said that Russia's aggression in the Donbas is creating an **environmental crisis** that could spread beyond Ukraine* (day.kyiv.ua/uk, May 30, 2018); *The World Environmental Summit in Rio de Janeiro in June will focus on reducing consumer sentiment. A few years before, when the **ecological crisis** began in the world, there was more talk (both in the media and in expert circles) that we need to reduce consumer sentiment – use less water, gasoline, forest, gas, buy less, etc.* (kyiv.ua/uk, 25.05.2012).

In the pages of The Den newspaper in 2017–2018, journalists described the current issue of household waste disposal in Ukraine, primarily in Lviv, less often in other countries. In such publications, we see an increase in the frequency of use of the compound garbage crisis: *Who is the enemy of Lviv? The **garbage crisis** threatens to turn into a political one* (day.kyiv.ua/uk, June 20, 2017); *The **garbage crisis** in the city began almost two years ago when people died during a fire at the Hrybovytsia landfill, where garbage was taken out of Lviv* (day.kyiv.ua/uk, April 19, 2018); *Due to the protests on the streets of Greece, there was a **garbage crisis*** (day.kyiv.ua/uk, 06/28/2017).

The thematic range of modeling the concept of *crisis* is complemented by the compound *climate crisis*, which is used to describe the problem of greenhouse gas emissions as a result of oil, coal, gas, and in the context of solving this problem, cf.: *A list of 20 companies responsible for the **climate crisis** has been published – Gazprom among them (general). New research shows that a small cohort of state and international companies is exacerbating the **climate crisis** that threatens the future of mankind* (day.kyiv.ua/uk, 10.10.2019) and… *The US will double funding to help other countries in the fight against **the climate crisis*** (day.kyiv.ua/uk, 21.09.2021); *The Pope called for an immediate fight against the **climate crisis*** (general) (day.kyiv.ua/uk, 21.09.2020).

The problem of interstate displacement, primarily related to the artificial aggravation of the situation on the border of Ukraine and other European countries due to an attempt to break it by force by migrants, was an outrageous factor in the active use of the phrase *migrant crisis* at the end of 2021. In 2019 publications, we occasionally come across the *migrant crisis*. For example: *If there is a threat of a **migrant crisis**, it is possible to introduce an emergency on the border with Belarus – the Ministry of Internal Affairs* (general). *In those regions of Ukraine bordering Belarus, a state of emergency may be declared in case of risk of the **migrant crisis**.* <···> ***Migrant crisis** on the border of Belarus with Poland, Lithuania, Latvia has been going on since August* (day.kyiv.ua/uk, 14.11.2021); *Lithuanian Defence Minister Arvidas Anushauskas stated that he did not rule out the possibility that the **migrant crisis** on the border between Belarus and the European Union could be a cover for Russia's active actions against Ukraine* (day.kyiv.ua/uk, 16.11.2021); *The **migrant crisis** in the United States (general). The number of migrants began to grow rapidly, they began to join the citizens of other countries in the region, and a few months later, when the number of migrants reached one hundred thousand people, talked about the "**migrant crisis**"* (day.kyiv.ua/uk, 04.08.2019).

A striking example of media language dynamism is the use of the token *crisis* in the context of a viral disease that has affected the world over the past few years, making adjustments to various areas of people's lives. In the newspaper "Den" we come across several models, among which the *corona viral crisis* dominates, the most peripheral in terms of frequency of use is the *coronavirus crisis*. For example, *the **corona viral crisis** has become a test of strength for the European Union* (day.kyiv.ua/uk, 27.04.2020); *The **corona viral crisis** has hit the tourism industry around the world* (day.kyiv.ua/uk, 16.06.2020); *The **coronavirus crisis** has only accelerated the decline, but the trend of active deindustrialisation of the economy dates back to the end of 2018 and was provoked by inadequately tight monetary policy* (day.kyiv.ua/uk, 26.05.2020).

It is worth noting that despite the *crisis*'s function to label negative phenomena in various fields, in combination with the adjective *corona viral* we occasionally come across its use in the context of positive changes, *such as…**corona viral crisis** has only accelerated innovation in the digital transformation of many industries. That is why we saw how the IT industry has resumed all its previous growth processes since the third quarter* (day.kyiv.ua/uk, 10.02.2021). The process of language adaptation of the *corona viral crisis* is evidenced by the complex token of the *corona crisis* formed on its basis, which we consider the result of the law of language economy: *2020, given weather conditions and challenges of the **corona crisis** for farmers will not be easy* (day.kyiv.ua/uk, 01.09.2020). Modified stable word compounds occur in the subject of coronavirus disease and the problems caused by it. For example, the set expression of *ice is disappearing (kryha skresaie)* with the meaning "some work, activity has begun; there are some changes in some old business, work, etc." [12] has undergone a partial modification in the sentence *But the **coronavirus crisis** is gradually disappearing* (day.kyiv.ua/uk, 04.09.2020). Such a model made it possible to express an opinion more accurately, gave the text an emotionally expressive load.

In media texts, the role of semantic concretizer of the noun *crisis* is played by a geographical concept that names the state or part of the world where negative processes take place in various spheres: ***Venezuelan crisis** and Russia* (general) (day.kyiv.ua/uk, 10.06.2016); ***Taiwan crisis** in the current context* (general) (day.kyiv.ua/uk, 25.10.2021) – the article deals with the threat of China's aggressive actions against Taiwan; ***Turkish crisis**: the IMF for the first time arrived on time (*general*). Since the **Asian crisis** of 1997, IMF policy has come under constant attack* (day.kyiv.ua/uk, December 21, 2000); ***Crimean crisis** and civilizational chances of Ukraine* (general) (day.kyiv.ua/uk, April 7, 2014) – the issue of annexation of Crimea was raised in the publication; *The German Foreign Minister fears that **Qatar crisis** could turn into a war* (day.kyiv.ua/uk, 11.06.2017); ***Iraq crisis** has divided the world into those who are "for" and those who are "against" resolving issues by military means* (day.kyiv.ua/uk, 27.03.2003).

In some resources, authors attempt to highlight the scale of the critical situation, to point out the pressing problems, we come across a string of different phrases with the analysed noun, for example, ***Political, economic and food crisis** in Venezuela is growing rapidly* (day.kyiv.ua/uk, 10.06.2016); "***Refugee crisis, migrant crisis, Schengen crisis, secular crisis, economic crisis, value crisis, solidarity crisis**…" – these are the words spoken at the beginning of the online course "European Culture and Politics" (University of Groningen)* (day.kyiv.ua/uk, 01.12.2016); *Volodymyr Stus, the head of the Analytical and Forecasting Group at the Centre for Strategic Initiatives, is even more pessimistic in his forecasts: "The active phase of the crisis will come by 2015. And before that, there will be a swing in all directions: there was a **mortgage crisis,** a **banking crisis**, tomorrow there will be a sharp jump in energy, the day after tomorrow – a **military crisis**, then some economic blockade will be announced, etc. ..."* (day.kyiv.ua/uk, 18.11. 2018). Such contexts are an effective means of forming a negative assessment of the recipient.

Particular emphasis is placed on the phrases of *life crisis, the crisis of adolescence (middle age), psychological crisis*, which of the analyzed most reveal the attitude to individualization. Their use is not limited to certain years, so the problem remains relevant at least for the first twenty years of the 21st century. For example: *Or maybe a certain **life crisis** is an impetus for writing* (day.kyiv.ua/uk, 25.12.2021); *The main object of "preparation" for Stepan Protsyuk this time was **the crisis of adolescence**, conflicts with parents, social problems and first love* (day.kyiv.ua/uk, February 26, 2015); *When the Soviet Union collapsed, it was still a **psychological crisis** for many people. And Putin is using this situation skilfully* (day.kyiv.ua/uk, 28.05.2017). We warn that the varieties described above are also not deprived of involvement in man as an individual, their inner emotional and expressive state, but their selection usually involves a certain group of people united by a problem.

The completeness of the characteristics of the concept of *crisis* is ensured by its description in the psycholinguistic dimension, in particular with the involvement of the results of the free-associative experiment. This approach serves as a basis for determining the structure of this concept, which is based on the idea of Ukrainians about different critical situations, i.e., to model a certain associative field. To participate in the experiment, 100 participants were selected – students and teachers from different faculties of the Volyn National University named after Lesya Ukrainka, who according to age were united into two groups of 50 respondents: 1) 18-24 years old; 2) 25-55 years old.

By offering them a token-stimulus *crisis*, we obtained reactions (words and phrases), the analysis of which allowed us to differentiate them by the number of repetitions on the centre and periphery, as well as typical (with values reflected in the media) and atypical (with values that are based on individual-authorial vision). Forming a group of standard answers, only those that were repeated at least 5 times were taken into account (each respondent was able to record a maximum of 5 language units). A total of 250 reactions were identified in each age group: in the first – 219 phrases, 31 tokens (among them 132 units were taken into account (121 phrases, 11 tokens)); in the second – 236 phrases, 14 tokens (165 language units were analyzed (155 phrases, 10 tokens)). The associates expressed by the participants of the experiment are mostly phrases (91%), less often words (9%). Respondents of the first age group preferred the following language units (in parentheses we present two numerical indicators: the first – the number of reactions, the second - the percentage in the group): 1) *financial and economic crisis* (32; 12.8%); 2) *energy crisis* (26; 10.4%); 3) *Ukrainian crisis* (21; 8.4%); 4) *migrant crisis* (16; 6.4%); 5) *global (world) crisis* (14; 5.6%); 5) *psychological crisis* (7; 2.8%); 6) *conflict* (6; 2.4%); 7) depression (5; 2%); 8) *crisis of adolescence* (5; 2%). Within the atypical are three reactions – *session, examinations (exams), love*, which is 1.2%.

The answers of the second age group differ slightly: 1) *political crisis* (27; 10.8%); 2) *energy crisis* (26; 10.4%); 3) *economic crisis* (25; 10%); 4) *migrant crisis* (23; 9.2%); 5) *psychological crisis* (22; 8.8%); 6) *environmental crisis* (20; 8%); 7) *the crisis of middle age* (7; 2.8%); 8) *cataclysms* (5; 2%); 9) *life problems* (5; 2%); 10) *conflicts* (5; 2%).

As we can see, in the minds of the participants of the experiment of two age groups, the token *crisis* evokes somewhat different associations. At the same time, the common denominator is that a significant number of respondents put critical situations in the country and the world in general in the first place, preferring the most relevant ones during the experiment (*political, economic, energy, migrant crisis,* etc.). Instead, nominations to denote a crisis related to family relationships, emotional and psychological state of a person, form the periphery.

Thus, the data of the associative experiment proved that the crisis issues raised in media journalism are relevant for consumers of information. Modeling the concept of *crisis* is mainly represented by a phrase with an attributively used concretizer, a much smaller part are single-word units.

4 Conclusion

Thus, the concept of the *crisis* is based on the systematization of a set of knowledge, ideas, associations, emotional and evaluative, expressive, anthropocentric characteristics of this phenomenon, considered through the prism of language. According to the structural parameters, in particular, the branched internal organization represented by various verbal means, we can talk about its macro conceptual basis. Its structure includes certain varieties, united around such key areas as economics, finance, ecology, migration, medicine, etc. Of course, this list does not limit the full content of the concept of *crisis*, which in different periods, depending on external factors, has been modified. Proof of this is the dominance of some phrases with the specified keyword and the reduction of the quantitative expression of others.

Against the background of such dynamism, the means of expressing the concept of *crisis* stand out, which are characterized by approximately the same frequency of use during the study period, which indicates the longevity of problems in a particular area. This is confirmed by sentences taken from the newspaper "Den" of the early 21st century. The completeness of the characteristics of the concept of the *crisis* was ensured by its description in the psycholinguistic dimension, in particular with the involvement of the free-associative experiment. Its results correlate with the problems of texts published at the time of the survey of recipients.

The perspective of the research is a detailed description of the artistic and scientific conceptualisation of the *crisis* as a multidimensional entity that will contribute to the creation of its interdisciplinary paradigm.

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MULTICULTURE AS AN INEVITABLE RESULT OF GLOBALISATION

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Abstract: Cultures have the potential to corrupt each other. That is why historically, to be protected from outside influences, every culture tried to create "partitions". Such partitions have their language, customs, and norms of the culture. When two cultures meet, incomprehensible foreign language and norms of life create a difficult barrier between them. However, between cultural bearers, these languages and norms function as a bridge and channel, but not a barrier. This fact shows that the danger of foreign culture was observed on concrete facts even in ancient sources. Moreover, some people turned it into an ideological concept. Since ancient times all nations have been aggressive to the cultural influence of foreigners. Primarily, it took place during territorial, economic, military conflict or any competition between them. But despite foreign powers and all these negative attitudes, some cultures even benefited from foreign influences. World history is a history, which turned into the leading trend development under the influence of foreigners. As a result of this legitimacy, the ideology of modernization got on a large scale in the East. For this reason, we are observing two conflicting trends in cultural history. One of the trends introduces acts of withdrawal and self-defense. Attempts, as a call to "self-return" and religious movements based on the "restoration of the elementary Islam" manifest this trend. Discovering for other cultures to get rich is a contradictory trend, and now we can say that after Middle Centuries, this trend, expanding gradually, acquired new mechanisms to keep its advantage.

Keywords: Democracy, Multiculture, Pluralism, Symbiosis, Tolerance.

1 Introduction

In Azerbaijan, multiculturalism is actively reflected to clarify its potential for national culture. In the article the author, in the light of minority culture, pluralism and tolerance, examines different cultures, as well as complicated relationships between different cultures within one country, and approaches to the problem from the point of multiculturalism brought by globalism.

Multiculturology was the event that enriched culturological thinking in all spheres beginning from the end of the 20th century and the peak point of Globalization. Our world knew this phenomenon since a great stage of empires and great settlement of people. To be defended from other ones, every culture had its shields and partitions. In culturology that natural shield brought the idea of being separated from all other cultures. Danilevsky, Shengler and Toynbi were principal supporters of this idea and one should not neglect their position [12]. Of course, it seems that borders of each culture are visible and "windows" are open. But when approaching the problem attentively, it is seen that general features of other cultures are clear to us, but mentality features are so diverse, delicate, and different that a researcher cannot approach it. The main goal of the article is to reveal features of globalization that found multiculturalism.

2 Materials and Methods

Philosophical and cultural method is applied in the article. Globalization and problems of multiculturalism have been researched enough in the works of Crowder, Hopper, Kraidy, Bauernfeind, Lee [2, 6, 11, 13, 14], and others.

We must say that despite partitions between cultures, not every culture cut off channels outside to get energy from other ones. Languages have been enriched due to borrowed words and grammar forms of other languages. Cuisines have enriched their menu influencing each other. It is considered that the most conservative sphere in culture is the cuisine. But it is difficult to find a very ethnic cuisine in world history. Even in conservative atmosphere, meals had great "travels" and they were greatly transformed during those 'travels'.

The same words can be said according to travels of clothes around the world, beginning from ancient times. Trousers were invented by the ancient Turkish, but a lot of ethnic cultures borrowed that form and added to its manufacture their features [19]. But what about musical instruments? It is said that the history of kamancha begins in China. It is also said that a later form of Gopuz has been found in Georgian saz. That is why musical instruments are bright samples of ancient cultural relations. All these facts show that cultures benefit each other over centuries. But there is also the danger, that cultures corrupt each other. In Soviet culturology, cultures enriched each other under the name "international". That was a theme of dithyrambs. But the paradox is that in the informal areas there was widely spread discontent about the idea that cultures corrupted each other among Soviet people. Being the main paradigm, that discontent stimulated the liberation movement during the colonial regime. There is an effective model of corruption by other cultures in ancient Turkish history. According to the historical sources, Chinese tsar Khao Vin Khuan sent a bride and presents to Laoshan Giyuy Shanyuy who newly came to the throne among the Huns. Together with them, eunuch Chdzcun-Khin Yue was sent too. Yue was sold to the Huns. Shanyuyu told them that they were fewer than the Chinese, but stronger due to their distinguished clothes and meals and they did not depend on the Chinese. But now Shanyuyu changed this culture and are captivated by the Chinese. Yue adds that the lifestyle and laws of the Huns are simple, that is why they easily become true. But the lifestyle of the Chinese is full of hard rites which oppress people. If to follow these distinct features, one will win China [3].

This event shows that in ancient sources there wasn't only observed danger of another culture on the base of definite facts, but there were also found those who changed it into ideological conception. Since ancient times, all people have expressed aggressive attitude to the cultural influence of other ones, mainly during areal, economical, military conflict or a contest. But, as we have said above, despite all these negative relations, some cultures even benefited from other influences. The Uigurs was especially distinguished by these ethnic-mental features. Lev Gumilyov wrote that besides Uigurs, the Turks was the ethnos, which kept their culture. The Uigurs could heroically fight foreigners and defend their land but they never wished to occupy foreign territories. At the same time, they greedily adopted foreign world outlooks, for example, Manicheism and Buddhism. They only did not like Chinese ideas [9]. Alongside Uigurs, the Japanese also adopted ideas of other cultures. One of the principal advantages of their ethnic culture is that they highly adopt and benefit influence of their neighbors and even the West [9].

3 Results and Discussion

Distant or close influence of cultures on each other is a process that has existed since ancient times. Distant influence has not been a rare process but has turned into a distinctive one at first when there were spread ideas of modernity and contemporaneity, and later when globalization was widely spread over the world. Due to informational technologies today fashion, ideas, food etc. very quickly have become the world fact. Today thanks to the Internet and special programs on cable TV, a young man gets information about world cultures more than it was possible 20 years ago.

At first in the communication of cultures, a great place was occupied by the mutual influence of titled people and minorities within one state. When democratic ideas and values began to be spread in the world, cultural rights of national minorities put in order relations between titled culture and minority culture. According to the rights of the minority, indifference to their culture was qualified as a rights violation. The idea of tolerance became a neutralizing factor of conflict potential in cultural differences. Cultures that were able to be tolerant of minorities became reputable because they gained high moral value. The great international reputation of the USA, France, Germany, and Britain was gained due to their tolerance. At present, a tolerant man and tolerant culture tell about their belonging to the high civilization. It is a great achievement of humanity because at least non-tolerant people have to reconsider their attitude.

Otherwise, they, namely people, become the target of public condemnation in the world.

The next stage of evaluation and forming of democratic values was connected with pluralism. Of course, those values always were implicit, that is not especially noted, but only meant tolerance and pluralism. One of the Azerbaijani scientists found that the Kopernik revolution of democracy was the rehabilitation of its abundance, i.e., pluralism. Replacement of majority by a single was considered by all people as a source of conflicts. Plato was the first to explain it philosophically. He showed that the Only (or the Good) which was the substance of being had to be divided into the majority to generate the world from itself. So, the space was divided and thus it generated domes of the Sky and the world under the Moon. The fact is that the material world consists of the majority, that is, a lot of parts and events cause incompleteness of the world. The world that is divided into the majority is the world of conflicts, and thus conflicts begin. It is interesting that before Plato, the God in the Tawrat wanted to explain the Jews advantage of one God and so He told about the disadvantage of many rulers of the people. Later Plato and Plotin had to explain the advantage of Monism, relation to the Only basis in the language of ideas. But in the middle ages, this paradigm passed to Shuhraverdi Ishraghi philosophy and was covered by the Islam world outlook in the Moslem thinking.

For the first time, the democracy put majority and diversity as a valuable system against love to unity in religion, philosophy, and social space. That is why approval and advantage of majority and pluralism can be considered the Kopernik revolution. When the democracy divided the government into three or four branches (including Media), it brought the majority even to the top. When the society was divided into private and citizen sectors there was also an established majority [7]. In the democracy anti-monopolist laws and rights of minorities became a guarantee of diversity on the legal level. Taking into consideration all these facts, Azerbaijani scientist Niyazi Mehdi suggests the thesis that the Kopernik revolution of the democracy is the rehabilitation of the majority. Tolerance serves to reduce among diversities tension of fights, of which Platon was afraid. Tolerance doesn't prevent conflict between people and groups of different thinking and action. Tolerance prevents fights, hate and anger of this conflict. Tolerance also allows both sides to prove their truth.

In the ancient world tolerance, i.e. patience to others existed on the level of a certain freedom of thought. Even relations between some sects were based on tolerance: for example, worshippers of Apollo didn't fight with worshippers of Dionisio. But the fact that Socrates was punished for his religious views shows that there was no tolerance in all religious relations. The greatest success tolerance had in the USA among Christian sects. It was based on separating the state from the church. In the 20th century, tolerance became the explicit principle of democratic culture and began to dictate its rules and norms to many branches of Western society.

Demands of pluralism were also added to explicit principles of democracy in the 20th century. But up to that time pluralism was observed, for example, in the feudal regime and during the living of people of various religions in the same empire. Feudal lords, khans and bays without fight created different governments among one nation, and there existed political pluralism. During Osman Empire alongside Moslems, there were Christian and Jewish sects and that fact told about features of pluralism. During a democratic regime, pluralism has a guarantee of the Constitution. But pluralism is not just the existence of different views at the same time. Pluralism means living contradictions in the same political system and quiet competition between them, such as religion and atheism, liberals and communists, right and left. So, before globalization, human rights, tolerance, and pluralism fulfilled their preparing mission for living different cultures together. After processes of globalization fast spread information about cultures, the beginning of mass flow to Western countries and in the end, forming of different people groups in America and Europe gave an impulse for ideas of multiculture and there was created new Jewish culture.

