

THEORETICAL BACKGROUND OF THE SYSTEM FOR ADVANCED QUALIFICATIONS OF CIVIL SAFETY SPECIALISTS IN HUMAN CAPITAL MANAGEMENT (UKRAINIAN CONTEXT)

^aVIKTOR MYKHAILOV, ^bVALENTYNA RADKEVYCH,
^cOKSANA PAVLOVA, ^dNELIA KINAKH, ^eOLEKSANDR
RADKEVYCH, ^fIGOR RADOMSKYI, ^gMYKOLA
PRYHODII, ^hSERHII PAVLOV, ⁱIRYNA DROZICH,
^jYEVELINA TSAROVA

^{a,c,h}*Institute of Public Administration and Scientific Research on
Civil Protection, Kyiv, Ukraine*

^{b,i,g,j}*Institute of Vocational Education of the National Academy of
Sciences of Ukraine, Kyiv, Ukraine*

^d*Volyn Institute of Postgraduate Pedagogical Education, Lutsk,
Ukraine*

^f*Ivan Ziaziun Institute of Pedagogical Education and Adult
Education of the National Academy of Educational Sciences of
Ukraine, Kyiv, Ukraine*

^e*Institute of pedagogy of the National Academy of Education
Sciences of Ukraine, Kyiv, Ukraine*

email: ^amvn.2006@ukr.net, ^bipto_info@ukr.net,

^cpavlovaos@ukr.net, ^dne1yakinax@gmail.com,

^emrsradkevich@gmail.com, ^fradomsky@ukr.net,

^gprugodii@ukr.net, ^hspavlovl3@ukr.net, ⁱirinadrozich@ukr.net,

^jyevelina76@ukr.net

and delimitation, include those that determine the structure of the system (namely: element, component, subsystem, supersystem) and those that reflect the essential and functional features of the structural parts of the system (feature, property, attribute, etc.). Consideration of a pedagogical object as a system involves the definition of a set of regularly arranged and interdependent parts that determine the integrity and unity of its development.

The purpose of the study is the theoretical justification of the system of advanced training of civil safety specialists in the management of human capital.

2 Method

The research methods include theoretical (analysis of pedagogical and educational literature on the research problem, comparison, systematization and generalization of existing methods and methods of improving the qualifications of civil safety specialists) and empirical - systematization and generalization of the experience of organizing the professional development of specialists at the Institute of Public Administration and Scientific Research on Civil Protection.

3 Results and Discussion

Features of the system of advanced training of civil security specialists in human capital management

At the current stage of the development of systemology, system properties are distinguished, grouped by certain characteristics and differentiated by scale (integrity, unity of elements, complexity (combination of elements)). But the main goal of thinking on the basis of systems is, first of all, a holistic perception of the subject of knowledge. Integrity as a property of the system, scientists note, is the cornerstone concept of the system approach, which determines the direction of human thinking within its limits [12]. Scientists identify a number of leading features, with the help of which the education system can be described as a holistic entity: the presence of systemic qualities that are inherent in none of the separately taken elements that make up this system; elements, components, parts from which the given system is formed; structure, i.e., certain connections and relationships between parts and elements; functional characteristics of this system as a whole and its individual components; its communicative properties that are manifested in the form of interaction of this system with systems of a lower or higher order, in relation to which it manifests itself as a part (subsystem) or as a whole, etc. [17, p. 81]. The concept of integrity characterizes phenomena, processes, systems from the point of view of the presence of basic components in them, which ensure that in each integral system there is an endless movement, overcoming of contradictions, regrouping of interacting forces, creation of a new quality, emergence of higher-order systems. The professional development system, as a whole, organized by a set of goals, content, conditions, forms, methods that direct and transform the professional life of specialists, is not an exception, it is built taking into account the full impact on the personality and interaction with it [5].

An important feature of the system is its structure, which consists of the internal organization of the system, characterized by the way its components interact and its inherent properties. The structure determines the connections that arise between the system components; it determines the place of each of them in interaction with others. Namely thanks to the structure, integral indicators of the system are formed and manifested. The scientists note that this complex, internally contradictory, multi-quality system contains a real participant in the educational process, who does not simply interact with this system, absorbing external influences - in fact, he becomes its leading component with his own activity and ability to reflect [10, p. 394]. The system of advanced training, which includes the goals and content of education, didactic processes and their forms, the

Abstract: The work theoretically substantiates the system of advanced training of civil security specialists in human capital management as a set of interdependent structural blocks. To solve the specified task, an analysis of pedagogical and educational literature on the research problem, comparison, systematization and generalization of existing approaches and methods of improving the qualifications of civil security specialists was carried out; systematization and generalization of the experience of organizing advanced training of specialists at the Institute of Public Administration and Scientific Research on Civil Protection was conducted. A comprehensive study was performed on the justification of the system of advanced training of civil security specialists in human capital management as a relation of structural and functional components subordinated to the goals of their development for readiness to effectively perform professional tasks. The properties of the defined qualification improvement system were studied. A theoretical model of the system of professional development of civil security specialists in human capital management was built and substantiated. It has been proven that the system of professional development of civil security specialists in human capital management is a process divided into various elements, levels, and parts, which, interacting, combine into a single whole and are aimed at the effective development of the professional competence of the specified personnel potential in order to ensure sustainability and sustainable development of the state and society.

Keywords: professional training system; civil security specialist; personnel potential; human capital management.

1 Introduction

In the conditions of active development of the processes of globalization and international integration, security measures aimed at prevention of dangers associated with threats to human life, health, and well-being are gaining increasingly more importance. The above actualizes the need to create safe and favorable conditions for human life and leads to an increase in requirements for civil safety specialists, the level of their professional knowledge, abilities, and skills in solving issues related to emergency situations and eliminating their consequences [3; 15]. The state educational policy is aimed at solving these problems, the key issues of which are reflected in legislative and regulatory documents. They emphasize the need to improve the quality of training of civil safety specialists, their continuous professional and personal development in human capital management.

The level of education of the population is the most important element of the set of qualities and attributes of a person that help him create economic value. In today's conditions, due to Russian aggression, this designation is more relevant than ever for Ukrainian society. Therefore, the stability and sustainable development of the country depend on the improvement of the education system and educational policy strategies.

The composition of concepts that make it possible to carry out a meaningful description and further analysis of a certain system, the most complete formation of the principles of their existence

learner, and the teacher is a complex organized object that represents the structure of elements and parts and performs certain functions. A change in one element of such a system leads to a change in others, which is especially important to consider in the case of innovations [17, p. 81]. The structure of the professional training system consists of an interdependent set of invariant elements