In science one of the principal paradigms of globalization is the enrichment of cultures due to mutual influences. But the people who are against globalization prove that cultures corrupt each other. Multiculture promoted a strong reflection of those contradictory processes.

If tolerance and pluralism promote equality of rights among different peoples, based on dialect method, they postulate possible use of others. But multiculture approaches society as an enriched community of different cultures due to their living together.

From the standpoint of noted facts history of Azerbaijan has quite interesting materials. Fights very seldom happened there among religions and sects throughout the counry' history. But there was one exception, according to which at the end of the 16th century in Shamakhi there was a fight of Gizilbashes headed by Shah Ismayil's father, Sheykh Heydar against Sunnites and counter-attack of the last which was ended with bloody fight [18]. At the same time just in the “Kitabi-Dede Gorgud” it was noted friendly living and close neighbouring of Oghuzs and Tatars, Oghuz Shiites and Sunnites. Fight of the Oghuz with unbelievers was not inner one, but the war with other nations. Moreover, religious motives and cultural conflicts were there as a minimum. That is why it can be said, that throughout history ethnic-religious pluralism in Azerbaijan did not lead to fights as in France in connection with Huguenots and the Northern Ireland between Protestants and Catholics. All historical facts show that Azeri Turks and other ethnic groups lived in mutual tolerant relations. That is why there wasn't a feeling of revenge and hate in their memory. When the Azerbaijan Democratic Republic and later the Soviet state was established in Azerbaijan, rights of the minority were the factors which regulated national relations. In the country in the stage of globalization, level of national-ethnic pluralism and tolerant relations was raised by multicultural ideas. Now ethnic and religious diversity in Azerbaijan society is being adopted and carrying on propaganda. In November of 2013, Azerbaijan held the International Humanitarian Forum and one part of the Forum was named “Multiculture and independence: in search of value consensus”. This name could create in Azerbaijan scientific environment the idea that multiculture is one of the modern problems of Azerbaijani Society and the science must learn it to reflect itself.

Like other industrial spheres, science has its fashion too. Some countries pay attention to some cultural problems not for motives of inner demands but only for fashion. We do not say it with sarcasm, as even in developed Western scientific environment actualization and spread of any problem happens for fashion. For example, ideas about crisis and corruption in culture have occupied place since ancient times. In all myths on apocalypses, one can observe crisis feelings in sorrow connected with the end and destruction of the world [22]. Specialists connect the creation of crisis paradigm in Russian philosophical ideas with apocalypses too [16]. This feeling covered all “Apocalipsis” books by Ahdi Jadid and made it a crisis book [20]. So, cultures passed through crises from ancient times but they did not know it as a “crisis problem”. Nevertheless, in the 19th century, western culturological thinking gradually adopted a crisis under the paradigm of development and at the beginning of the 20th century turned it into a fashion problem. O.Shengler was not the founder of that fashion. That fashion was brought to European intellectuality by people like Nietzsche. That is why the famous existentialist philosopher Karl Yaspers showed that thinking of crisis reached its peak in Nietzsche and Kirkogor. Later Klages, Shengler, and Alfred Weber peculiarly addressed to crisis problem [23].

So, if it is possible, even in European culturology, to speak about the popularity and wide spreading of some problems due to fashion principle, why it must be badly approached on the same principle to spreading of problems in globalization wave?! We just do not say that on fashion principle there was Eastern influence upon Western science. It is a lesson. Just due to the influence of Moslem philosophy, there was Aristotle fashion in Europe [8].

Surely, the practice of multiculture is not the achievement of the West. Features of multiculture, as we saw, were in Iran and during the Caliphate too. Historians consider Rome and Osman empires multicultural too. But the concept of multiculture became popular namely during globalization, and it was so interpreted that in many modern societies there was also found multiculture [5]. Thus, multiculture became active as an idea and actual as a problem due to Western culture and culturological thinking in the globalization atmosphere.

Here may be raised such a question: if it is so, why one part of the Azerbaijan Humanitarian Forum was devoted to this theme? According to the answer to this question, those who have adopted scientific fashion superficially, have concluded that ecoculture and multiculture, like globalization, are inner problems of Azerbaijani science and that is why they must be actively adopted and learned in the systems of the category of cultural studies. Whereas if it is paid attention it will be seen that Azerbaijan Humanitarian Forum was devoted to the world's actual problems [1], and multiculture, being one of these problems, was included in the program of the Globalization Forum.

There were some aims according to which Azerbaijani culturology had to include problems of multiculture into the list of its purposes:

- To learn the West better;
- To use achievements of the Western culturology better;
- To know Azerbaijani people as multi-ethnic people (Talishes, Udins, the Russian etc.)
- To comprehend that, especially, due to Southern Azerbaijani immigrants Azerbaijani culture has turned into the factor of multiculture in the modern West.

As it has been said above, relations of many cultures and their melting inside each other is not a new process. That began in ancient times and has been continuing up to now. It is adopted fact that Indian culture was formed due to the melting of areal culture and local population (the Dravids) inside each other. And at first, the sign of “advantage” belonged to values and ideas brought by the ideals.

Later research showed that ideas of the local people in the sphere of Indians mysticism, mythology, pantheon and, even medicine were so fundamental that it would be an injustice to reduce their significance [4].

In the 19th-20th centuries, the USA and British Empire were striking examples for reviving different cultures. Jazz music was a magnificent event created by Negro culture in America. Due to British Empire, the West adopted Indian philosophy and art.

We must analyze some terms to adopt multiculture. The term “symbiosis” means neighbourhood. In biology, it belongs to plants and living organisms which benefit by living together. In culture, we can tell about symbiosis cultures. The relation of Indians and Spanish components in many cultures of Latin America suits the symbiosis term. If the term “Swiss culture” is true it may be also considered symbiosis. German, French, and Italian speaking cantons interpret neighboring in geographical “geometry”, and the term “Swiss culture” is based on their “breathing” by each other. But symbiosis elements in culture suit more than the term "symbiosis culture". In American culture, African rhythms were very close to European music according to the symbiosis principle.

Another term that can help us to adopt the idea of multiculture is syncretism. Unlike symbiosis, this term means a mix of different elements. As usual, archaic cultures are called syncretic in culture. It is taken into consideration that the spheres which later were separated and developed independently, at first were mixed. So, ethics, art, and religion existed in a syncretic way but later they turned into independent spheres. Though because of the permanent influence of syncretism, there are rarely met a mix of different forms of ethics and religion.

All these facts and the context show us the multicultural of our stage as a trajectory of genealogy; as if we want to draw a genealogy of globalization, we will address ancient empires.

There is a question following the problem of multiculture: if there are such terms as “subculture” and “culture of ethnic and religious minorities”, why do we need “multiculture”? The other question is: when world culture changed in the direction of unification globalization noted that fact positively, but what aspects then brought forward the idea of multiculture that it turned into a paradigm in the Western civilization?

To think of answers to these questions, it would be better to touch parallels between culture and “cuisine”. For the first time, Klod Levi Stross turned signs of “raw” and “cooked” into the means of metalanguage, that is means of description in scientific language. Thus he showed that in culture the bodies and things made by a man could belong to the category of cooked, but those which remained as natural – to the category of raw. As if most of the vegetables and spices on the table belong to raw, but meals belong to cooked. So, it is impossible to analyze the meal system of nations and peoples from the standpoint of the proportion of raw and cooked. It is suitable to show culture in the code of this meal and metalanguage [19].

We haven't remembered Klod Levi – Stross's theory occasionally. The fact is that in modern culturology the theory and the concept of multiculture again call cuisine symbols for help. This time two metaphors are used to explain the synthesis of cultures within a society. There are such peoples whose culture, like fusing pot fuses and mixes components of different cultures [21] As we saw above, in other theories this process is noted as “syncretic”. Simply, in the context of multiculture the “fusing and cooking pot” again returns us to Klod Levi Stross's cuisine metaphors [17]. The the metaphor connected with multiculture must give ground to the term “salad”. Therefore, two cuisine metaphors are used to differentiate two types of culture in modern culturological theories. The first is the cultures that fuse and mix cultural facts of different origins. This metaphor more or less belongs to all cultures. The fusing of Greek-Arabian-Balcan elements is a known fact not only in cuisine but also in all cultures of the Anadolu Turkish. Because of the influence of metaphor, a well-known English writer of Jewish origin Israel Zangwill when writing about the character of the Jews even named his drama as a metaphor “fusing pot”. There he also named America, where the Jews migrated, the pot which fused nations and races [10].

Adopting intercultural relations on the base of cuisine symbols created in the period of multiculture, the term-metaphor “salad” is used. When culturology tells about the fusing of ingredients by some cultures it models in the form of salad multiculture which differs from these cultures. Ingredients are not fused in a salad, they are collected in symbiosis, neighborhood and form a whole meal. European, Canadian, and American cultures of the 21st century reached more humanist levels than fusing in itself and destroying.

According to human rights, it has been postulated that every immigrant community of any nation have the right of living in a new native country and defend their ethnic world. Simply, they must integrate this world with the world of the dominated nation. In such cases, British, French, Norwegian, and other cultures must accept the culture of immigrants in the form of salad as a component (salad bowl). The Idea was a suitable ideology for democracy and liberal values though actually, it committed a lot of problems. Firstly, when cultural pluralism accepts cultural diversities in one frame it doesn't monopolize them in the dominant culture. In science, such pluralism is noted by the “rainbow” metaphor. The metaphor of salad means salad bowl, and culture of immigrants are ingredients in it. So, every culture must be able to settle in the salad bowl even if it protects itself from fusing and damaging [5]. It is a serious task of multiculture to fulfil this imperative. Negroes Chauvinism and Islamic fundamentalism appeared in the 20th-21th centuries in the atmosphere of multiculture showing that an intricate problem hasn't been solved.

Democracy and the West cannot revert from multiculture. On the other side, multiculture inevitably threatens to commit for the West. Solution of the problem is a task of the future both in theory and practice.

In the modern world, we observe intricate movements and influence on each other among democratic values and post-modernism (post-structuralism), globalization, feminism and multiculture. In connection with these events and relations one-sided rhetoric in scientific narration has been formed. Culturological articles and books are being written about them either in the spirit of optimism or in the spirit of Marxist critics of bourgeois culture in a negative tone. Though the process is so polysemantic and multidirectional that solvent conclusion is uncertain.

In the 20th century, we saw many times how hard was the implementation of freedom caused by the human rights of democracy. In the democratic USA liquidation of race discrimination by human rights required enough time and that is why there was organized Roza Parks' action and civil movement headed by Martin Luter King. We get used to comprehending freedom only by light symbols. But the absence of responsibility in freedom raises anarchy, such as the movement of black panthers and Negroes chauvinism in America. To prevent offensive treatment between white-skinned and black-skinned people in the atmosphere of freedom, there were created politically correct rules in that country.

Human rights and social-cultural rights turned into an arguable phenomenon of the 20th century. But at the same time, they caused separatism of the basks in Spain and France, the Scots and the Irish in Britain, the Garabagh Armenians in Azerbaijan. This tension is not only continuing in the 21st century but also is widening its borders in connection with different minorities (the Abkhazians, the Southern Ossets).

Freedom of democracy which goes beyond the limit, opportunities of new informational technologies, strategic programs of international companies gave an impulse to new globalization processes. Entering the inner world of new countries and widening thereof globalization and its dominating in certain aspects required freedoms of human rights. Indeed, to follow new erotic fashion in Muslim countries, such as Turkey, Azerbaijan, Kazakhstan women freedom had to be recognized. Otherwise, women worn obscenely would be subjected to violence.

In this direction, globalization created a strong economical atmosphere in different countries. Being important factors of the world globalization, show business, fashion, and sports industries meant a huge business earning and workplaces, for Turkey, Azerbaijan and Kazakhstan. Naturally, under such regimes as Iran where such processes were prevented, benefits of globalization inside the country had to be reduced. Despite the hard actions of anti-globalists different movements, globalization strengthens due to its financial and technological benefit for various local cultures.

The miserable condition of Northern Korea is not connected only with the political regime. Though iron curtains protect the regime from globalization, at the same time they prevent the benefit of the regime from globalization.

As we have seen, the process of globalization from its very beginning underwent attacks because of its accusations, such as "cultural imperialism". But at the end of the 20th-century, globalization and anti-globalization obtained the sign of "interesting thinking". Ideas of post-modernism which were brought to the global world prevented the murderous character of critics against globalization. We saw that anti-colonialism of this tendency, its protest against Europe centrism, man's centrism, dynamic relation of post-modernism with plots and symbols of all world cultures caused remission of Americanism, and later, domination of the Westernism during globalization. In both cultural and economic plans, non-American and non-European players became dominant subjects in the world.

In globalisation, the last blow to the only centralisation and hegemony was delivered by multiculture. Using cultural politics of some leading Western countries, it became theoretical defense and base of the multicultural practice of those countries. Now in the global world there has formed such a situation that, succeeded due to multiculture, countries as the USA, Canada, Australia, Britain, France and Germany have become criteria which determine the multicultural position of the culture of other countries.

Talking about the high status of multiculture in the modern world and global processes, we must stress its danger too. Though features of multiculture differ from each other, they have something common according to one problem. It is expedien to talk about it. There is a different approach to the culture of minorities. One of them is the tolerant approach. In this case, the culture of the minority is not assimilated but at the same time, it is not met with particular respect too. During Osman Empire, other religions were approached in the same way. According to the second type of attitude, laws prevent racial, cultural, and other types of discrimination between people. It belongs to liberal democracy. In real multiculture, the third feature exists too: different cultures are taken as positive values in official politics. There are a lot of societies that accept the culture of minorities but don't support them officially. In such societies minorities aren't assimilated but at the same time, they aren`t regarded with particular respect, as during Osman Empire. But real, democratic multiculture means different cultural identities inside one society [10]. It means that as a community, different groups of people perceive themselves in parameters of different cultural identities.

According to this problem, the second important feature in multiculture is that among people such different cultural identifications are taken by public opinion. This means the legitimacy of the problem. There are a lot of communities that have multiculture. Though in these communities' groups of people are distinguished due to their cultural identity, it is not said publicly and is not considered a fact of culture. During the Soviet regime, many small ethnic groups were in such conditions. But in multicultural societies, cultural identity has had right to be recognized on the legal level. The difficulty of the problem is that the rights of living of multicultural groups within one state and one society can be dangerous for the integrity of the society. Mutual disagreements cause different conflicts. Freedom of idea leads to the destruction of intercultural tolerance. Multiculture causes many fights. From this standpoint, multiculture has turned into a serious problem of political philosophy. In this connection, rhetoric and discourses of high spirit make difficulties inside a problem to be invisible.

Justice, rights, and equality raise new questions within the problems of multicultural societies, and philosophy, culturology and politology must find answers to these questions [15]. Let us examine the problem of justice and equality. Subcultures in multicultural societies do not play the same role in people's historical development and economical life. Their systems of values are not equal to each other too. For example, in the French community of Kvebek attitude to woman's role, several family members and commerce remains true to old rules in comparison with the Anglo-Saxon community.

Differences that experiment hard justice balance between subcultures are constantly observed between the culture of majority and culture of the Catalon and the Bask in Spanish, the Scotts and the Welsh in Britain.

As to Anglo-Saxon culture, the USA Indians culture is incomparable in the flourishing of the country. But it causes problems between inequality and equality of roles and services. The American Indians, as autochthons population of the country, demand special privileges and it causes the situation for establishing and keeping justice. That is why it is not easy to be autochthons population of the country and to “count” oppression of immigrants and compare it with the presents of Anglo-Saxons who played a great role in the industrial revolution of the country and history of a philosophical-political-economic idea. At least the Indians can say that if there was not our (i.e. of white-skinned) oppression we would flourish our country ourselves.

Quota or the system of positive discrimination, applied in multicultural societies in connection with some cultural groups, also tests conditions of justice and equality of rights. Discrimination is negatively appraised in all democratic regimes. The term “positive discrimination” means that it can be useful for the country (even for democracy). For example, once in some European countries to make women more active in political life they were given a quota in the parliament and in the end they were taken to the parliament even if they had gained fewer voices than men. Once in the USA, the black-skinned had a quota in companies and high educational institutions. But such quota caused discontent of majority.

4 Conclusion

Before the period of globalization of human rights, tolerance and pluralism had completed their preparatory mission for cohabitation of different cultures. Each of them separately, but in democracy together activated variants of the open society, as an alternative to cultural closeness to protect culture from outside influences and enrich it. In the 20th century, in frames of cultural influence, globalization created a quite new environment. But multiculturalism, in this plan, created a new and stronger environment. By neutralising the potential of corrupting each other, it provided cultures’ cohabitation within one society and benefit from each other without corruption.

Taking into consideration all these facts, declaring of multiculture with high spirit by some state is seemed declarative. To reach real multicultural social harmony, there must be realized serious measures and social-cultural programs. Its economic and moral strength must be on the level so, that all cultural groups can be proud of being citizens of this country. Proud destroys the basis of separatism. The moral advantage and economic strength of the USA as a state are so, that all prognoses about its conflict with the Latin Americans and the Indians do not materialize.

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THE EMBODIMENT OF THE FEMININE ISSUE IN CULTURAL MODELS

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Abstract: In dozens of cultural concepts formed in culturology, the culturological approach to the phenomenon of women is realized in the relationship between family, man and society. The malefactor acquires especially great methodological importance in terms of revealing the cultural context of the female phenomenon. The main thing that reduces the concepts of S. Freud and J. Derrida to a common denominator is the emphasis on the factor of "repressiveness". The spread of this factor in society is the main social source of all forms of violence, coercion and oppression. The presented article attracts attention with a gender analysis of culture. Since the way of approaching women in cultural concepts appears to be a key indicator of attitudes towards this phenomenon in different societies. To confirm this judgment, the study of the social status of women in different periods of history and its manifestations in cultural concepts becomes relevant.

Keywords: Androcentrism, Cultural models, Feminine issue, Matriarchy.

1 Introduction

In cultural studies, various terms have been introduced to construct various concentric models with the identification of culture or its boundaries with one centre. For example, Rosenberg, one of the founders of the fascist ideology, tried to prove that the state was formed as a form of maintaining male power [17, p. 111]. Thus, male character and male aggression were at the centre of the entire political space.

Later, the conduct of political struggle in a repressive form in this space, the protection of the state by violent methods of itself settled as a natural fact. It should also be noted that the presentation of the state as an apparatus of coercion and violence in Marxism-Leninism shows that in this ideology, also, the apparatus of power was based on terms of male aggression.

2 Materials and Methods

The study and criticism of the masculine-oriented model as a cultural system has again been put on the agenda by postmodernist theories. Freud's successor, Lacan, introduced the term phallocentrism into science and thereby gave a new name to the cultural model built around a single centre. This term meant that in patriarchal societies and societies bearing the remnants of patriarchy, male desires, being at the centre, impose their needs and values on culture as key indicators of their subjectivity.

To refer to this aspect of the problem, the term "masculinity" (Latin "male") is used. This term shows the dominance of men in a culture not in a spherocentric "geometry", but as a widespread feature. Thus, male dominance can be represented by two models, and cultural studies have been used by both. In one of them, as Lacan's "phallocentrism" explains, the man forms the single centre of the concentric model. In another model, however, dominance is a widespread phenomenon, masculinity in it makes itself felt everywhere.

When another postmodern philosopher, Jacques Derrida, replaced Lacan's term with "phallologocentrism", he added the word "logos" to man's desires to indicate that in European (Western) culture, the word (literature, philosophy, etc.) serves as male desires, and contributes to their manifestation. As a result, the basic model of culture is built around the word which serves the desires of men and their essence [16, p. 86].

A typical post-structural discourse explains the cognitive importance of ideas for cultural thought about culture as a circular model revolving around a single, unified centre. This discourse is condemning, reproaching European culture for centrism [11, p. 37]. At the same time, not only the male phenomenon of patriarchy but also humanism, which combines men and women, cannot avoid accusations of centrism. Poststructuralists accuse humanism of having built a lot of repressive institutions around it by placing the subject (mainly the andro-subject, i.e. the male subject) at the centre. Here the term "repression" refers to any coercive (violent) mechanism, institution.

Even Freud built his psychoanalysis on the idea that a person is opposed to society, that human nature is initially corrupted. A person is antisocial, so society socialises him through repression [6, p. 11].

3 Results

Since the issue of "repressiveness" is important for our topic, and there is a significant repressive environment against women in society, I would like to dwell on this problem in more detail. In the philosophy of the 20th century, the concept of "repressiveness", expanding, gradually included all forms of violence, coercion and pressure. In the past, repressiveness was associated with the state and its male nature. However, Adorno and Marcuse, leaders of the Frankfurt School, formed out of Marxism and Freudianism in the 1930s, extended this concept and declared the ideology and non-state structures of capitalist society to be repressive. Herbert Marcuse, speaking from the principle of expanding culture, which we talked about above, argued that the material and spiritual world of modern society is larger and more significant than ever, and therefore its dominance over the individual is stronger than ever. This domination is impossible without overt and covert repressive pressure. Marcuse went on to add that democracy is the most mature means of hegemony. The concepts and ideas of democracy repress human individuality as more mature, subtle and sophisticated means [12, p.72].

Subsequently, the repressive structures of culture became one of the main ideas of the famous post-structuralist, Michel Foucault. The most important work of this French intellectual in his scientific activity was the widespread discovery and criticism of the "logic of power and domination" [16, p.20]. Foucault's idea found its further application in the ideas of another post-structuralist, Roland Barthes. He explained the prevalence of repressive power as follows: "We used to think that power was only in the state and was a political phenomenon."

But now it is clear that power "is nested in the finest mechanisms of social exchange", "even in the depths of the very impulse to freedom that longs for its (power – S.A.) eradication." The embodiment of power "is not only the State, classes and groups but also fashion, popular opinion, spectacles, games, sports, media, family and private relations." Power also lurks in language. To say something is to obey the hearer. "Language is a means of classification and that every classification is a method of suppression." The Latin word "ordo" means both "order", and "threat", "pressure", "repression". In this regard, Jacobson showed that language is determined not so much by what allows the speaker to say, but by what compels him to say. Specifically, the syntactic structure is just such an overwhelming, coercive tool [3, p. 547-548].

Due to this repressiveness, post-structuralists were especially eager to expose the flaws of the centrist model. They argued that reliance on the centre manifests itself at many levels, even in geopolitics. On a global scale, Europe is perceived as the centre. After the onset of the New Time, it is Europe that acts as the chronological, economic, political and topological centre. But who is the subject of culture, in the centre of which is Europe? White man, city dweller and worker. All those who fall into this model – children, women, vagrants, people of colour – are discriminated against [9, p.328].

4 Discussion

In our study, starting with the Singular and the Plural, we deployed a concentric model with a centre to understand its epistemological, that is, cognitive function in cultural studies and feminism. At the same time, we emphasised how culture is revealed in a theoretical model. Next, we will try to consider some other aspects of the male-centric model. One of these aspects is revealed by "androcentrism". This phrase, while also emphasising male centrism in the culture, explains all of its surroundings as infrastructures serving male dominance and male interests.

Helen Malson, revealing this infrastructural problem in the conditions of the androcentrism of European science, wrote: many feminists show that science, claiming to be impartial, objective and apolitical, is, in fact, masculine and androcentric. For example, positivist scientific epistemology emerges from a liberal idea based on the "rational man". However, in this ideology, the character of a man is unconsciously attributed to this "rational man". Thus, science everywhere systematically removes a woman from the position of the knowing subject. In this case, since a man is associated with culture, knowledge, science, and rationality, a woman, as a being different from a man, is associated with nature and feelings. As a result, it turns out that a woman can only be an object, the goal of scientific knowledge, but not a subject [10, p.36-39].

After the problem of androcentrism was formulated in cultural studies, the question arose: how did it happen historically that the male-centric model won in culture?

In response to this question, different conceptions of history are put forward. The question, of course, sounds correct when it is recognised that patriarchy in the history of mankind was preceded by matriarchy. That is, if matriarchy existed before, then society had a form of feminist centralism. After accepting this assumption, the next question naturally arises: how did this model give way to patriarchy?

To answer this question, we should consider the history of the emergence of the matriarchal hypothesis. An intelligible theory of female dominance is associated with the names of the Swiss scientist John Jacob Bachofen and the American ethnographer Henry Morgan. In the 19th century, Bachofen, in his work "Matriarchy", based on the mythological interpretations of ancient Egyptian traditions, especially the myths of Isis, the goddess who symbolised the feminine principle, the fertile earth and mothers of mothers, sought to prove that before patriarchy there were cultures with the dominance of women. From this myth, it follows that at first Isis was stronger than her brother and husband Osiris and applied her rules to the world. As a result of Bachofen's interpretation, even forty years later, in certain intellectual circles, as well as in a group of French feminists, Egypt was idealised as the source of matriarchy and its last refuge.

In his work, Bachofen described humanity as an organism that was guided by the great Mother and that survived thanks to the care of the Mother. Here the pattern is clear: a child growing up under the care of a mother has been taken as an example and extrapolated to humanity. This is a theory that gives a different cultural model!

According to Bachofen, the world dominated by the mother corresponds to the period in which physical laws, natural processes and matter rule. Following this period, Plato and Aristotle equated matter (hile) with mother. In a matriarchal society dominated by natural law, the rights of the mother were recognized, marriages were not concluded, and fathers were not taken into account. It was the world of nomads. People experienced the "passion of Aphrodite" for each other, so the religion of Aphrodite (that is, a religion based on female attractiveness) surpassed all other religions. Intimate relationships were chaotic because no marriage could regulate them [15].

Interestingly, Bachofen's identification of matriarchy with a procreative, biological, irrational, sensual world continues to be in gender thinking and feminist ideology to this day. From this point of view, the opinion of Sigmund Freud is characteristic. He wrote that the transition from matriarchy to patriarchy is another victory of the soul over sensuality, that is, the next stage in the upward development of culture. Of course, speaking in this way, Freud spoke in the language of the philosophical tradition, which identified the soul with morality, shaped by reason, rationality. However, in another scientific tradition – the influence of this tradition can be seen in both Freud and Jung – human feelings and consciousness belong to the soul.

So why did Freud associate sensuality with matriarchy? The reason is that motherhood is felt directly, and fatherhood is “verified” according to the principle of inference [5].

According to Johann Jakob Bachofen, the stage of Aphrodite in matriarchy is followed by the stage of Demeter. Let's briefly clarify these two myths. In Greece, Aphrodite was the goddess of love and beauty. It was believed that she comes from the non-Greek world of the Near and Middle East. The main thing is that Aphrodite was chthonic, that is, she was associated with mythology about the earth and the underworld. We emphasise this point because, in the Greek world and philosophy, sensuality, irrationality and the feminine were also associated with chthonics (matter).

As for Demeter, it should be said that this goddess, the sister and wife of Zeus, was also chthonic, but she was more loved as the goddess of fertility and, therefore, agriculture. For this reason, she was attached to both the family and the hearth [14, p.73]. Given this "specialisation", Bachofen calls the period of Demeter the period of ordered matriarchy. Here, again, naturalness, natural processes play a key role, but a man is also activated to a certain extent [5].

Bachofen, based on the interpretation of the myths about Dionysus and Apollo, also divided the process of replacing matriarchy with patriarchy into periods. At this time, the transition vector unfolded as the spiritualisation of the masculine principle, overcoming dependence on nature and women. Indeed, in Greek mythology, Dionysus, borrowed from East Asia, is a chthonic male deity and expresses fertility, irrational ecstasy and fun. Grapes, drinks and mysticism are also included in the "competence" of Dionysus [14, p.73]. Apollo, being an alternative to Dionysus, is the embodiment of light, clarity, rationality.

It is no exaggeration to suggest that Bachofen's explanation of the psychology and social character of women based on myths about the Goddess created the methodological basis for very serious research in the twentieth and twenty-first centuries.

And now let's analyse the views of another theorist of matriarchy, Henry Morgan. His great merit lay in the fact that he considered the tribe as the core of primitive society. At the same time, the historian concluded matriarchy was originally established among tribes whose genealogy was determined by the maternal line (recall that in Jewish society the genealogy is also built on the maternal line).

According to another observation by Morgana, the intra-tribal kinship relations of all members were so close that intimate relationships could be equated with incest, incest. Sometimes such an argument is made in favour of the existence of matriarchy in history that in times when there was no marriage and a small family, only the mother knew who the child was from, and only the mother could raise the child. This gave the woman a special advantage and strengthened her position in society and culture. Indeed, given the biological limit to how many children a woman can bear, a man, unlike her, can father many children.

Sources claim that Attila had 1200 children from numerous wives [18, p.78]. Some Catholic popes in the Christian world, as well as caliphs and Turkish sultans in the Islamic world, became famous for polygamy and, as a result, for having many children [13]. The story goes that Pope John XII raped 300 nuns, seducing them. In 1274, Bishop Henry III was interrogated for 65 illegitimate children [7, p.109]. However, the disadvantage of such "fertility" and the weakening of the man as a cultural subject is that, in connection with the establishment of paternity, a man can be more anonymous than a woman. A woman is more "adjacent" to the child, not only genetically, but also in terms of storage, wearing and care, and it is difficult for her to remain anonymous.

Having discovered this difference between the sexes, we can return to Morgan's observations and say that, having acquired a dominant position due to a close biological connection with the child, the woman, at the same time, seriously damaged her indicated superiority due to the expansion of the circle of incest. When this circle expands, that is, when non-native compatriots are also considered sisters or brothers, there is a decrease in the number of disparate sexual intercourse. After all, incest between siblings is forbidden. Thus, with the ordering of sexual intercourse, not only the mother but also many people know from whom the child is from. Consequently, the importance of the mother as a source of information about the child is reduced. After the Swiss historian thus reveals the relative weakening of the position of women in the second stage of matriarchy, it becomes clear why men emerged from a state of complete insignificance. According to Morgan, the fact that a man, having risen from a position of insignificance, gradually acquired a certain significance, laid the foundations for the future patriarchy within a matriarchy.

Now, in the light of the main theses of our study (model, centrism), let us consider the theories of Bachofen, Morgan and their followers. The founders of the gender-based cultural system, on the one hand, sought to show how matriarchal and patriarchal cultures can model the world and society, and on the other hand, with the help of these theories, they claimed to reveal the marked cultures in certain models. To clarify the difference, let's get down to the problem. In the categorical apparatus of scientists conducting a gender analysis of culture, such terminological units as "mother", "father", "woman", "man", "gender division of labour", "calculation of the line of kinship", "masculinity" are used.

Each of these concepts is at the top of a certain subgroup. For example, the concept of "woman" also includes the concepts of "virginity", "purity", each of which offers certain angles of views, manifestations, choices regarding culture. When virginity is taken as a culturological fact, then turning into a metaphor term, it allows posing the problem of the "institution of virginity" in society. At the same time, everything related to decency is revealed in certain aspects thanks to this metaphor. The term "virginity" also distinguishes the matriarchal model from the patriarchal model. Virginity could not be a condition testifying to the morality of a woman in the era of matriarchy, it was only a biological indicator. Only in the era of patriarchy, the requirement of virginity, meaning the dominance of men over women, became one of the important conditions for the phenomenon of a monogamous family. Therefore, Winnie Tom shows that the patriarchal culture is built on the fact that men have access to the female body and, therefore, to her consciousness, and possess it. He goes on to draw a feminist conclusion from this idea: women must break this patriarchal situation to assert their attraction in a new form. To do this, women must recognize themselves as the subject of an independent feminine energy. To illustrate his idea, Winnie Tom cites the example of the goddess Aphrodite, who tells women that they should know themselves in the form of this example [4, p.3].

We have already noted that the institution of virginity covers everything related to decency. For example, in Soviet Azerbaijan, where elements of patriarchy were strong, restaurants and bars were considered institutions opposite to the institution of virginity. Therefore, "educated and shy" girls did not go there. Only in the 1990s, when globalization subjected Azerbaijan to a kind of "tsunami", in terms of space, the influence of the institution of virginity was narrowed and even girls with impeccable morality began to go to restaurants. However, this evolution is not characteristic of most of our regions.

As an example of the spatial influence of the institution of virginity, one can cite the undesirability of girls leaving and studying abroad alone (without a father, mother, brother). In addition, in this case, there was a confluence of patriarchal and Islamic influences. There is a hadith of the Prophet that women are forbidden to travel alone [12, p. 521].

The fact that in modern Azerbaijan many girls travel and study abroad shows that the sphere of influence of the institution of virginity has narrowed in this area as well.

In our time, the process of globalization by all means – the Internet, fashion, entertainment, prestige systems – actually strikes such a blow to the institution of virginity that, deinstitutionalizing even in the conditions of Azerbaijan, it becomes a simple, unbranched and isolated cultural fact.

In Soviet Azerbaijan, the institution of virginity also prohibited women from driving (although at the time, Arab women, who mostly lived under the laws of Islam, did not feel this prohibition). The gradual destruction of the institution of virginity occurs not only with the elimination of forbidden places for women but also with the permission to drive. In modern Azerbaijan, the number of decency prohibitions imposed on clothing and associated with the institution of virginity has significantly decreased. The fact that the number of girls wearing the hijab has increased is most likely a reaction to this process.

The transformation of gender terminology into an active modelling tool in cultural theory has led to the display of a cultural phenomenon in the focus of these relations. As a result, various problems are exposed. We would like to consider one of them, connected with the division of labour between men and women in different historical periods.

Research shows that in many societies work is divided along gender lines. For example, since ancient times, the work of a woman was to give birth and support children, while a man was engaged in hunting or fieldwork. It should be added that this division continues surprisingly in child psychology. Girls love to play with dolls, and boys love to play war games and other outdoor games. That is, women tend to spend time indoors and outdoors, while men tend to spend time outdoors.

From ancient times, in societies, service and production functions were also divided between men and women. For example, in many countries in Africa and Asia, metalworking was banned for women. In some ancient societies, the construction and repair of a house were entrusted to a woman [1, p.14].

In later gender theories, the division of labour between the sexes was conditioned as a division of social roles, and in the light of this theory, it became more difficult to extract most divisions of labour from the biopsychological essence of the sexes. Carrying water in jugs, fieldwork is associated with hard work. But why are these jobs in our country, especially in rural areas, considered women's work? Cooking is the responsibility of a woman, and why not barbecue? Such facts serve the idea of the conditionality of social roles. We emphasize that we are talking about what models the use of gender terminology or paradigms in the theory of culture lead to.

Here is an example of other problems that arise in the cultural modelling of women's and men's relations: the types of grievances between women and men and the preventive measures associated with them in the system of traditions. What are the traditions encouraging and keeping men and women away from marriage? What is the degree of pressure of traditions on women and men, their similarities and differences? In our opinion, the above examples clearly show that in the cultural theory, the gender perspective provides culture with structures that cannot be found within the framework of other paradigms.

The tendency of culturological thought in the nineteenth century towards a matriarchal type, as well as the subsequent expansion of the feminist movement, gave rise to the opinion that this century was the "age of women", i.e. scientific reflections on women have moved cultural studies to new paradigms or models [2, p.92]. Both matriarchal and patriarchal theories presented culture in a new model of "centrism". Previously, for example, the city was placed at the centre of culture. As a result, "Medina", which means a city in the Muslim East (through the Arabic language), became synonymous with culture, and at the same time, the whole world seemed to be located around Mecca, the capital of Islam (in this regard, we can recall Jerusalem, which caused the Crusades) [13, p. 128-129].

The adoption of Islam or Christianity as the main centre of culture also indicated the theory of centrism. In the 19th century, new theoretical models appeared, in the centre of which stood either men or women.

The idea of a theoretical model stems from the postulate that a theory is different from an object. However, this formulation of the problem raises the question: if we know the state of the object before the advent of the theory and, therefore, recognize the theory as a system of thought that gives a form different from this situation, does not then an epistemological paradox arise? In other words, if we know the state of an object, why do we need a theory? If we do not have the necessary knowledge for this, then why are we sure that the object can have different theoretical models?

The answer to this question is this: before the advent of theory, we had certain general, vague ideas about the object, caused by the demonstrative pronouns "that" and "that." These ideas are by no means consistent with the principles of truth about an object, but simply report the existence of an object. For example, before the 19th century, people knew that they were united in some common spiritual and material space. This space has always retained its significance through events and values that influenced the feelings of these people. Then anthropological theories were formed, which, rising into the ethnic world of man, into the area of his existence, transgressing the limits of reflections on human nature, developed cultural views.

As a result, anthropological and ethnographic models of the designated space were created. At the same time, by analogy with the Russian matryoshka, a “model within another model” arose. These anthropological and ethnographic theories, while producing a model of archaic cultures, served the same purpose: they, with the help of this model, wanted to clarify the form of cultural worlds. In other words, to reveal the model through which they manifest the world. Parallels can be drawn with how the grammar of a language represents a model of the world. For example, in our language, the addition, preceding the predicate, puts the object on which the action is directed, in time and space ahead of this action. English, on the other hand, prefers a different model because it puts the action first and the object after. According to Vitgenštejn

, the sentence transforms the situation under the grammar of the language [20, p.19-20]. Grammar theory, while describing the grammar of a language, at the same time explains how this grammar represents the world. This statement is also true concerning the theory of culture. Culture shows how it explains the world.

In the nineteenth century, European men knew that there was a culture. Fraser and Taylor further showed that this culture has existed since primitive times and has much in common, despite the differences in continents and races. In the second half of the same century, G. Rickert showed that nature is spontaneous, and culture is a product of human activity. Cultural phenomena represent values, that is, objects and events useful to a person. Rickert noted that for the first time Paul changed the term "sciences of the soul" to "sciences of culture" [19, p.55-56].

This made it possible to expand culture and turn it into a world that embraces material and spiritual values. Otherwise, that is, if culture remained a science of the soul, material values would be outside of it. Thus, one of the two types of theories presented culture as a set of events, and the other showed that these events were a value associated with spirituality. In the same century, when describing the stages of the transition of the Absolute Spirit, Hegel showed how the world was represented in the cultures of the Ancient East, Antiquity and the Middle Ages. Similar studies, which outline the form in which a particular culture represents a society, are also traced by Kant and Humboldt [8].

In the 19th century, after Bachofen and Morgan modelled two types of culture based on the ideas of matriarchy and patriarchy, research began within each of them regarding the modelling of the world. In the meantime, it became clear that under the matriarchy, the contradictions between people and communities took place in a milder form, therefore, it was the patriarchy that brought bloody wars into the culture. Feminists argued that under matriarchy, based on religious feelings and worship, there was no fear, but gratitude. The patriarchy exploited the feelings of fear, obedience and humility in the religious worldview.

5 Conclusion

Having distinguished between the two types of models in culture, we note the following. The most serious sign of the theoretical modelling of matriarchy, that is, different from the object of construction, is that, although many different thinkers in the nineteenth and twentieth centuries, from Engels to Freud, accepted the matriarchal stage of history, at the end of the 20th century there were doubts about the real existence of this stage. The conventionality of the theory of matriarchy, which appeared as another theoretical model that reveals culture, lies in the fact that new doubts have appeared about this system as a truly special stage in the history of mankind. These doubts turn matriarchy into a theoretical model and clarify that, like all models, the said theoretical construction also has pre-authentic and conditional sides. The conditionality of matriarchy lies in the fact that it is designated by a pre-patriarchal socio-cultural system. The authenticity is such that the ideas of this theory allow us to characterize the strength of the female phenomenon in those societies in which this phenomenon has established itself.

With this approach to the question, the following circumstance can also be clarified. Although women in a patriarchal society were initially subordinate to men individually and economically, among them there were many fortune-tellers, shamans, spiritual representatives of the Mother Goddess, who, by giving women special power and privileges, largely neutralized the manifestations of oppression. The harmony was broken only when the kings and rulers of antiquity began to subordinate the Mother Goddess to the Male Deity as his wife.

Gerda Lerner's book, published in 1986 (The Origin of Patriarchy), showed that patriarchy existed even as far back as 3100 BC. In those days, the right of men to exchange women and control the reproductive process was at the heart of their private property [2, p.94]. There are quite a few conflicting ideas summarized in various theoretical constructions. In some theories, history is divided into matriarchal and patriarchal periods, in other theories, an assumption is made about an approximately even distribution of social roles between the sexes, and in others, the ability of women to protect themselves and have influence even under male domination is confirmed. All these theoretical differences show that concepts about culture unfold in different operational models. Therefore, theories associated with feminist methodology should not be considered as an uncontested truth, but as a model that emphasises certain aspects and aspects of culture.

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"MUSEUM MONUMENT": A MODERN INTERPRETATION OF THE CONCEPT

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Abstract: In modern museum terminology, there are several concepts, which vagueness in the definition leads to some confusion and makes it difficult to understand important aspects of museum activity. “Museum object”, “object of museum importance”, “museum treasure”, “museum value”, “museum monument” – all this gives the impression of similar concepts used in almost all educational or scientific publications with the same semantic load. What is the true state of affairs? In this article, the main purpose of which is to present the museum monument as a status phenomenon, the morphological relationship of this concept in the layout of other concepts is examined and the status-forming criteria are argued in the context of museology and monument studies. For the first time, it is in the presented article that the “museum monument”, being analysed as a status phenomenon in the context of museum hermeneutics, museum interpretation, museum axiology, is theoretically substantiated as a separate category of “monument of history and culture”. Our conclusions regarding museum monuments represent the scientific novelty of this study.

Keywords: museum object, museum monument, museum terminology, historical and cultural monument, monument studies, museum studies.

1 Introduction

Today, as in all sciences, the improvement of the professional scientific language is one of the topical issues of museology. The solution to this problem lies in the further improvement of the terminology and conceptual apparatus of this science. Both the museum experience and the teaching of museum knowledge require the formation of a clear terminological system, museum vocabulary. As A. Sundieva, who studies this problem, notes, “improving the professional language is one of the most urgent problems of the emerging museum science. The formed scientific language is one of the signs of the maturity of a scientific discipline.” [18, p.4].

The noted circumstance does not mean a statement in a categorical form of the thesis about the absence of museum terminology. The fact is that as museology strengthens its position in the system of the humanities, the presence of a kind of scientific language becomes an urgent need. It is for this reason that the discussions on museum terminology are held by the International Committee for Museology, which is a specialised committee under the International Council of Museums, and world-famous museologists, the compilation of terminological dictionaries are designed to fill gaps in this area.

Terminological perfection, that is, the development of museological knowledge, clarification of terms means the correct organisation of practical activities. Unfortunately, this is often not observed both on a practical and theoretical level: several concepts, giving the impression of their identity, lead to confusion. We will try to explain our assumption with the following example. In the arguments “this object is a valuable monument of this museum”, or “museums are a place where monuments are protected”, there is no doubt that we are talking, without excessive connotations, about museum objects exhibited or stored in the fund. It was not in vain that we mentioned connotation, that is, the accompanying meaning of the word. As the terminological explanation of the concepts "monument" and "museum object", perceived by us in the ordinary sense, dictates, in fact, different content.

2 Materials and Methods

The purpose of this article is to present a new model of the latter by studying the relationship between the “museum object and the museum monument” against the background of museal relations. It should be noted that both concepts are the basic concepts of museum terminology. Such concepts play an important role both in practice and in theory; In this regard, one cannot but agree with the opinion of A. Sundiyeva: “Special attention deserves a group of terms that are basic both for museum practice and for the emerging museum science. With their help, today we can not only state and describe, but also explain the most important museum processes” [18, p.5]. Indeed, evaluating the processes taking place in a museum requires the correct use of museum vocabulary, so clarifying the functional purpose and status of each concept is of particular importance. For morphological analysis of our assumption, we should return to the relationship between the concepts of "museum object – museum monument". Let's start with the "museum item". In the museum legislation of the Russian Federation and the Republic of Azerbaijan, this concept is enshrined "as a cultural value, the quality or special features of which make it necessary for society to preserve, study and publicly present it." It is these objects that form the backbone of museum work; museum collections, the museum fund, the exposition and the museum collection are finally formed on the basis of museum objects. The museum itself as a socio-cultural institution has historically existed thanks to this phenomenon.

In the system of museum practice and knowledge, this concept has revealed peculiar dynamics of formation. For a long time, the aforementioned concept was replaced by the phrase "museum exhibit", which meant original, unique, genuine things. “Museum exhibit”, translated from Latin meaning “object put on display” (from Latin *exponatus*), is the primary structural element of the museum exhibition. Such a semantic frame limits its ability to fully represent the composition of museum collections and collections. As the exhibits themselves are selected from the collections.

The introduction of the concept "museum object" into the professional museum language in the second half of the 1950s and its transformation into one of the actual terms of museum business in the 1960s-1970s is considered to be one of the important events in the museum vocabulary. As a carrier of information, a thing becomes a museum item that reflects the historical, cultural or natural process, the relationship of people with the outside world.

Such a diverse content of the museum object, attracting the attention of such museologists as V.V. Tsukanova [20], V.V. Kondratiev [11], T.P. Kalugina [8] and others, turned it into an object and subject of various studies. These scientific studies make a significant contribution to the knowledge of the museum object as a special phenomenon, to the identification of its various properties. For example, the judgment expressed by T.P. Kalugina about the museum object as a phenomenon that has a multifaceted and complex dualistic essence [8].

3 Results

The studies carried out in the course of solving the problem posed in this article revealed, in addition to the original nature of the museum object, one more of its essential aspects. Along with being included in a museum collection for protection, a museum object can also be transformed into an object with a highly hierarchical special status (*monument!*) due to its potential value. This argument is a kind of leitmotif of this article. Axiological, epistemological approaches used in the study of museum objects are accompanied by the study of their properties, theoretical verification, which is of great importance from the point of view of clarifying the scientific nature of the phenomenon.

T.I. Kimeeva reveals the significance of this for museology as follows: “Within the framework of these approaches, the process of selecting objects of museum significance in the environment of existence was analysed on the basis of such criteria as informative, attractive, expressive, representative; the content of the museum object was determined on the basis of attributive characteristics, including the name, material, manufacturing technique, time and place of existence and acquisition” [9].

These are exact properties, allowing one to perceive a museum object as a museal being, that contributed to its transformation into a status concept in practice. Many researchers perceive museum items as equivalent to a "monument", based on these properties. But what exactly is a "monument" in museum practice and the system of museum knowledge, what is its essence and semantic load expressed, in what way does it converge and differ from a "museum object"? Or are they separate essential aspects of the same object?

To answer these questions, it is necessary to approach them not only in the museological context but also in the monumental context. Indeed, the main object, the basic concept in monument studies, which was formed in the 1980s, is the more modern concept of “monument of history and culture”, which consists of several terminological elements. The sharply increased interest of scientific circles and the public in recent years in monuments of history and culture has put forward a scientific approach to their classification as a topical problem. It should be noted that the term "monument of history and culture" was first introduced in the USSR in 1965 after the creation of voluntary public organisations for the protection of monuments. In 1976, a new law on the protection of monuments was named with this term. The phenomenon, previously described as a “monument of antiquity”, “monument of the revolution”, “monument of nature”, “monument of history”, “monument of culture”, was fixed in the legislation with the generalised term “monument of history and culture”. Does this situation give reason to think that two areas of knowledge – museology and monuments – duplicate each other? To answer these questions, let us consider, first of all, the definitions of historical and cultural monuments in monument studies. For example, P. Boyarsky, the founder of monument studies, expresses his definition as follows: “monuments of history and culture are a set of material objects and memorable places that make up a conditionally continuous series that reflects all aspects of the historical development of human society in the biosphere system” [2, p.28]. In the definition compiled by another monument specialist A.N. Dyachkov, monuments are commented as follows: “A monument of history and culture is one of the functions of the objective world of culture, singled out by people for the transfer of socially significant cultural and technological traditions from the past to the future” [4, p.41].

4 Discussion

A common feature that attracts attention in both definitions is the presentation of a monument as an object with material, objective properties. Based on these properties, historical and cultural monuments are classified as movable (*mobile*) and immovable (*stationary*). Even the second article of the Law of the Republic of Azerbaijan “On the Protection of Historical and Cultural Monuments” enshrined the idea of protecting movable monuments in museums. This property can be characterised as the main reason for the similarity between the concepts of "monument" and "museum object". As in museology a “museum object” is perceived as a movable, material thing.

In museum terminology, for the first time in the "Dictionary of Museum Terms" published in 1986, and then in the "Russian Museum Encyclopedia", "museum object" is approved in connection with the concept of "monument" [19]. In the Dictionary of Museum Terms, a museum object is interpreted as “a movable monument of history and culture, a monument of nature, characterizing the processes of development of society and nature, having scientific, historical, artistic or memorial value, removed from the environment and included in the museum collection” [5, p.114].

As can be seen from the content, according to its features, the museum object is identified with the monument. Surprisingly, such a terminological interpretation was not reflected in the legislation. So, in the Federal Law of the Russian Federation "On the Museum Fund of the Russian Federation and Museums of the Russian Federation" of April 24, 1996, and in the Law of the Republic of Azerbaijan "On Museums" of March 24, 2000, the concept of "monument" does not even occur. By mentioning this, we are not at all asserting that there is an insurmountable obstacle between the two concepts; on the contrary, by studying the relationship between these concepts, we strive to present a new model of the "museum monument" based on a more objective and scientifically based methodology, which will be of great importance for both practice and theory. As the question of the clarity of terminology in the field of monument protection has been worrying scientists for many years. This is primarily due to the need to solve both theoretical and practical problems.

An explanation in the terminological dictionary gives reason to think about the identity of these concepts. It can be assumed that any object presented in museum collections is a monument of history and culture. This is where the first tangle of terminological confusion appears. Such an interpretation of the “museum object” in the context of the phenomenon of “historical and cultural monuments”, creates confusion in understanding the content of the “monument” concept. As the “monument” is already perceived in society as a separate concept, as a special category of historical, cultural and even natural heritage, which has the status of a storage unit. This status is awarded not to every historical, cultural or natural object, but only to those that are distinguished by high criteria of value. It was the study of objects belonging to this category, the scientific refinement of the selection criteria that served as the main reason for the emergence of monument studies. In this sense, B. Gavrilov assesses the formation of monument studies as a new stage in the cognition of the concept of "monument of history and culture": and functions. Monuments are considered within the framework of this discipline as an independent subject of scientific knowledge, regardless of the time of their operation, type, relation to any field of scientific activity" [6, p.4].

In museum terminology, the modern interpretation of a "monument" is presented at two levels: 1) in historical social communication – a sign that refers the recipient to a certain phenomenon that took place in the past, to carry out the act of transferring or updating socially significant information; 2) in the legal sphere – a status that is assigned to objects of cultural and natural heritage that have a special value for society [4, p.58].

The first level clearly shows that there is no significant difference between a "museum object" and a "monument". It should be noted that the monuments have the same museal properties as museum items. Since the monuments that carry rich information in their "bosom" (informativeness), allow to revive history (representativeness), evoke impressions and associations (associativity, expressiveness) in a person. Thanks to these properties, N.I. Reshetnikov evaluates a museum object as a monument: “A museum object is a monument with a complex mechanism of interaction of the social information contained in it. It can serve as a source, a key to revealing the secrets of being, a link in the chain of events. It provides not only knowledge but also evokes certain emotions” [13]. Here the author, to more objectively emphasise the importance of the museum object, used the concept of "monument" as a metaphor denoting the value of the object.

As mentioned above, the rhetorical appeal and metaphorical meaning of this word have already become an important factor in the formation of a collective opinion about the monument in society. At the same time, such expressions as “Literary monuments”, “Musical monuments”, “Monuments of nature”, “Monuments of art”, often mentioned in the media, played a huge role in the formation of this opinion. However, there is a second level of the modern perception of the concept of "monument", which, as it is interpreted in the terminology, is associated with its legal aspect. It is this aspect that determines the level of status of a monument of history and culture, highlighting it in a separate category of historical, cultural, as well as natural heritage.

The factor that reduces to a common denominator the scientific conclusions of the fundamental works of researchers involved in the study of the legal aspects of the protection of cultural heritage – M.M. Boguslavsky [1], I.E. Martynenko [12], L.R. Klebanova [10], S. Suleymanly [17] is associated precisely with the awareness of the phenomenon of "monument of history and culture" as a unit of protection of cultural heritage. The level of "status" of this phenomenon is scientifically substantiated in the dissertation of the St. Petersburg researcher A.B. Shukhobodsky "Status of historical and cultural monuments in modern Russia" [15].

Thus, the legal status of a “monument of history and culture” is explained by the fact that an object assigned to this status is a special unit of protection of cultural heritage. It should be noted with regret that this important aspect of the historical and cultural monument is not reflected in the legislation of any country. We think that the discrepancy between legislation and terminology, logical incompleteness is one of the main reasons for conceptual confusion both in museum practice and in the system of museum knowledge. For example, the meaning of the word “monument”, which is contained in the second article of the Law of the Republic of Azerbaijan “On the protection of historical and cultural monuments” dated April 10, 1998, in the sentence “Movable monuments are stored in museums, archives, funds, exhibitions and other relevant places”, remains unclear. In this case, it is not entirely clear whether the monument means status or an important thing.

But at the same time, this article found its objective solution in the Law of the Republic of Azerbaijan "On the National Archival Fund" of June 22, 1999. In the first article of the Law, the content of a “documentary monument” as one of the types of the movable monument is defined as “an archival document of rare or special historical and cultural value, duly classified as a “documentary monument”, which means the status of the concept.

This idea, being concretised in the seventh article of this Law, is stated as follows: "Archival documents and documentary collections of the special historical and cultural value of the National Archival Fund are considered monuments of rare documents." In S.O. Schmidt’s monumental judgments, documentary monuments are characterized precisely by their value characteristics as one of the types of historical and cultural monuments [16, p.9].

In archival practice and archival science, the concepts of "unique document", "document of special value", "secret document" are perceived as structural elements of a "documentary monument". Approaching the "museum monument" with the same logic is the best way to put an end to the confusion of concepts, both in practice and in theory. The prescriptions arising from the normative documents concerning the museum business are a weighty argument in the scientific substantiation of the high legal status of this concept. For example, referring to existing regulations, such as the "Uniform Rules for the Organisation of the Acquisition, Accounting, Storage and Use of Museum Items and Museum Collections" of the Russian Federation, "Instructions for the Accounting and Protection of Museum Values and Museum Collections of the Republic of Azerbaijan", it can be argued that the used in these documents, such concepts as “material monuments”, “written monuments”, “pictorial monuments”, “material and cultural monuments”, “monuments reflecting the historical situation, relating to the life of a famous person or a memorable event”, do not clarify on the question of the differences between so-called monuments and museum items.

Such concepts as “museum object”, “cultural value”, “monument” expressed in the normative documents are identical in meaning. This circumstance is inherent in all documents related to museum legislation, which should be regarded as a negative phenomenon. Whereas in museum practice there is a prerequisite that allows the purposeful use of the concept of "monument". Each museum is proud of its unique, original and authentic items, historical and cultural values that it protects and displays! For example, the 21st article of the “Instructions for the Accounting and Protection of Museum Values and Museum Collections of the Republic of Azerbaijan” states: “All museums must have perfect and precise control over the safety of valuable samples of material and spiritual cultural monuments” [7, p. eleven]. This provision provides for the selection of the most valuable museum objects from the point of view of monument studies for storage under a special protection regime. "Special protection regime" is the main criterion for the storage of objects with the status of a monument, that is, monuments of history and culture.

This provision should not call into question the value potential, the procedure for the protection of other museum items stored in the museum. We support the opinion of A.R. Sergeev on this matter: “From the foregoing, one cannot conclude that cultural values that are not recognized as monuments of history and culture should not be subject to special protection. On the contrary, this protection should be carried out in a somewhat different framework and form than to historical and cultural monuments” [14, p.154]. For example, the clothing collection of the National Historical Museum of Azerbaijan contains samples of clothing of different classes and strata of the population of certain historical periods. Among them, there are pieces of clothing made later on the basis of historical facts and examples.

One of the main items enriching the clothing collection is the clothes of the famous Azerbaijani poetess Khan kyzy Khurshidbanu Natavan. From the point of view of monument studies, the dress of Khan kyzy should be considered a “museum monument”. Because compared to other clothes in the museum collection, this museum item has a universal value. First of all, these clothes, being the subject of the attire of a historical person, carry, first of all, historical, memorial, aesthetic and artistic value, they are unique due to the manufacturing technology and texture. The authenticity of these clothes places them in a more privileged position in terms of value compared to other clothes from the museum collection. This is the essence of the subtle conditioning we have mentioned. Thus, exclusivity in the storage of this type of clothing can be ensured under a special legal regime. The content of the "special legal regime" includes all aspects of intra-museum protection and restoration. In the Instruction to which we referred, this aspect is emphasized as follows: "Restoration of museum treasures of special value except for the simplest conservation work is allowed only with the permission of the Ministry of Culture, and is based on the conclusion of a commission of highly qualified restorers" [7, p. 12].

This rule, arising from the legislation, objectifies the approval of the object received for protection in the museum as a "museum monument". We will try to substantiate this statement on the example of another museum exhibit of the same museum. Let's make a small digression: we used the term "museum object" to analyse our judgments. In our opinion, this circumstance does not require any scientific presentation when identifying the relationship between "museum object" – "museum monument". Regardless of the museum value, each object submitted to the museum for protection based on an expert opinion initially acquires the status of a “museum object”.

One of the most valuable museum items of the National Historical Museum of Azerbaijan is the lower jaw bone of one of the oldest people in the world – "Azykhanthrope", which was discovered in 1968 by archaeologist Mammadali Huseynov in the Azikh cave in the Khojavend region of Azerbaijan. Due to its scientific value, this unique find of world archaeology is stored in the Special Fund of the Museum under the regime of special protection (special funds created in many museums serve to protect museum objects of special value). The design of this museum item, which differs from others in terms of value, in the status of a “museum monument”, is considered the fairest, both from a practical and theoretical point of view.

The rules for the protection of museum items and collections also provide for the implementation of special documentation when organizing a regime for the protection of more valuable items. Particular attention is drawn to this in Article 21 of the “Instructions for the Accounting and Protection of Museum Values and Museum Collections of the Republic of Azerbaijan”: “The museum should open an individual case for monuments, in which all documents related to the change in the state of preservation of the object and its restoration should be collected» [7, p.11].

One of the main factors determining the status of a “monument of history and culture” is the registration of objects of this category in special state registration documents. In this regard, the following opinion of I.E. Martynenko: “Monuments are cultural values that are taken under state protection by including them in state lists and establishing a special regime for the protection and use. Obviously, not every cultural value can be considered a monument. The assignment of an object to the number of monuments entails legal consequences: it is taken under the protection of the state. And it is from this that it is necessary to proceed when determining the legal regime of an object of historical and cultural heritage” [12, p. 13].

The museum's instructions include the compilation of separate inventories for works of special value, especially gems, metals, weapons and works of art, as well as for instructions for applying a special treatment to this category of museum objects. All this confirms, in the context of monuments, the judgment about the possibility of constructing museum objects of special value in the status of "museum monuments". The selection of a "museum monument" as a separate category of historical and cultural monuments lays the foundation for the formation of museum monument studies as a special area of complex monument studies. This scientific level is fully consistent with the model of the structure of monuments presented by S.O. Schmidt. Since S.O. Schmidt, when classifying monuments, repelling from the degree of study of monuments of history and culture, derives theoretical and concrete (or concrete applied) monuments. The author proposed to build the object and subject area of a specific monument study according to the principle of diversity, and the result turned out to be effective in practice. The formation of such areas of specific monument studies as temporal (monument studies of the ancient world, the Middle Ages, etc.), territorial (Russian, Ukrainian monument studies, etc.), sectoral (book, technical monument studies, etc.) is successful a manifestation of a deeper study of historical and cultural monuments. In this classification, it is very expedient to present museum monument studies in the sectoral dimension.

5 Conclusion

Further forecasts of museum monuments, which may arise at the intersection of two scientific areas - museology and monuments, are encouraging: terminological confusion will disappear once and for all, the construction of the phenomenon of "museum monument" will be ensured both in museological and monumental terms.

Thus, summing up the analysis, it is necessary to note the following scientific conclusions: the value potential of the “museum object”, one of the key concepts of museum terminology, is the main factor determining its hierarchical position in the museum collection, i.e. depending on its value, the object falls either into the category of "museum object", or can receive the status of "museum monument". The status of a "museum monument" can become an object of museum monuments, establishing itself as a separate category of historical and cultural monuments. Confirmation of these scientific discoveries in practice and theory, first of all, will make it possible to clarify museum terminology and improve the organization of security activities in the museum.

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THE PROBLEM OF THE FORMATION OF AZERBAIJANI CHILDREN'S LITERATURE AND ITS SCIENTIFIC-THEORETICAL FEATURES BASICS

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Abstract: There is no unanimous opinion about the history of national children's literature in Azerbaijani Literature. The history of these different ideas dates back to the beginning of the 20th century and lasted until recently. There are various savings related to this important problem. Such ideas and beliefs were based on ignoring the characteristics of children's literature. Unfortunately, these conclusions have also been found in programs and textbooks related to Azerbaijani children's literature.
The article considers the existing judgments and conclusions in the Azerbaijani literary-theoretical view. They express their attitude towards these considerations and opinions. At the same time, a certain historical period in which Azerbaijani children's literature was created. Facts prove that Azerbaijani children's literature was created in the 70s-80s of the XIX century, as an independent branch of literature. We must accept S. A. Shirvani as its first representative and founder of Azerbaijani children's literature.

Keywords: Azerbaijani literature, Children's literature, Literary-theoretical thought, Scientific-theoretical debates, Shirvani, Textbooks.

1 Introduction

The period when an educational-realistic mentality was formed in Azerbaijan and spread to its vocabulary, literary economy and cultural life began in the 1930s-1940s. Of course, this factor includes not only spiritual wealth created "for adults", but also literature "for children". However, there is another aspect to consider here. An educational and realistic way of thinking, cognitive system Unlike "adult" literature, children's literature not only changes the method and style, outlook on life, social existence, attitudes and methods of its description but also determines its formation and promotes its germination.

Thus, the vocabulary created in Azerbaijan "for adults" went through a centuries-old, long-lived, hardworking, rich and productive path until the emergence of educational realism. Unfortunately, literature "for the little ones" did not keep pace with it. As there was no such literature. In other words, the formation and early appearance of Azerbaijani children's literature fall on the historical stage of the educational movement, the educational-realistic literary and social process. An important literary and cultural event as an independent branch of literature grew up in its womb and found joy and care in its bosom. That is, it is impossible to imagine children's literature as an independent branch of speech art without an educational-realistic literary movement and process. Of course, making this judgment, we mean the age of formation of Azerbaijani children's literature, the reasons for its formation and the initial stage of development. In Soviet times, the development of vocabulary "for the smallest" had to be approached from a different point of view.

2 Literature Review

Unfortunately, for many decades, Azerbaijani literary criticism has been dominated by a wrong attitude towards Azerbaijani children's literature and its formation. An incorrect, biased attitude towards the history of children's literature stems from an incorrect, unscientific attitude, and view of the nature, specifics, character and essence of children's literature. What is the essence of this error and misunderstanding and what caused them? Specifically, the question can be answered as follows: when they talk about children's literature as a branch of verbal art, its features, specificity, features are not taken into account, the difference from "adult" literature is forgotten, as a result, both branches of literature appear ("for adults" and "for children"). The story is revealed. Of course, this is the wrong trend. It serves neither the objective study and analysis of the literary economy and its products nor the creation of an objective scientific history of children's literature. However, there is a serious need to study every literary sample, every literary direction and artistic sample belonging to the current, with its parameters and criteria.

In Azerbaijani literary criticism, the lack of approach to children's literature has led to the fact that some people started it from Nizami, some from Fuzuli, some from earlier and later artists. As a result, there is confusion, a mysterious situation, an unclear picture in the creation of the scientific and objective history of Azerbaijani children's literature. Let us consider a summary of these ideas and conclusions. This will allow us to get a fuller picture of the current situation.

It is worth mentioning one issue. Although rare research on the history and development of children's literature in Azerbaijan was conducted until the 1960s, and certain views and opinions were expressed, initiatives in the aspect of its fundamental research began in the 1960s.

The title of a press article by P. Allahverdioglu (Saleh) published in 1962 is as follows: "On the issues of education in Azerbaijani children's literature (in oral literature, Nizami, Fuzuli)" [24, p.47-51]. The fact that the author began the history of children's literature in Azerbaijani written literature with Nizami is evident not only in the text of the article but also in its title. It is true that the scientist, in general, begins the history of children's literature with folklore. I would agree with this opinion. As one of the branches of folk art is children's folklore. However, the objection is that the examples used in the article by the pedagogue-scientist are not mainly examples of children's folklore, but examples of oral folk art created for the general public. In written literature, the scientist considers Nizami the founder of Azerbaijani children's literature. The same author changed his mind two years later in his doctoral dissertation, and this time declared M. Fuzuli "the founder of Azerbaijani children's literature" [1, 8].

The position of A. Azizov, one of the researchers of Azerbaijani children's literature, is in line with the previous conclusion of P. Allahverdioglu. In his monograph "Children's Favourites", he states the following: We meet in the representations of Zakir and S.A. Shirvani" [4, 9].

As can be seen, the first children's works in Azerbaijani written literature are found in the works of Nizami Ganjavi, M. Fuzuli's allegorical works, G. Zakir's fables are also valued as examples of word art "for the little ones".

In the textbook "Azerbaijani children's literature" co-authored by F. Farhadov and A. Hajiyev, Nizami is described as the founder of Azerbaijani children's literature. Separate essays are dedicated to N. Ganjavi and M. Fuzuli as representatives of children's literature [10]. In general, in the programs, teaching aids, textbooks designed and written for the teaching of "Children's Literature" in universities, as a rule, the history of Azerbaijani children's literature begins with the epic "Kitabi-Dada Gorgud" and N. Ganjavi.

It is noteworthy that in the textbooks of Z. Khalil and F. Asgarli, as well as B. Hasanli, the authors took a more sensitive approach to the problem and looked at children's literary works from N. Ganjavi to A. Bakikhanov as "examples of children's reading in ancient and medieval Azerbaijani literature". However, errors in other research, textbooks and teaching aids remain.

What is causing this? Speaking about the artistic wealth "for the little ones", what do Azerbaijani specialists leave, what do they take into account, what do they take into account and what do they overlook when defining the beginning, history, historical path of development and representatives of Azerbaijani children's literature? What caused their unscientific, biased approach to the problem and what are the consequences?

Of course, the main reason for this is that Azerbaijani scientists, who talk about children's literature, do not approach this literature with their criteria, their laws, their purpose and parameters. If they see something useful in Azerbaijan vocabulary for the little ones, they take it as a model for children’s literature. Such examples are mainly fables, allegorical works, reminders, stories of moral and didactic content, poetic stories, literary texts with educational content and spirit, etc. In the field of classical oriental literature, as in Azerbaijani literature, you can find a few such fiction samples. N. Ganjavi, who lived in the XII century, A. Tebrizi, A. Ardabili, S. I. Khatai, M. Fuzuli, Fadai, Amani, S. Tabrizi and others. There are many such examples in the works of dozens of Azerbaijani artists. This is what attracts the attention of Azerbaijani specialists when they talk about the history of Azerbaijani children’s literature.

Interestingly, recognition of the fable as children’s literature is not only a matter of Azerbaijani literary critics. Some world-renowned philologists also regard fables as examples of children's literature. For example, Y. Brandis considers fables as a spiritual wealth created “for the little ones”, and advises to start the history of world children’s literature from the first great representative of Aesop and writes: “The history of children's literature begins with Aesop’s fables” [4, 16].

Thus, Azerbaijani children's literature specialists consider what they see and find in the history of fiction as a model of children's literature. In other words, they make no distinction between children’s literature. In theory, they probably know that these two lines of literature have serious fundamental differences, but they make mistakes and are mistaken in applying them to practical material.

3 Materials and Methods

According to the long-established principle of the world's classic children's literature experts, scientists and educators, “for the little ones” and “for adults” have similar, coinciding and intersecting merits. Rather, children's literature focuses on psychology, cognition, tastes, interests, outlook on life, and so on. Literature created with this in mind. It has its characteristics, peculiarities, features, style of expression and even language and style, so to speak, “independent rights and laws”. We fully agree with the opinion of Russian literary critics: “Seriously, children’s literature is literature created by masters of the word especially for children. But young readers also draw a lot from general literature. (For example, A. S. Pushkin’s fairy tales, I. A. Krylov’s fables, A. V. Koltsov’s songs, folklore, etc.) Thus, a new term “children's reading” is created, which covers works read by children. These two concepts sometimes overlap, because in the general literature there are works in which we no longer distinguish children” [6, 8].

According to international experts in children's literature, writing “for the little ones” is not easy. Children’s literature combines several areas of science and art. These are artistic talent, psychology, pedagogy and science. That is, a children’s writer, as well as a teacher, a psychologist who understands the psychology of young readers, must be a scientist with more or less scientific knowledge, aware of certain events and processes in society and nature. He must understand the psychology of children’s cognition, interests, desires, wishes, tastes and views, and be able to take this into account in his works. As a result, children's literature is a separate branch of general literature, a separate area. Therefore, one of the main tasks of literary criticism is to study, trace and reveal its history, its special place, position, the direction of development and share in the general course of literature. This is also a problem of Azerbaijani literary criticism. That is if we are talking about Azerbaijani children's literature, of course, we must determine the age of its formation, the history of development, the main stages of development.

4 Results and Discussion

However, when can the history of the formation of Azerbaijani children’s literature be attributed? Who is its founder? What are the stages of development? At what historical age did the boundaries of Azerbaijani children’s literature begin and how did the historical landscape and process take place? Of course, to objectively answer these questions, we must look at and analyse the literature of Azerbaijani children within the framework of Azerbaijani “independent rights and laws”.

In the introduction to the second part of the textbook “Vatan Dili” (1888), A. A. Chernyaevsky and S. Valibekov cannot find in the literary and cultural environment of Azerbaijan a writer who wrote for children, except for Hasanali khan Garadagi, he is considered the first and only artist in the national arena [3, 5].

At this point, it is necessary to pay attention to one interesting question. Before H. Garadagi S. A. Shirvani prepared for students the textbooks “Rabiul-etfal” (1878) and “Tajul-kutub” (1883). These books contained many examples of poetry and prose. A. O. Chernyaevsky knew both textbooks and literary texts addressed directly to students. Thus, after the preparation and completion of both textbooks, S. A. Shirvani combined them under the name “Muntakhabat” and submitted them to the Caucasus Education Department for publication. “Munakhabat” was sent to the Transcaucasian Teachers’ Seminary for commentary in a letter dated August 13, 1883, from the head of the Caucasian Department of Education, K. P. Yanovsky. Although Huseyn Efendi Gaibov, a teacher of the Azerbaijani language and Sharia at the seminary, wrote a positive review of the textbook, the written opinion of A. O. Chernyaevsky was negative. While he liked the simplicity of the prose language in The Book of the Crown, he did not like the fact that these stories did not contain the truth about life and had abstract content and ideas. He also criticised the verses in Rabiul-etfal as examples of living, far from real life, dry, naked reminders, ineffective moral and didactic sermons. He stated that both parts of Muntahabat were not suitable for textbooks [11].

Although the textbooks of S. A. Shirvanis were known to A. O. Chernyaevsky, he did not like and did not accept these works as an example of children’s literature. Therefore, he did not mention the name of Sayyid Azim as an artist who wrote for children, and did not include those examples in “Vatan Dili”.

The famous teacher and artist Rashid bey Efendizadeh later, or rather, in his autobiographical memoirs, written back in Soviet times, introduced himself as the founder of Azerbaijani national children's literature. The author noted: “During this period I published the first two textbooks in Turkish (Azerbaijan — SR) (Istanbul) based on the textbooks “Rodnoe Slovo”, “Children’s World” by the outstanding Russian teacher Ushinsky: 1. “Basiratul-etfal”, 2. “Kindergarten”. Therefore, I am considered the founder of children’s fiction and drama in Turkish” [16, 25].

A. Akbarov in the article “On Literature” published in the newspaper “Iqbal” in 1912 (No. 16), spoke about the creative activity of M. T. Sidgi and praised him as the founder of Azerbaijani national children's literature [7].

In Azerbaijani literary criticism, some point to A. Shaig as the first founder of Azerbaijani literature “for the little ones”. For example, M. Rzaguluzade, who theoretically guided the development of Azerbaijani children's literature in the 1920s-1930s and created valuable works in the national language for young citizens, devoted an entire article to children's literature, published in 1926 in the New School magazine [22]. In the article, the author pays more attention to the children's creativity A. Shaig and makes the following subjective conclusion: “There is no doubt that the works that can be collected under this title, that is, “children’s literature”, are children’s books written by the respected teacher Abdulla Shaig. In particular, such works as “Murad”, “Sheleguyruk”, “Tik-tik Khanum” ...are read with great interest and enthusiasm by Azerbaijani children, and are also very valuable from a pedagogical point of view ... Others, it seems, do not exist” [13, 22].

The same opinion is repeated by M. Rzaguluzade in his article “Azerbaijani children’s literature”, published in 1940. He simply adds to the views expressed in this article that “the great revolutionary satirical folk poet of Azerbaijan M.A. Sabir also wrote poetry for children” [23, p.279].

Expressing these views, it is obvious that the author proceeds from subjective considerations distorts the historical truth and takes a nihilistic position based on the dominant political and ideological diktat. Undoubtedly, the critic was aware that in the 19th-20th centuries, other owners of the pen also wrote valuable works for children (for example, S. A. Shirvani, R. Afandizade, A. Sahhat, S. M. Ganizade, S. S. Akhundov and other artists). However, M. Rzaguluzade, who at that time was under the influence of proletarian culture and vulgar sociology, did not accept the children's works of other writers of that period (XIX-XX centuries), based on a nihilistic, atheistic view of the Bolshevik regime of the 1920s and 1930s.

The nihilistic attitude towards children's literature and its achievements in the 1920s and 1930s, before the establishment of Soviet power in the 1920s and 1930s, is also reflected in the views and opinions of other critics and writers. O. F. Nemanzade, in his article "Superstitious method in Azerbaijani reading of books", published in 1926 (kitab 31) on the pages of the magazine "Yeni mekteb", "serious shortcomings" in Azerbaijani "literature", textbooks and children's literature "created before the victory of the socialist revolution" finds. These "shortcomings" consisted in the fact that many works containing this literature and textbooks were "superstitious" in content, ideas and imagery [17, p.285]. To prove his point of view, the author used a poem by M. A. Sabir "The Legend of the Trees", as well as stories "Lion and Two Bulls", "Bee and Crow" and others, which until that time were often mentioned in textbooks. gives examples of works, criticises them. He says that the content and harmony of these works "lead to superstition". Even brilliant artists such as Sadi, Rumi, Lamartine, Krylov protest against the inclusion of their works in textbooks and their presentation to young citizens as a means of spiritual wealth and education. Appreciating this only as a means of religious education, the author writes: "The superstitious method that we are trying to adopt and publish today is transmitted from the Greeks to Europe, Arabs, Persians, Indians, Turks, Sadi, Jalaladdins, Lamartines, Krylovs and many other great personalities. It is a revived method, which is nothing more than a method created by religious education" [17, p.285].

The negative resonance caused by vulgar sociology and proletarism was reflected in the views of the critic M. Hussein. In 1927 (No. 2-3), one of the most active critics of that time, M. Hussein, published an article in the New School magazine describing his general view of children's literature. In the article, he expresses his view on children's literature of the pre-revolutionary (socialist revolution) and its position, as well as on the features, content, essence and tasks of children's literature in the Soviet period. Unfortunately, the author denies all the "pre-revolutionary" achievements of Azerbaijani national children's literature. It didn't find any useful examples in this area. The critic also tries to explain the reasons for this and at the same time looks at everything from a vulgar sociological level, from an ideologically negative point of view. "Azerbaijani education, acting at the direction of the Russian Empire, is far from that". He says that some "children's magazines" were published, but were "soon" closed, "because they were insignificant". He also admits that "for a long time this society did not feel the need for children's literature, and sometimes did not even show the initiative to satisfy the desire of schoolchildren to read and read [12, p.35].

It is obvious that the ideas expressed are unscientific and not based on the logic of history. Thus, the short-lived magazines "Dabistan" and "Rahbar", published at the beginning of the century, were closed not because they were "insignificant", but because of financial difficulties. However, because there was a serious need for these journals, they did benefit the literary, cultural and educational life. Secondly, it cannot be denied that in the second half of the 19th century and the first decades of the 20th century, many enlightened people of Azerbaijan made quite successful initiatives to open new schools and create textbooks, art and scientific works for the children of the nation. It is impossible not to criticise the author's thesis that "the school prepared education outside the masses, just as it prepared enemies for the working class". If the school prepared "enemies" for the working people, then who were all the brilliant intellectuals of the Middle Ages, scientists and artists, and, finally, the patriotic progressive intellectuals of the 19th-20th centuries, who owned the pen? Did they need to be declared enemies of the people indeed? The answers to these questions probably do not need comment.

Finally, let us dwell on the following opinion of M. Huseynzade: "Suppose that the fairy tales "The Fox and the Wolf" published by Azerneshr Press are given to children for reading. I wonder how such stories can help Azerbaijani ideology and the new system of education and upbringing, which today affects the school? Everyone will agree that children's literature composed in this way is useless to us" [12, p.36]. The critic usually uses fables in the parable of the fox and the wolf. He shares the opinion expressed by O. F. Nemanzade in the mentioned article. In other words, fables and allegorical works cannot be the spiritual food of children, and one cannot talk about any positive influence or role on their upbringing and moral development. Presenting such works to children as a means of reading serves only as a "superstitious method". Of course, there is no need to comment on delusions. After all, it is a well-known and proven fact that well-written fables and allegorical works correspond to the interests, tastes and desires of children, corresponding to their spiritual and aesthetic tastes.

It is also necessary to draw attention to an important issue and comment on it. In F. Kocharli's article in the press, we also observe a negative attitude towards the stage and representatives of Azerbaijani children's literature before 1910. In the same newspaper, Khamzat bey Gabulov Shirvansky (1910, Vol. 58) published an article about the textbook "Vatan Dili" of Mr Shirvansky published in the Russian-language newspaper "Transcaucasia" in Tbilisi (1910). This was written in response to his objections to the seventh edition F. Kocharli prepared for publication the last editions of the textbook "Vatan Dili" (first half of the 20th century), including the VII edition, the first edition of A. A. Chernyaevsky, dating back to 1882 (part I), then he revised the textbook, edited it, he deleted some materials and replaced them with new ones, adding new texts.

In his article G. G. Shirvansky criticised several advantages of the "native language", calling them a disadvantage of the textbook. One of Khamzat Bey's objections to the textbook was, according to the critic, to give more space to "translated and quoted works". According to the author, in the textbook of the native language, it was necessary to "avoid everything that is not national and original" and include more works of Russian poets and writers [25].

Firidun Bey was dissatisfied with the unfair shortcomings of Khamzat Bey in the language of Vatan Dili, as well as the comments we made, and he responded to these comments. The teacher wrote in response to the so-called critic: "It seems that Mr Shirvansky does not know that, apart from Gasim bey Zakir and Haji Seyid Azim Shirvani, Azerbaijani writers and poets did not provide an essay suitable and useful for children to read" [15, p.241]. Firidun Bey did not conclude his speech on Azerbaijani children's literature with this statement, but said in a more negative tone: "We do not have children's writers and poets". Modern poets not only try to help the younger generation in this regard and satisfy this natural need of Azerbaijani schools, at least to a greater or lesser extent, they even blindly imitate Turkish poets, mercilessly corrupting Azerbaijani language and adding something alien to the spirit of Azerbaijani literature. Choosing one of their books to read in early lessons is like giving a breastfed baby solid foods that are difficult to digest. It goes without saying that in such a situation when you do not find suitable material, you will inevitably turn to the works of non-Muslim authors [14, p.241].

Of course, Firidun Bey was a great connoisseur of Azerbaijani literature, the creator of Azerbaijani first fundamental history of literature, and a hardworking researcher. In the history of Azerbaijani literature, since he was well acquainted with the vocabulary for adults, he was also familiar with the works of art created "for children" and the creativity of those who created them. His book "Azerbaijani Literature", which is Azerbaijani first fundamental literary history, clearly proves this. Thus, this magnificent two-volume work also contains information about works created for young readers by artists who lived in the 19th century and wrote art for children. In the introductory part of the book “A Few Words”, Abbasgulu agha Bakikhanov, Seyid Azim Shirvani, Mirza Alasgar Novras, Mirza Sadig Fani, Mirza Kazim Gazi Askarzade Mutalle, Agamirza Mohammad Bagir Khalkhali and others. We see this in his essays on artists. S. A. Shirvani, M. T. Sidgi, S. M. Ganizade, R. Afandizade, M. Kh. Goodsey, M. A. Sabir, A. Sahhat, A. Divanbeyoglu and others, who closely followed the literary process of that time. F. Kocharli, who was well acquainted with the children's works written by the owners of the pens, and even gave them advice and recommendations on this matter, had a complete understanding of the landscape of Azerbaijani literature before 1910. He also knew about the work of the journals “Dabistan” and “Rahbar” in this direction. But what made the scientist-educator close his eyes to so many achievements and suddenly deny them, declaring that “we did not and do not have children's writers and poets”? Of course, we must look for the only reason for this from a psychological point of view. Nervous and psychologically disturbing, so to speak, in an angry situation, the idea pushed F.Kocharli to an unscientific conclusion. Therefore, we cannot accept this conclusion as a consistent and decisive position of the critic.

The fact is that F. Kocharli perfectly understands and distinguishes between the specifics and boundaries of children's literature. This is evidenced by his comments on children’s works in letters to A. Shaiga, as well as the introduction to the book “Gifts for Children” (1912). In the introduction, he said that the fables of G. Zakir, the works of such artists as M. Vafa, M. Arif, A. Nazir are not real examples of children’s literature, but “are taken from the life of the nation and speak its language”, “can influence the spirit of children from the point of view of meaning”. He said that he was included in the “Gift for the Children” because it is a work of art [3, 14].

Of course, having examined the period of the formation of Azerbaijani children’s literature in Azerbaijani literary criticism, various opinions and conclusions about its creator, we must conclude. This conclusion should be scientific and logical, based on its own rules, peculiarities, peculiarities of literature “for the little ones”, under its cognitive, psychological, aesthetic, spiritual, artistic and legal laws. In this case, we can begin the history of the formation of Azerbaijani national children's literature, precisely in the 70s-80s of the XIX century. It would be more correct, scientific and fair to accept S. A. Shirvani as its founder and founder.

5 Conclusion

There is an important point to be made clear in making this judgment. Before S. A. Shirvani “Rabiul-etfal” and “Tazhul-kutub” in the native language, there is the textbook by N. Dementyev “Fables and Stories” (1839) and “Kitabi-Turks” by M. Sh. Vazekh and I. Grigoriev (1852). These two books contain many examples of reading, stories and legends, fables, anecdotes, etc. In the national language for students to read. will take place. But why should we start the history of Azerbaijan children's literature not with these examples, but with Sayyid Azim? The answer to the question is this: because neither the art samples in “Fables and Tales” nor in “Kitabi-Turks” were original. All these examples were translations, quotations and translations from various sources, especially from the folklore of the peoples of the East and from written literary sources. For the first time in the history of Azerbaijani artistic thought, the first original works addressed to children were created by S. A. Shirvani. Therefore, it is necessary to mark him as the first artist who laid the foundation for Azerbaijani national children’s literature.

Thus, summarizing what has been said, we can come to the following conclusion. In the Azerbaijani literary-theoretical view, there are different views on the history of the formation of Azerbaijani children's literature. The history of these differences began in the early twentieth century and lasted until recently. Such views and conclusions are associated with ignoring the peculiarities of children's literature. However, recent studies show that the history of the formation of Azerbaijani children's literature should be started from the 70s of the XIX century. We must accept S. A. Shirvani as its first representative, that is, the founder of Azerbaijani children’s literature.

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Primary Paper Section: A

Secondary Paper Section: AJ, AM

ECONOMIC PERSPECTIVE OF SCIENCE IN AN INDUSTRIAL ENVIRONMENT

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Abstract: Within this article's framework, the economic perspective of science and knowledge in the industrial environment is considered. Scientific achievements in the industrial environment serve the development of the economies of the world's countries. In connection with the global pandemic, global lockdowns have caused significant damage to the global economy. As a result, investments in the scientific sphere have increased to maintain stability in the industrial environment. Given these facts of recent years, it can be argued that the topic of this study is relevant for modern economic science. Furthermore, the study analyzed different theories and practices of other countries in applied science in the industrial economy. Summing up, it is noted that the main focus of the innovative development of industrial enterprises is concentrated on the priority areas of high-tech production. Therefore, knowledge is becoming the primary resource for socio-economic and innovative development.

Keywords: Economy, Development of countries, High-tech production, science, Industrial environment, Investment.

1 Introduction

Despite the global change in material production under the influence of modern digital processes the increase in demand for resource-saving technologies, the industry as a life support base for society retains its fundamental position.

One of the fastest-growing segments of the global market is industrial science products. “The specifics of industrial enterprises include uniqueness (it is necessary to comment on product characteristics); technical complexity (production requires highly qualified scientific work). In addition, important features of industrial enterprises that influence the formation of market processes are the following: instability of demand; dynamics of competitiveness; sensitivity to scientific and technological progress; pricing specifics; dependence on the innovative potential of the consumer; the presence of different levels of vegetation” [6, p.21].

The positions are expected to differ in terms of the number and composition of factors that determine activity in the innovation market. When we approach the classification of these factors from their influence on the competitiveness of various levels of economic systems, the following provision seems appropriate to us. “Innovative activity is a complex characteristic of three levels of economic systems as an economical category: the macro level is the innovative activity of a country in comparison with other countries in the world market; meso-level – region, district level; as well as the micro-level – the level of organization” [10, p.157].

“Changes in the industry as one of the global economic systems (macro-level) affect all types of changes in specific industries (meso-level), external (exogenous) factors of technological, structural and non-technological changes are initiated. At the meso-level, the basic industries are distinguished that determine the specialization of the production of countries or regions” [15, p.244].

From the analysis of the post-Soviet experience, it is interesting to note that the initiators of the development of the innovation market are the first persons of the state, and market institutions are fragile not only in this market but also in the economy. “In general, the state is trying to fill the gap by taking over the proper management” [7, p.88].

The generalization mentioned above can be accepted only under certain conditions. At the same time, it should be noted that in the presence of such a trend, its continuous image will not positively impact the intrinsic motivation of innovative development. The primary purpose of this study is to improve the economic perspective of science in the market of industrial products.

2 Materials and Methods

An important factor that has a significant impact on the innovative activity of industrial enterprises is the conventional unity of science and education. In our opinion, in the post-industrial era, in the conditions of the information society, this factor is one of the most significant. The introduction of scientific achievements into production the transformation of scientific and technical developments into an innovative product with the possibility of entering the market is the most challenging stage in the economic and institutional integration of scientific achievements with its subjects. In the post-Soviet countries, including Azerbaijan, the level of scientific research, or rather the ratio of applied results to the number of general scientific topics, is lower than in developed countries. On the one hand, this situation reduces the effectiveness of using state budget funds allocated for research and development. On the other hand, it reduces the contribution of research centers to the innovative development of the real economy. This is not uncommon for basic science in the countries we are talking about.

From this point of view, we consider the following position, which realistically assesses the current situation in the countries mentioned. "A significant part of our research activity is not implemented in practice and does not bring income to the economy and the budget due to the lack of organizational and economic mechanisms that could lead to the commercialization of projects and developments with the potential to be used in practice. This fact undoubtedly undermines the effectiveness of budgetary expenditures on scientific research and significantly hinders the development of the innovative segment of the real economy of the region" [11, p.220].

Both foreign and domestic scientists note the vital role that scientific developments play in the innovative development of industrial enterprises. The place and role of the parties involved in applying research results intermediate and final results in the commercialization of scientific innovations largely depend on their characteristics, including their composition. The ingredients are, of course, complex. First, however, we will consider the following view on the composition of the commercialization of research results. "In general, two main groups are involved in the commercialization process. They represent the authors and investors of scientific and technical developments. The author's category is very diverse: domestic and foreign grants, direct investments, etc. funded universities and institutes; research teams financed by one-time small grants in the absence of potential investors; scientists and inventors who, for various reasons, separated from scientific institutions and worked independently" [3, p.147].

The scale of innovative development and, ultimately, efficiency depends on the direction and nature of state aid. A comparative analysis of public-private partnership shows that the systemic nature of state, financial, organizational, and legal assistance to innovative development is a key factor in creating, disseminating, and developing scientific innovations. Although there are different forms of state participation in innovation activities, there are specific approaches to assessing the degree of their sufficiency.

3 Results and Discussion

A promising direction is using public-private partnerships in the commercialization of scientific innovations. In this regard, an important role is played by the quantitative and qualitative parameters of the institutional support for the commercialization of scientific ideas and the results of scientific research. In the case of institutional support, the following links refer to the relevant sources. "Institutional support is understood as the process of securing social (political, social, economic, spiritual) relations in legal and moral norms (rules, sanctions, etc.)" [2, p.297].

In the process of considering science and education as a factor in the innovative activity of a modern industrial enterprise, it is necessary to form the concept and meaning of knowledge as the basis of this factor. In the social sciences, we can find the so-called innovative approach to studying knowledge, information, information society. Representatives of this scientific direction develop the idea that information society's basis should be "the expansion of innovations".

The effectiveness of innovative development should, in particular, be brought to the question of the effectiveness of the implementation of innovative activities in the non-oil sector of the industry under targeted programs. The problem is that the government budget plays an essential role in financing innovation, as seen in the experience of most developing countries. Attempts to obtain indicators of economic, social, environmental, technological efficiency as indicators of efficiency achieved through implementing one or another innovative program for the development of the non-oil sector face serious methodological and informational difficulties.

In order to evaluate the effectiveness of innovative projects in the industry, first of all, it is necessary to calculate the cost of innovation and costs. The following indicators should be calculated as income: profitability index; profit from the introduction of innovations; net present value; expected (future) value; profitability or rate of return. To assess the effectiveness of innovative projects in the non-oil industry, indicators such as normal and modified rates of return, the payback period, and the payback period should also be calculated. "First of all, it is necessary to ensure a very high level of representation of science in the functioning of the enterprise. This can be expressed, for example, in the fundamental nature of ongoing applied technological research and innovations in production or following the level of technical requirements and conditions for the current level of development of science scientific potential. Also, the achievements of science can be presented in the organizational and managerial sphere of the enterprise: the flexibility of organizational and economic forms and relations, the optimal use of the resource and financial environment (logistics), and the use of pedagogical and educational technologies to increase innovative readiness" [13, p.76].

Some features that characterize the economics of innovation are still ambiguous. In other words, there is an undesirable approximation in the approach to the quantitative characteristics of the aspects in question. Let us assume that the economy of a country is considered innovative if the product produced here is at least half innovative (new, radically, or significantly improved product). Resources that contribute to innovative development should be classified according to the following criteria: according to the method of development: variable, evolving, adaptive; according to the method of exposure: direct, indirect; by types of economic resources: natural, labor, financial, business, knowledge; by the level of mobilization: high, medium, low; concerning the business environment: public, industrial, social, communication, information; according to the measurement method: ambiguous, approximate; by the method of formation: reproductive (renewable), non-renewable; according to the degree of controllability: controllable, difficult to control, uncontrollable.

The effectiveness of the system of regulation of the innovative manufacturing industry depends on improving the mechanism for stimulating innovative investment processes. Therefore, decisions on the choice of incentives and mechanisms should be made through a comparative analysis of options for their individual use and joint use.

At the enterprise level, it is necessary to consider the intensification of scientific and industrial relations as a goal and function in the implementation of measures to stimulate investment in innovative and industrial activities. About the objects of innovative activity, it is impossible to recognize without a doubt the leading role of production and technological processes. Otherwise, the environmental and social requirements of the commercial aspects of the innovation can be challenging to address adequately. Therefore, in our case, in the economic and legal incentives for innovation, it is necessary to ensure the solution of social and environmental issues at a critical level. In this regard, one cannot but agree with the following statements in the sources on the review of advanced foreign experience. "It is intangible assets and human abilities, knowledge, skills, talents that are the main drivers of the modern global economy. Therefore, the "knowledge economy", which includes science, education, health care, social development, is significant. In developed countries that are leaders in the latest technologies, this approach is reflected in the structural innovation policy, covering the branches of the "knowledge economy" and basic industrial sectors. Close links between science and technology characterize the knowledge economy; high importance of investments for economic growth and competitiveness; the growing role of the education industry and lifelong learning; increasing investment in intangible assets" [8, p.79].

At present, the importance of unique types of knowledge is growing, providing economic and social benefits, growth, and competitiveness efficiency. In this regard, the knowledge economy increases the value of fundamental research as a source of fundamentally new knowledge and the basis of high-tech production [14, p.94]. The main content of such an economy is that knowledge is a crucial resource and a factor in its growth and development. Furthermore, the knowledge economy has a scientific and innovative focus. Therefore, knowledge as a factor of intellectual and economic development is transformed into one of the independent factors of production. "In the knowledge-based economy, a new type of activity appears (the activity of collecting, accumulating and processing information) – intellectual activity. It is distinguished by creativity, innovation, generation of ideas" [4, p.23].

Knowledge begins to act as a source of value. It replaces labor and contributes to the emergence of new types of industries and new technologies; as a result, competitiveness, well-being, and quality of life increase. Accelerating the production of new knowledge transforms the economy into a functioning system based on the exchange of knowledge and their mutual evaluation. When introducing the conditions of the innovation process, the most significant element is intellectual support or support for all stages of innovation reproduction. The completeness of knowledge, incentives, and motivation for their constant renewal, creativity, innovative thinking determines the potential for innovative development.

The innovative component of human capital can be measured by the level of business activity, entrepreneurial ability, initiative, and creative energy of the subject. The basis of innovation is knowledge. Knowledge breeds innovation. The intellectual component of human capital is becoming a determining factor in developing the knowledge-based economy. The formation of intellectual abilities in the new economy occurs as transforming the initial knowledge acquired by a specialist into new knowledge, information, skills required by an innovative modern economy. The rational use of intellectual capital, in this case, is based on the desire of the employee not only to receive a high income from the use of intellectual abilities but also to ensure their sustainable creative reproduction for a long time [9, p.67].

The maximization of profits received by enterprises at the expense of innovative factors is due to the most complete and effective use of the intellectual abilities of the personnel. Intellectual capital consists of a set of characteristics (theoretical and practical training of an employee, his organizational and entrepreneurial and creative skills) [1, p.223].

Tension arises in carrying out various activities to solve theoretical and practical problems. There are also motivational and emotional-volitional spheres in the structure of competencies, along with active (procedural) knowledge, skills, and abilities. An important component of competencies is an experience – integrating into a single whole of individual assimilated actions, methods, and methods of solving problems. A specialist shows his competence only in actions, in a specific situation.

Such factors influence the formation of intellectual capital as the external and internal environment:

- The accumulation of human intellectual capital occurs due to education and education in the family by increasing investment in the child;
- The development of initial intellectual capital takes place with the participation of state and non-state educational institutions through state and charitable programs aimed at developing gifted youth;
- Public health policy (external factor) and the concern of the person himself about the state and preservation of health (internal factor);
- Socio-economic conditions that affect health and life expectancy belong to business entities (enterprises, firms), which often act as influential leaders in this industry. The company's expenses for training and retraining personnel are considered long-term investments. The need to increase the competitiveness and prosperity of the company;
- An environment in which the use of intellectual political, legal, natural, cultural, institutional, technological, and geographical features indirectly impacts the relationship of human capital formation.

The study of the content and intensity of economic development processes based on knowledge makes it necessary to monitor the dissemination and use of expertise that ensures the growth and competitiveness of the economy. Taking into account the fact that there are many strategies for getting the economy out of the crisis, each of them has its version, which will make it possible to justify the choice in accordance with one criterion; in other words, the volatility of these options and the possibility of their implementation in the current socio-economic conditions. But there is no such tool, and there is no possibility of execution. In general, the Russian economy has significant opportunities for adapting to new conditions: a high educational potential, excellent opportunities for the innovation process, but the low efficiency of state regulation of the economy, high administrative barriers, and underdevelopment of venture capital will hinder rapid adaptation to current conditions.

Creating a system of adequate financing of innovative development in industry, including in the non-oil sector, implies meeting investment needs and ensuring high investment efficiency. "One of the problems lies in the incorrect understanding of the essence of innovation. Innovation is any new phenomenon that creates value in various ways, not just economic ones. Unfortunately, however, innovation is often understood as something inextricably linked with technology. Consequently, policymakers seeking to intensify the creation of innovations only stimulate the development of new technologies. Of course, technological development is a key source of innovation to create new value, but it is far from the only one" [5, p.9].

The fact is that, to one degree or another, one or another degree of materialized expression of innovation should be considered as the result of investing in the market. From this point of view, we can agree with the following: the growing role of innovative (private, public, and co-financed) funds in improving the financial regulation of innovative activity, first of all, reduces the level of innovative activity in the industry from the state budget and the institutional support available in the country. In this regard, we should also note other benefits achieved by increasing the role of innovation funds and a significant reduction in the duration of innovation projects; Because of increased transparency, innovation must also include cost reduction, including transaction costs.

From the point of view of observing the process of development of the system of tax incentives for innovation, it is worth looking at the fact that Japan has a lot of experience in this area. Therefore, he experimented with six approaches to spur innovation and tax breaks in this country.

The synergistic effect of scientific, educational, and industrial relations is observed in countries (Great Britain, Norway), where research centers and universities provide more tax incentives for joint research. Strengthening the commercial orientation of science will create more favorable conditions for developing small innovative enterprises. From this point of view, the following approach can be considered appropriate.

"One of the incentives for the transfer of science to a commercial footing is the provision of contributions to the payroll fund in small applied institutions created at universities and research centers, and the exemption from VAT for research and development work of such entities" [12, p.120].

4 Conclusion

Even in the face of the inherent uncertainties of innovation, current performance indicators for assessing the effectiveness of financing innovation in manufacturing do not achieve the desired development prospects, even if they meet the requirements of objectivity and comprehensiveness.

When analyzing the above materials, it is easy to see that tax credits for researchers, an approach that reduces their social contributions, can ultimately play an essential role in the chain of materialization and commercialization of scientific ideas.

The main direction of the innovative development of industrial enterprises is concentrated on the priority areas of high-tech production. Knowledge is becoming the primary resource for socio-economic and innovative development. And it is the knowledge that is the key factor that determines the increase in the level of competitiveness of an enterprise and a significant increase in its market value.

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Primary Paper Section: A

Secondary Paper Section: AH

F MEDICAL SCIENCES

FA	CARDIOVASCULAR DISEASES INCLUDING CARDIO-SURGERY
FB	ENDOCRINOLOGY, DIABETOLOGY, METABOLISM, NUTRITION
FC	PNEUMOLOGY
FD	ONCOLOGY AND HAEMATOLOGY
FE	OTHER FIELDS OF INTERNAL MEDICINE
FF	ENT (IE. EAR, NOSE, THROAT), OPHTHALMOLOGY, DENTISTRY
FG	PAEDIATRICS
FH	NEUROLOGY, NEURO-SURGERY, NUERO-SCIENCES
FI	TRAUMATOLOGY AND ORTHOPAEDICS
FJ	SURGERY INCLUDING TRANSPLANTOLOGY
FK	GYNAECOLOGY AND OBSTETRICS
FL	PSYCHIATRY, SEXOLOGY
FM	HYGIENE
FN	EPIDEMIOLOGY, INFECTION DISEASES AND CLINICAL IMMUNOLOGY
FO	DERMATOLOGY AND VENEREOLOGY
FP	OTHER MEDICAL FIELDS
FQ	PUBLIC HEALTH SYSTEM, SOCIAL MEDICINE
FR	PHARMACOLOGY AND APOTHECARY CHEMISTRY
FS	MEDICAL FACILITIES, APPARATUS AND EQUIPMENT

PECULIARITIES OF THE INDIVIDUAL PROFILE OF THE PERSONALITY OF STUDENTS IN THE MEDICAL INSTITUTION OF HIGHER EDUCATION

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Abstract: The article presents the results of a study of the psychological characteristics of students in grades 1-4 through questionnaires. The following were studied: students' attitude to their physical 'Self"; gender differences were established in the perception of own physical development by boys and girls of different levels of physical fitness; the individual profile of the physical 'Self" of the individual was determined. For effective teaching impact on each individual, it was necessary to study students' self-esteem, which can be favorable for stimulating students' self-improvement through physical education. For effective teaching impact on each individual, it was necessary to study students' self-esteem, which can be favorable for stimulating students' self-improvement through physical education. The impact of self-assessment of physical development and health as a subjective indicator had a remarkable effect on the study results, based on objective indicators of physical fitness levels and the frequency of morbidity. The study confirmed that reflection in physical culture and sports is important for the development of students' personalities. We found that achievement needs among older boys are higher than among girls. When studying the age characteristics of the need for student achievement, it was found that the number of girls with low levels of need for achievement raises with age, while in boys, the situation is the opposite. The low level of achievement needs is mostly among young men and women who do not play sports.

Keywords: Motivation, Physical education, Self-description, Self-development, Students.

1 Introduction

Reforming in the education and health care system creates new requirements in the formation of new types of specialists who must not only master the specialty, but also have communication skills, business communication, be able to adapt to new changes, be physically and mentally developed, stress-resistant and independent. Training in higher educational institution is intense mental work, which is performed in conditions of time shortage, and in distance learning – against the background of a sharp decrease in motor activity. An effective measure to increase the overall mental capacity in the context of student health is to increase their physical movement activity by performing physical exercises in the process of independent physical education [3, 7, 19, 12-15, 16, 20, 22].

Gradually reduced, and later completely changed to the distance one, share of full-time physical education classes in the higher educational institution cannot fully fill the deficit of physical activity of students, ensure the restoration of their mental capacity, prevent diseases that develop against chronic fatigue. The solution of this problem is facilitated by independent classes of students in physical exercises according to the proposed algorithm of the teacher. Neutralization of negative trends in the individual physical health of modern students is becoming a necessary measure. According to regulations, there is a need to regulate balanced physical activity, to organize individual physical education as components of a healthy lifestyle of young people.

Independent physical exercises in distance learning should be provided with pedagogical support of the teacher. At the same time, the consultative form of teaching at regulation of activity of students on of higher education institutions' curricula by means of the diary of physical self-development is offered. The priority of education is to encourage self-development, the desire for motor creativity, the development of organizational skills.

2 Materials and Methods

One of the main directions in the process of physical education of students should be activities aimed at maintaining mental and physical health. Unfortunately, the specific orientation in the use of means, methods of physical education gradually leads to the departure of education from physical culture. As a result, physical education, as a discipline in the higher educational institution does not fully fulfill its important function – the formation of the value attitude of the individual to own physical improvement [1, 2, 4, 5, 6, 9, 15-18, 20-22]. Therefore, the issue of motivating students to engage in physical culture and sports should be given considerable attention.

Today, Ukraine has formed a new educational paradigm, the priority of which is humanization, consideration of the innate potential of each person, its harmonious development, including physical, which leads to a situation that provides new educational needs that can be met improving the forms, means, and technologies of learning, especially in distance learning. Motivation theories of Maslow, Aseev, Leontiev, Markova, Faizullayev, Heckhausen, and other scientists show that motivation is the driving force of behavior and activity of personality. There are different approaches to the classification of motives. Scientists Markova and Poluyanov separate external and internal motivation. The theory of motivation for motor activity, proposed by Krutsevich [20], has a combination of external and internal factors that play a key role in shaping the motivation for motor activity. Obviously, in order to form a strategy for involving pupils and students in regular physical education classes, it is necessary to pay attention to the interests, motives, values in the field of physical culture, their attitude to physical activity. It is not enough to focus on only one of the indicators of biological or psychosocial system, but it is necessary to take into account not only physiological and morpho-functional features of boys and girls, but also the whole complex of biological and social personality traits, implementing self-development strategy in the process of physical education [10, 12-14].

The purpose of the study is to form the organizational and methodological conditions of value orientations for the physical self-development of students in an independent mode of study.

As research methods, we used test questionnaire by Bochenkova "Self-description of physical development", which is a modified version of the well-known method of Prikhozhan [5].

3 Results and Discussion

According to the questionnaire, 611 students took part in our study, of which 403 (66%) were girls and 208 (34%) were boys.

The test results show a number of indicators of physical development of the individual: "global physical Self", "motor coordination", "self-esteem", "slimness of the body", "physical activity", "power", "health", "sports ability", "mobility", "endurance", "appearance". The indicator of general self-esteem was calculated as the ratio of the obtained indicators with standard norms. Thus, the features of self-esteem of boys and girls were evaluated and the obtained results were compared. The study established the limit of adequacy of each respondent's own assessment of their appearance, strength, their own achievements in sports and regularity of training, coordination skills and their own health. Attention should be paid to the statements of the scales "health" and "self-esteem", which were characterized by the predominance of opposite trends: either the maximum manifestation of the proposed parameter or its absence. The parameters of "appearance" included the physical data of the subject, his constitution and physique. A high level of self-esteem could indicate personal immaturity, lack of understanding of adequate performance or comparison with peers. This attitude towards oneself, on the one hand, indicates self-confidence, and on the other hand indicates a violation of personality formation, closeness to experience, non-perception of own mistakes, remarks of the social environment. Underestimation of oneself also has an adverse effect on personality development. Low self-esteem can indicate two psychological phenomena, such as "protective" insecurity, in the form of declaring own incompetence, and in the form of lack of abilities, which allows making no effort to overcome obstacles and troubles.

The most statistically significant was the fact that young people overestimated the following parameters: “power”, “sports ability”, “global physical Self”, “health”. The girls rated the “appearance” and the “global physical Self” the highest, which indicates the priorities of an attractive appearance over health and the level of physical fitness at this age. There was also a tendency to reduce attention to physical activity, sportsmanship and qualities in the general system of values of young people.

Taking into account the data on self-esteem of physical “Self’, appearance and level of physical fitness, in order to determine the students' ability to conduct their own reflection, we considered their level of need to succeed.

As a result, we found that the level of achievement needs among older boys is higher than among girls. When studying the age characteristics of the need for student achievement, it was found that with age, there are more girls and less boys with low levels of need for achievement. The low level of achievement needs is observed mostly among young men and women who do not play sports.

Thus, to implement the process of forming students' needs for physical self-improvement and self-development, they need to conduct both formal and substantive reflection on their own actions, and this involves a range of skills:

- To control their own motor activity;
- To control the performance of physical exercises during independent work, including remote one;
- To determine the sequence of stages of self-improvement, based on the reflection of past activities;
- To transform the self-analysis of the actions that have taken place and to analyze new ones depending on the purpose and conditions.

Our study covers undergraduate students of I-II years of study with compulsory study of the subject of physical education and students of subsequent III-IV years without compulsory physical education classes. First, we will consider the attitude of boys and girls of the I-II years of study to their physical “Self” and determine the features of self-description of their physical development (Table 1). To compare the results of the self-description of physical development on individual scales, we chose relative indicators - for this purpose, the absolute scores were translated as a percentage of the maximum score (% of the maximum score) (according to Bochenkova). Thus, the average values of both boys and girls range from 72% to 85% of the maximum score, which generally indicates a slightly inflated level of students' perceptions of their physical fitness.

According to the average score, the first- and second-year students scored the highest on the following scales: “slimness of body” (95.9% of the maximum score), “motor coordination” (88.7%) and “global physical “Self” (86, 6%). In girls of the I-II course, “endurance” received the highest score (93.7%), followed by the following indicators: “slimness of the body” (86.8%) and “sports ability” (85.6%) (Table 1).

Table 1: The average value of the questionnaire “Self-description of physical development” (I-IV course), (% of maximum score), (n = 611)

Year		Health (48)	Motor coordination (36)	Physical activity (36)	Slimness of the body(36)	Sports abilities (36)	Global physical Self (36)	Appearance (36)	Power (36)	Mobility (36)	Endurance (36)	Self-esteem (48)	Overall level of self-description (420)
I-II	boys	85.00	88.70	80.19	95.93	80.56	86.67	72.96	78.33	83.89	80.56	85.42	83.32
	girls	75.81	85.04	90.69	86.82	85.63	83.25	72.54	74.92	84.64	93.77	84.22	84.15
III-IV	boys	81.18	80.92	74.87	78.06	79.12	79.77	73.24	75.36	72.91	80.59	81.24	77.61
	girls	83.11	86.44	78.82	86.58	79.46	84.37	84.23	77.61	81.31	75.47	86.42	82.07

Comparing the self-assessment of the physical “Self” in junior courses for boys and girls, we find that in the first and second year, boys, from eleven indicators of physical development, rated eight higher than girls. On the other hand, in the third-fourth year the situation changed somewhat: according to almost all scales of physical development self-description, boys’ self-esteem is equal to girls' self-esteem, and on the scales of global physical “Self”, “power” and “endurance” scales it becomes lower. The analysis of self-assessment of the development of physical qualities and physical “Self” of young men of I-IV courses indicates their weak level of physical fitness and insecurity in their own appearance. The worst performance of the boys was marked by scales: “appearance” and “mobility”, while “self-esteem” has one of the highest scores. Girls of this age group, assessing their own physical “Self”, gave the highest score to the following physical qualities: “slimness of the body”, (I-II year: 86.8%, III-IV year: 86.6%), “self-esteem” (I- II year: 84.2%, III-IV year: 86.4%) and “global physical Self” (I-II year: 83.2%, III-IV year: 84.4%). At the same time, there is low physical activity in III-IV years and underestimation of strength abilities. The scale “global physical “Self” gives a general assessment of the physical condition of respondents, i.e., allows getting aggregate data on the level of development of their own physical qualities and health, as well as appearance. According to this scale, young men and women have a slightly inflated self-esteem.

There is a tendency attracting attention - decrease is observed in self-esteem of young men in points from I-II to III-IV years on qualitative characteristics: health (from 85.4% to 81.2%), motor coordination (from 88.7% to 80.9%), physical activity (from 80.2% to 74.5%), power (from 78.3% to 75.4%). The same goes for girls. Comparing the self-description of physical development of boys and girls, we find that with a low level of physical activity and low self-esteem of physical qualities, in young men there is overestimated overall self-esteem and self-health. Girls of I-II years with low physical activity, underestimation of own physical qualities, have too high overall self-esteem and overestimate the slenderness of their body. That is, at this age, young men and women with low self-esteem of physical qualities consider themselves quite attractive. However, the difference between the scores in the age groups of boys and girls of I-II years and III-IV years is not significant, so we continued to pay attention to the difference in various parameters of this distribution.

Having studied the indicators of self-description of physical development of boys and girls of different age groups, we determined the general level of self-assessment of physical development of students. The results are presented in Table 2. The study of the general level of self-esteem of physical development of students revealed the dominance of mostly high level.

Table 2: The general level of self-assessment of physical development of students, (n = 611), %

The level of self-esteem	Girls I-II years, n=217	Boys I-II years, n=103	Girls III-IV years, n=186	Boys III-IV years, n = 105
Over-evaluation	30.20	10.00	17.53	30.10
High	60.80	73.00	59.95	55.56
Average	0,00	17.00	22.52	12.6
Low	0.00	0.00	0.00	1.94

This is most evident at the I-II years of study. With age, the self-esteem of respondents, regardless of gender, becomes more realistic. However, boys have a higher self-assessment score for physical development than girls.

As N. Moskalenko emphasizes, self-esteem indicates the degree of development of an individual's sense of self-esteem, self-worth and positive attitude to everything that falls within the scope of his “Self”. Therefore, low self-esteem implies rejection of oneself in the present state, and feeling of a negative attitude towards own personality [22]. Listening to the scientist's opinion, to determine the critical periods of low self-esteem of students' physical development, we took an indicator of their “high” overall self-esteem. We found that high self-esteem of physical development is most common in both boys and girls in the first and second years of study.

According to the results, we also identified some indicators of physical development and excessive attention to certain qualities and character traits of boys and girls that are valuable to them (Figure1, 2). Reassessment of one's own physical qualities can be interpreted as the desire of young people to direct their opportunities to improve their level of physical fitness. That is, overestimated own capabilities may have individual value for respondents. Among these, young people include the following: “slimness of the body”, “motor coordination”, “global physical “Self”, “self-esteem”.

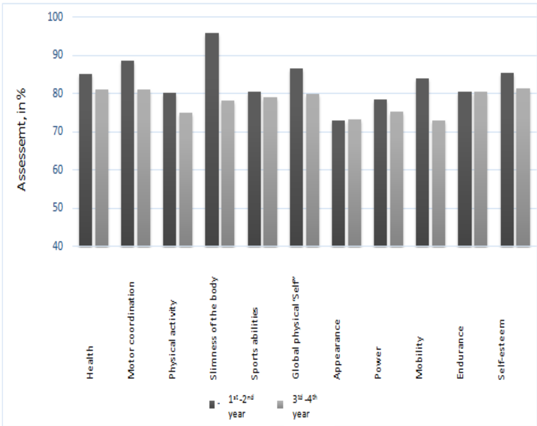

Figure 1 – Comparative characteristics of the questionnaire “Self-description of physical development” of boys of different years of study

There is a decrease tendency in certain values of physical activity with age. Underestimated ones in junior students were: “endurance”, “mobility”, “power” and “appearance”. The following indicators were underestimated for senior students: “power” and “physical activity”. For junior girls, the “global physical Self” and “slimness of the body” can be significant and affect their motivation to engage in physical activity, as their self-esteem increases with age (Fig. 2). Although girls' self-assessment of physical qualities becomes more realistic in senior years of study, the following indicators of physical development have been significant for them: “health”, “self-esteem”, and “motor coordination”.

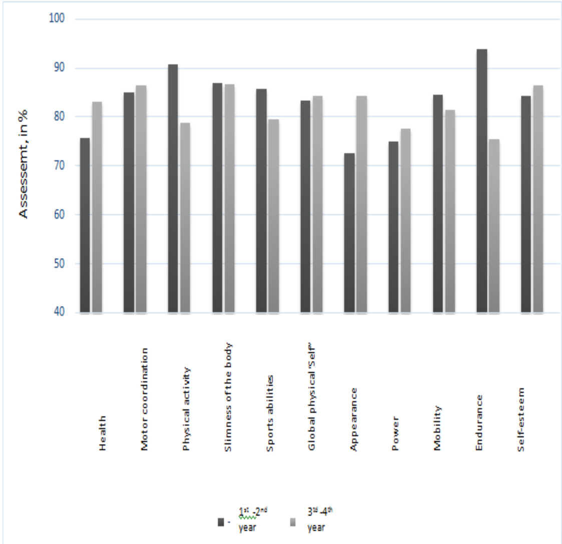

Figure 2 – Comparative characteristics of the questionnaire “Self-description of physical development” of girls of different years of study

Given the fact that the number of observations of respondents is quite large, we conducted a factor analysis with verimax rotation and isolation of the main components. A total of 11 indicators were included, and factors that accounted for at least 6% were interpreted. In the factor matrix of indicators of self-description of physical development of students, two factors were identified: “physical fitness” and “appearance” (Table 3).

Table 3: Matrix of returned components of factor analysis of the questionnaire indicators “Self-description of physical development”

	Factors	
	1	2
Endurance	0.852	0.123
Sports abilities	0.813	0.333
Motor coordination	0.802	0.243
Physical activity	0.778	0.051
Power	0.734	0.259
Mobility	0.627	0.179
Health	0.376	0.149
Appearance	0.111	0.891
Global Physical Self	0.463	0.787
Self-esteem	0.256	0.789
Slimness of the body	0.123	0.679

The first factor (37.2%) included 7 components with correlation coefficients from 0.376 to 0.852, which indicates a sufficient informativeness of the method “Self-description of physical development” in determining the importance of its components. These components characterize the sports orientation of the respondents: “sports ability”, “endurance”, “physical activity”, “motor coordination”, “strength”, “flexibility”, “health”. We interpreted this factor as “physical fitness”. The second factor has a 25.5% variance contribution and contains 4 components that characterize the appearance of respondents: “appearance”, “global physical Self”, “self-esteem”, “slimness of the body”. We interpreted this factor as “appearance”. As a result of factor analysis, new variables were formed: Factor 1 and Factor 2, which accumulated the impact of the indicators included in them.

4 Conclusion

In the course of the research, the interdependence of the sphere of realization of students' activity and the sphere of self-consciousness and self-assessment of young men and women in the process of forming the level of personal need for success was determined. The most statistically significant was the fact that young people overestimated the following parameters: “power”, "sports ability", "global physical Self", "health". The girls rated the "appearance" and the "global physical Self" the highest, which indicates the priorities of an attractive appearance over health and the level of physical fitness at this age. There was also a tendency to reduce attention to physical activity, sportsmanship and qualities in the general system of values of young people. Thus, the results of the scientific experiment allow asserting the existence of significant differences in relation to the own health in students of different years of study, which has a direct impact on their level of overall self-esteem. Boys directly associate self-esteem with their strength and physical activity, girls - with appearance and motor coordination. The study confirmed that reflection in the field of physical culture and sports is important for the development of students' personalities. It creates a holistic view of young men and women about the goals, content, forms and means of physical education, which allows them to be critical of themselves and their activities in the past, present, and future, and represents one of the components of the necessary motivational structure of personality. Taking into account the data on self-assessment of physical "Self", appearance and level of physical fitness, in order to determine the ability of students to conduct their own reflection, the student level of need to achieve success was considered. As a result, we found that the level of achievement needs among older boys is higher than among girls. When studying the age characteristics of the need achievement in student, it was found that with age, there are more girls and less boys with low levels of need for achievement. The low level of achievement needs is observed mostly among young men and women who do not play sports.

The prerequisites for the development of the algorithm of self-development were generalized in order to create a special social microenvironment in which the greatest incentives for the development of creative dedication, efficiency, training, sports, volunteering arise. At the same time, we propose to maintain psychological comfort, stimulate the disclosure of psychophysiological potential of the individual, actualize the process of self-improvement of students. In the implementation of this strategic direction, students will develop responsibility for their own health in the structure of general cultural development, which is manifested in the stylistic features of behavior to build themselves as full-fledged persons in moral, spiritual, and physical aspects of life. Such an organization of physical education of young people will act as a model of social relations in open society of successful and healthy people.

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Primary Paper Section: F

Secondary Paper Section: FP, AM

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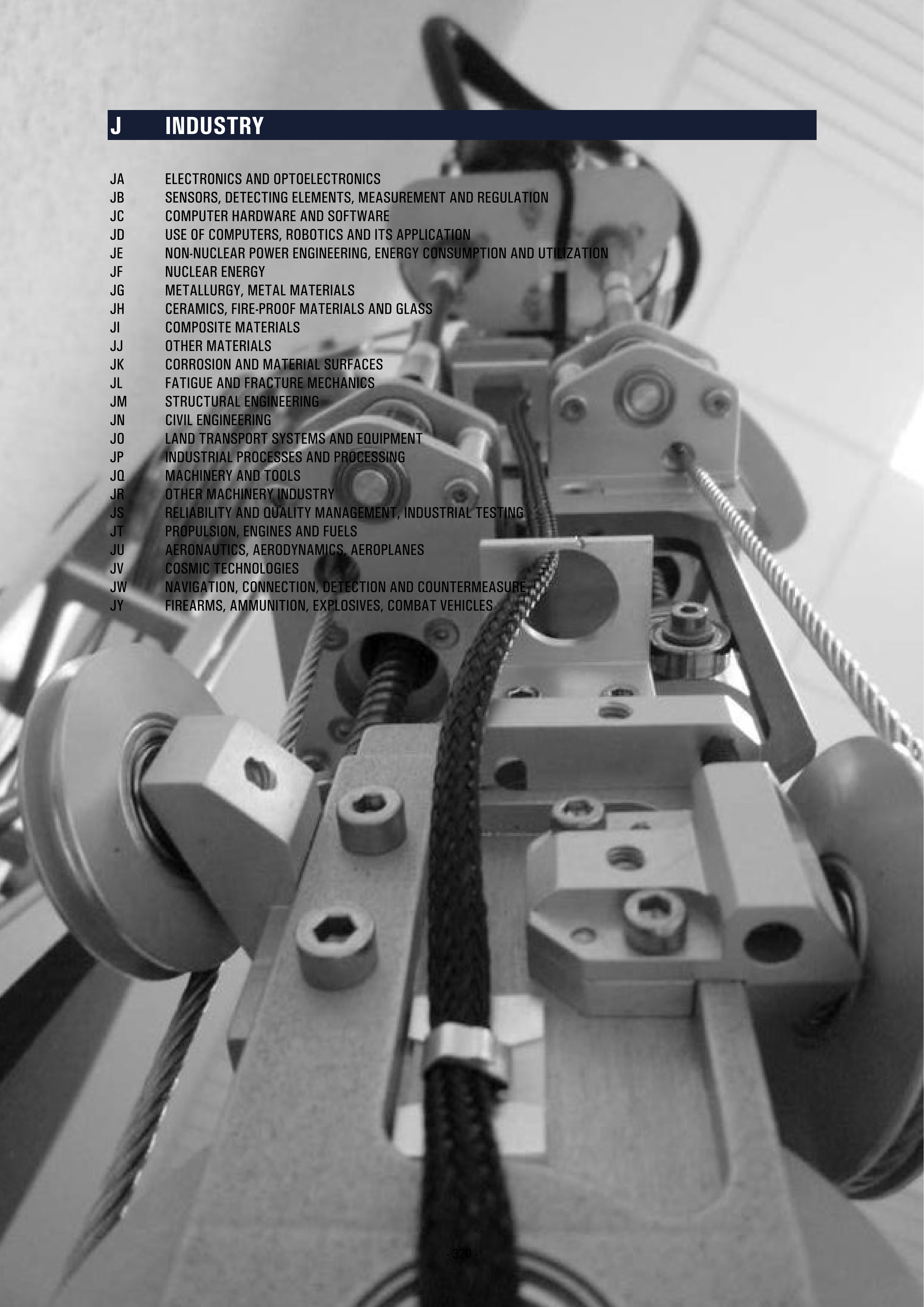
JW	NAVIGATION, CONNECTION, DETECTION AND COUNTERMEASURE
JY	FIREARMS, AMMUNITION, EXPLOSIVES, COMBAT VEHICLES



EXPERIMENTAL AND STATISTICAL STUDIES OF THE INITIAL MODULE OF ELASTICITY AND THE MODULE OF DEFORMATIONS OF CONTINUOUS WOOD AT DIFFERENT AGES AND MOISTURE CONTENT

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Abstract: A brief overview of the determination of the initial modulus of elasticity and the modulus of deformation of different elastic and elastic-plastic materials is carried out. A universal method for determining the initial modulus of elasticity and the modulus of deformation of solid and modified wood is proposed. It is established that when the age of wood changes from 60 to 20 years, the initial modulus of elasticity and the modulus of deformation decreases: for birch prisms by 17.1%; for alder by 12.1%; ash by 14.3%; larch by 13.2%; pines by 13.1%; spruce by 17.0%. It was also found that the initial modulus of elasticity of all studied species due to drying from 30 to 12% increases, in particular for birch 1.23 times, alder – 1.61 times, ash – 1.18 times, larch – 1.29 times, pines – 1.33 times, spruce – 1.35 times. The change of initial modulus of elasticity of deciduous and coniferous species of wood depending on age in the range from 60 to 20 years and from moisture content from 30 to 12% is given.

Keywords: Age, Initial modulus of elasticity, Modulus of deformation, Moisture content, Solid wood, Strain, Stress, Stress level.

1 Introduction

Wood is an elastic-plastic material with its own special properties. Materials, parts, products, elements, and structures of wood are found at every step in everyday life [3, 9, 10, 17-20, 21, 24, 26, 28-30, 33, 37]. Therefore, a very important factor is that its physical and mechanical properties are variable and depend on age, moisture content, rate of deformation, and many other components. All these features must be taken into account in the design and manufacture. A very important characteristic of wood is the initial modulus of elasticity and the modulus of deformation. The correct definition of these two important parameters directly affects the design of materials, products, parts, elements, and structures based on wood. It is also very important to be able to observe how the modulus of deformation changes when the samples are loaded directly to the top point of the deformation diagram of the material "stress-strain".

A special aspect is the influence of age and moisture content on the mechanical properties of wood and composite materials based on it. These factors must also be taken into account when determining the initial modulus of elasticity and the modulus of deformation.

2 Materials and Methods

The mechanical properties of solid wood have been studied since the beginning of the last century. This process of rapid development has taken place since the middle of the last century. But until recently, experimental studies of compression, tension, bending were conducted on hydraulic installations on the increase in loads [1, 3, 7, 10, 12, 15, 17], which did not allow establishing the true values of strength and deformation in the supercritical stage of the material. It also did not allow building a complete deformation diagram of "stress-strain" with a descending branch.

In recent years, engineers have proposed electromechanical and servo-hydraulic systems [6, 16, 22, 31, 32, 34], which allow testing different materials for increasing displacement, i.e., studying samples, both of precritical and supercritical stages of samples of different origins.

We conducted experimental studies of wood at different ages and moisture content on a modern test machine STM-100 [22, 34-36] and built complete diagrams of deformation of hardwood and coniferous species by axial compression along the fibers under short-term load. This installation allows testing samples of different sizes for compression, tension, bending according to current world standards [1, 5, 11 – 13, 15] and establishing the basic mechanical characteristics of materials, in particular, wood, both on the ascending and descending branches of the deformation diagram "stress-strain". Therefore, it remains to propose a method and determine the initial modulus of elasticity and modulus of deformation of solid wood at different ages and moisture content. The purpose of the study is to propose a method for determining the initial modulus of elasticity and the modulus of deformation of solid wood of deciduous and coniferous species of different ages and moisture content.

The method used in the current standards [8, 15] is a multiple re-loading-unloading (cyclic loading to a certain level with unloading) to select plastic deformations of wood does not lead to a purely linear relationship between stresses and strains. Therefore, it is not possible to establish the true value of the initial modulus of elasticity in this way. Therefore, the initial modulus of elasticity of wood can be set from the condition of the limit position of the cutting modulus of elastic-plasticity E' under conditions when the angle of inclination and relative deformations are striving to 0.

3 Results and Discussion

Based on experimental studies, it was found that the dependence of "stress σ_c – strain u_c" on a single short-term compression along the fibers with a constant rate of deformation due to plastic deformations occurring at the lowest stresses is nonlinear from the beginning of loading. But with increasing stress, the curvature of the diagram with longitudinal compression of the wood also increases. Therefore, when determining the initial modulus of elasticity and modulus of deformation, it is necessary to take into account the following laws of the material. The modulus of deformation (cutting modulus of elastic-plasticity) of wood and composite materials based on it E' depends on the stress level σ_c.

Given our experimental and theoretical studies of samples of structural dimensions of solid wood birch, alder, ash, larch, pine, spruce of different ages (60, 40, 20 years) and moisture content (30, 21, 12%) axial compression along the fibers short-term load under hard mode of application of load with constant deformation rate [22, 35] and the proposals given in [25], the deformation (cutting) module can be written as follows:

$$E^{'} = E_o(1 \pm \lambda_{f_{c,0,d}} \eta), \tag{1}$$

where $\lambda_{f_{c,0,d}}$ – the coefficient of plasticity of solid wood by compression along the fibers; η – stress level in solid wood

Based on the experiment [22], formula (1), and taking into account [25], we construct diagrams "E'-η" and determine the initial modulus of elasticity and modulus of deformation of deciduous (birch, alder, ash) and coniferous (pine, spruce, larch) wood species at a standard moisture content of 12% aged 60 (Figure 1), 40 (Figure 2), 20 (Figure 3) years and conduct a statistical evaluation of the values obtained (Table 1).

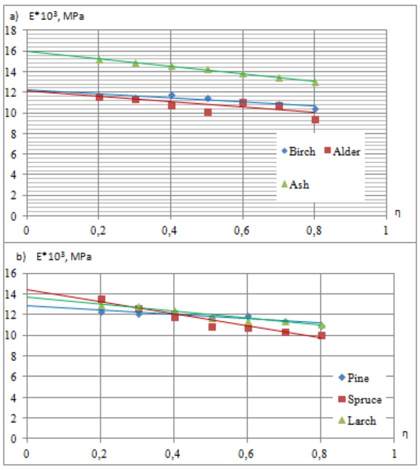

Figure 1 – Diagrams "E-η" (cutting module – stress level) of different species of solid wood at the age of 60 years at a moisture content of 12%: a) deciduous; b) conifers

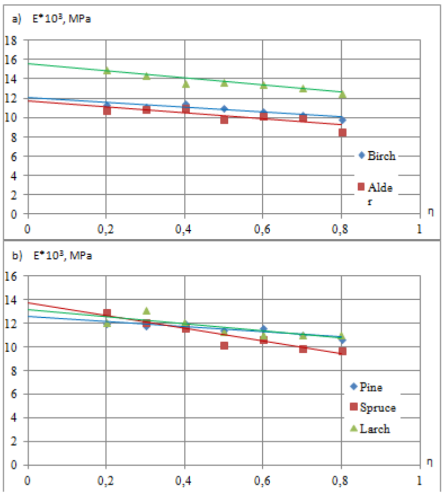

Figure 2 – Diagrams "E-η" (cutting module – the level of strain) of the older generations of the succinct tree in 40 years of age for 12% moisture content of the following: a) deciduous; b) conifers

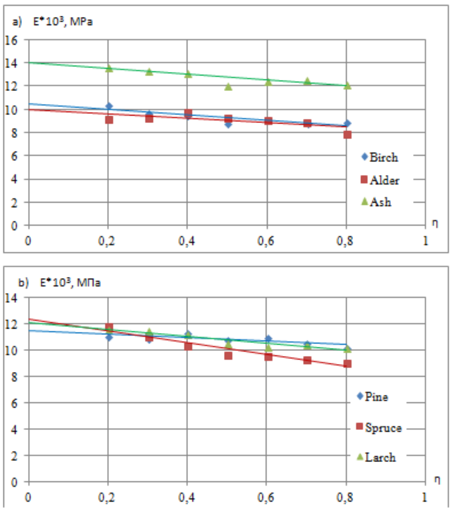

Figure 3 – Diagrams "E-η" (the cutting module – the level of strain) of the younger generations of the succulent tree in 20 years of age for 12% moisture content of the following: a) deciduous; b) conifers

Table 1: Basic Parameters and Statistics of the Correlation Equations of Regression "E-η" of solid wood of deciduous and coniferous species of different ages at a standard moisture content of 12%

Name of the sample	Correlation equation	r	m_r	$\frac{r}{m_r}$	V,%
The age of the wood is 60 years					
Birch-12-60	$E'=12{,}286\cdot(1-0{,}044\cdot\eta)$	0,948	0,045	13	1,71
Alder-12-60	$E'=12{,}061\cdot(1-0{,}057\cdot\eta)$	0,939	0,044	12	1,78
Ash-12-60	$E'=15{,}989\cdot(1-0{,}064\cdot\eta)$	0,998	0,001	732	3,13
Pine-12-60	$E'=12{,}910\cdot(1-0{,}047\cdot\eta)$	0,925	0,057	16	4,07
Larch-12-60	$E=13{,}716\cdot(1-0{,}058\ \eta)$	0,966	0,058	38	1,55
Spruce-12-60	$E=14{,}386\cdot(1-0{,}090\cdot\eta)$	0,969	0,023	42	2.57
The age of the wood is 40 years					
Birch-12-40	$E'=12{,}138\cdot(1-0{,}045\cdot\eta)$	0,924	0,056	17	2,30
Alder-12-40	$E'=11{,}757\cdot(1-0{,}106\eta)$	0,886	0,008	111	3,81
Ash-12-40	$E'=15{,}487\cdot(1-0{,}066\cdot\eta)$	0,940	0,019	49	3,13
Pine-12-40	$E'=12{,}540\cdot(1-0{,}048\cdot\eta)$	0,831	0,068	12	4,59
Larch-12-40	$E'=13{,}291\cdot(1-0{,}060\cdot\eta)$	0,898	0,030	30	1,78
Spruce-12-40	$E'=13{,}726\cdot(1-0{,}139\cdot\eta)$	0,914	0,018	50	2,57
The age of the wood is 20 years					
Birch-12-20	$E'=10{,}585\cdot(1-0{,}034\cdot\eta)$	0,772	0,153	5	1,93
Alder-12-20	$E'=9{,}957\cdot(1-0{,}106\eta)$	0,786	0,145	5	4,81
Ash-12-20	$E'=14{,}099\cdot(1-0{,}055\cdot\eta)$	0,987	0,010	101	0,62
Pine-12-20	$E'=11{,}432\cdot(1-0{,}037\cdot\eta)$	0,753	0,164	5	2,10
Larch-12-20	$E'=12{,}061\cdot(1-0{,}057\cdot\eta)$	0,939	0,044	21	0,62
Spruce-12-20	$E'=12{,}322\cdot(1-0{,}139\cdot\eta)$	0,954	0,034	28	1,78

We also present a histogram of the dynamics of change of the initial modulus of elasticity (Figure 4). This figure also decreases in the interval from 60 to 20 years: for birch prisms – by 17.1%; alder – by 12.1%; ash – by 14.3%; larch – by 13.2%; pines – by 13.1%; spruce – by 17.0%.

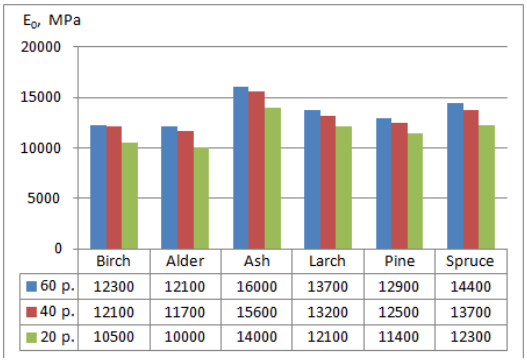

Figure 4 – Dynamics of change of the initial modulus of elasticity of solid wood of deciduous and coniferous breeds at different ages

Different scientists paid very little attention to the mechanical characteristics of solid wood of different ages, including the initial modulus of elasticity and the modulus of deformation. There are virtually no such studies in the literature. Therefore, it is important to provide information from our own research of such parameters that would take into account when designing structural materials, parts, products, elements, structures of wood, considering the age factor not only for 20, 40, and 60 years, but also intermediate.

Thus, on the basis of experimental studies [22], we establish the dependence of the initial modulus of elasticity of prisms with the corresponding age of deciduous (Figure 5a) and coniferous (Figure 5b) species, while setting this parameter of all studied wood species in the range of 20-60 years after 5 years (Table 2).

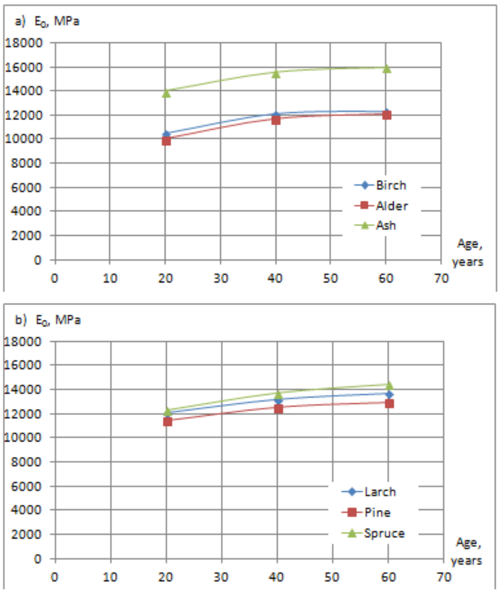

Figure 5 – For determining the initial modulus of elasticity of wood aged from 20 to 60 years at a standard moisture content of 12%: a) deciduous species; b) conifers

Table 2: The value of the initial modulus of elasticity E_0 of solid wood by age determined in Fig.5a and 5b

Age, years	Wood species					
	Deciduous species			Conifers		
	Birch	Alder	Ash	Larch	Pine	Spruce
	E_0, MPa	E_0, MPa	E_0, MPa	E_0, MPa	E_0, MPa	E_0, MPa
60	12300	12100	16000	13700	12900	14400
55	12300	12000	15900	13600	12800	14300
50	12200	11900	15800	13500	12700	14100
45	12100	11800	15700	13300	12600	13900
40	12100	11700	15600	13200	12500	13700
35	11900	11600	15300	13000	12300	13500
30	11400	10900	14900	12700	11900	13000
25	11000	10500	14400	12400	11600	12700
20	10500	10000	14000	12100	11400	12300

Based on the experiment [35], formula (1), and taking into account [25] we construct diagrams "E'-η" and similarly determine the initial modulus of elasticity and modulus of deformation of deciduous (birch, alder, ash) and coniferous (pine, spruce, larch) wood species aged 60 years at a moisture content of 30% (Figure 6), 21% (Figure 7) and conduct a statistical evaluation of the values obtained (Table 3).

The diagram "E'-η" for a standard moisture content of 12% is shown in Figure 6.

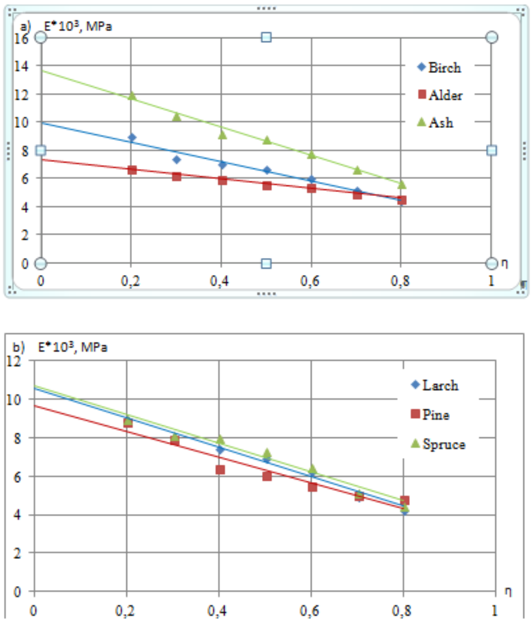

Figure 6 – Diagrams "E-η" (cutting module – stress level) of different solid wood species by moisture content of 30% at the age of 60 years: a) deciduous; b) conifers

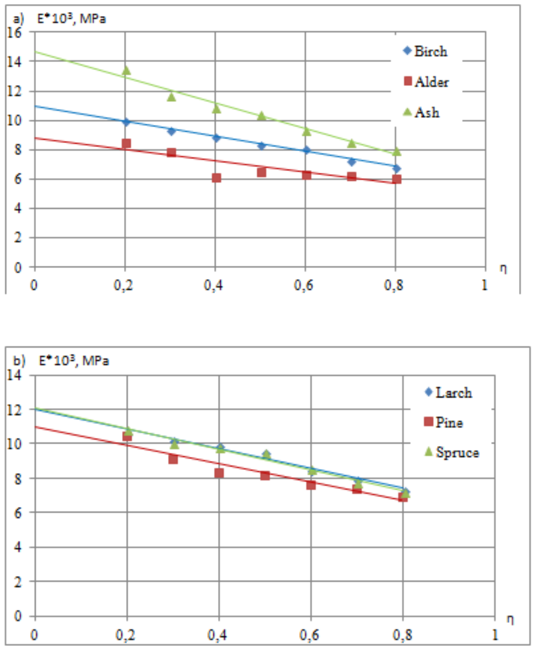

Figure 7 – Diagrams "E-η" (cutting module – strain level) of different species of solid wood at a moisture content of 21% at the age of 60 years: a) deciduous; b) conifers

Table 3: Basic parameters and statistics of correlation equations of regression "E-η" of solid wood of deciduous and coniferous species at different moisture content at the age of 60

Name of the sample	Correlation equation	r	m_r	$\frac{r}{m_r}$	V, %
Wood moisture content 30%					
Birch-30-60	E'=9,957·(1-0,346 η)	0,981	0,015	67	3,58
Alder-30-60	E'=7,457 ·(1-0,173η)	0,950	0,037	25	3,29
Ash-30-60	E'=13,644·(1-0,321· η)	0,993	0,005	188	2,37

Larch-30-60	$E'=10{,}582\cdot(1-0{,}310\cdot\eta)$	0,992	0,006	164	3,26
Pine-30-60	$E'=9{,}682\cdot(1-0{,}314\cdot\eta)$	0,963	0,028	35	6,15
Spruce-30-60	$E'=10{,}707\cdot(1-0{,}387\cdot\eta)$	0,984	0,012	84	4,05
Wood moisture content 21%					
Birch-21-60	$E'=10{,}947\cdot(1-0{,}173\,\eta)$	0,990	0,059	17	2,16
Alder-21-60	$E'=8{,}757\cdot(1-0{,}106\eta)$	0,886	0,068	11	3,81
Ash-21-60	$E'=14{,}704\cdot(1-0{,}232\cdot\eta)$	0,945	0,074	15	2,77
Larch-21-60	$E'=11{,}968\cdot(1-0{,}146\cdot\eta)$	0,986	0,011	13	2,09
Pine-21-60	$E'=10{,}986\cdot(1-0{,}180\cdot\eta)$	0,958	0,031	31	3,51
Spruce-21-60	$E'=12{,}073\cdot(1-0{,}197\cdot\eta)$	0,891	0,009	99	2,35

Let us present the dynamics of changes in the initial modulus of elasticity at the same moisture content (Fig. 8).

Thus, the initial modulus of elasticity of all studied species due to drying from 30 to 12% increases, in particular, for birch 1.23 times, alder – 1.61 times, ash – 1.18 times, larch – 1.29 times, pines – 1.33 times, spruces – 1.35 times.

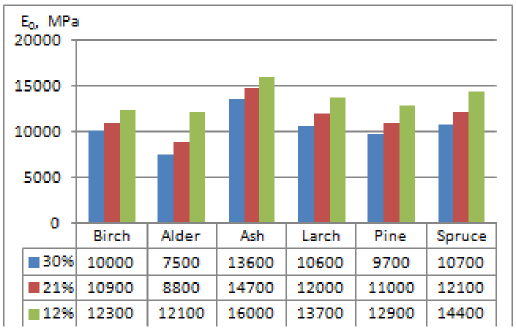

Figure 8 – Dynamics of change of the initial modulus of elasticity of solid wood of deciduous and coniferous breeds at different moisture content

Wood in operation may have different moisture content values than those we studied. Conducting experimental studies of coniferous and deciduous species of wood of structural dimensions [35], and then processing the results, it was observed that at different moisture content parameters, the mechanical parameters are variable.

Therefore, it is important to determine such indicators also at other levels. This can be done by plotting moisture content in the range of 12-50% of such characteristics. These diagrams will allow us to determine the basic mechanical parameters at any moisture content, and as a result have real values of such indicators, including the initial modulus of elasticity. This will allow in the future to take into account even more widely the changing properties of wood, as well as the correct operation of materials, parts, products, elements, structures in aggressive environments. On the other hand, it will allow designers to more accurately calculate the elements and structures of wood, taking into account different moisture content indicators within 12…50%, which in turn will increase the durability of such elements or structures.

Therefore, it is of great importance for us to understand the change the values of the initial modulus of elasticity depending from different indicators of moisture content, which is shown in Figure 9a for deciduous species and Figure 9b for conifers. Similarly, the change in this parameter by 1% is given in Table 4.

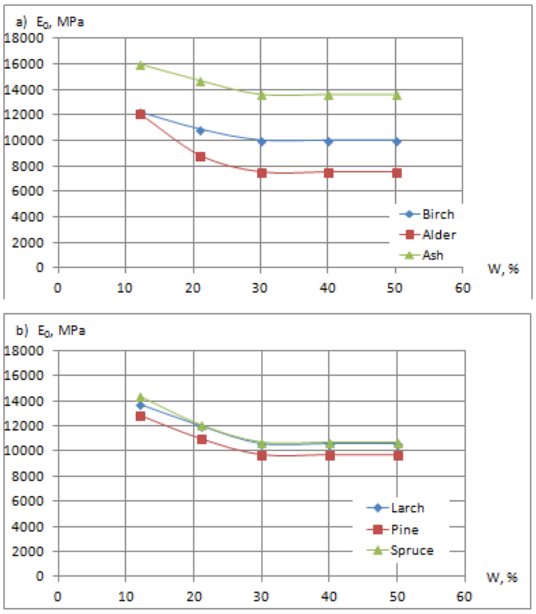

Figure 9 – To determine the initial modulus of elasticity of wood of different moisture content in the range from 12 to 30% at the age of 60 years: a) deciduous species; b) conifers

Table 4: The value of the initial modulus of elasticity E_0 of solid wood with moisture content in the range of 12-30% determined in Figure 9a and Figure 9b

Moisture content W,%	Wood species					
	Deciduous species			Conifers		
	Birch	Alder	Ash	Larch	Pine	Spruce
	E_0, MPa	E_0, MPa	E_0, MPa	E_0, MPa	E_0, MPa	E_0, MPa
30	10000	7500	13600	10600	9700	10700
29	10100	7600	13700	10700	9800	10800
28	10200	7700	13800	10800	9900	10900
27	10300	7800	13900	11000	10000	11100
26	10400	7900	14000	11100	10200	11200
25	10500	8100	14200	11300	10400	11300
24	10600	8200	14300	11500	10500	11500
23	10700	8400	14500	11700	10700	11600
22	10800	8700	14600	11800	10800	11900
21	10900	8800	14700	12000	11000	12100
20	11000	9000	14800	12200	11300	12400
19	11200	9400	14900	12400	11500	12600
18	11300	9900	15000	12600	11700	12800
17	11500	10200	15100	12800	11900	13200
16	11700	10600	15300	13000	12100	13400
15	11900	11100	15600	13200	12500	13600
14	12000	11300	15700	13300	12600	13900
13	12200	11800	15800	13500	12800	14200
12	12300	12100	16000	13700	12900	14400

According to the results of such experimental and statistical studies, the existence of linear correlations between the modulus of deformation and the strain level was confirmed. The linearity of the dependences is confirmed by a good degree of correspondence between the correlation and experimental values of relative deformations, which were taken within the limits according to [25].

To some extent, according to Figures 1a, 1b, 2a, 2b, 3a, 3b, 6a, 6b, 7a, 7b, the closest modulus of elastic-plasticity E' to the initial modulus of elasticity is possible only at small values of stresses σ_c.

It is almost impossible to establish the initial modulus of elasticity at the angle of inclination of the line that will be tangent to the curve "strain σ_c – deformation u_c" at the coordinate origin without establishing the analytical dependence of this curve.

Thus, it can be stated that the initial modulus of elasticity and modulus of deformation (cutting modulus) of wood of different ages and moisture content can be set with great accuracy analytically by formula (1) or graphically using the diagram "cutting modulus – strain level" at $\eta = 0$.

4 Conclusion

A method for determining the initial modulus of elasticity and the modulus of deformation of solid wood of deciduous and coniferous species of different ages and moisture content by axial compression along the fibers under short-term load is proposed.

The formula for determining the initial modulus of elasticity and the modulus of deformation of solid wood of deciduous and coniferous species of different ages and moisture content is proposed.

It is established that when the age of wood changes from 60 to 20 years, the initial modulus of elasticity and the modulus of deformation decreases: for birch prisms – by 17.1%; alder – by 12.1%; ash – by 14.3%; larch – by 13.2%; pines – by 13.1%; spruce – by 17.0%.

It was also found that the initial modulus of elasticity of all studied species due to drying from 30 to 12% increases, in particular for birch 1.23 times, alder – 1.61 times, ash – 1.18 times, larch – 1, 29 times, pines – 1.33 times, spruces – 1.35 times.

The change of initial modulus of elasticity of deciduous and coniferous species of wood depending on age in the range from 60 to 20 years and from moisture content - from 30 to 12% is given.

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Primary Paper Section: J

Secondary Paper Section: JJ, JM, JP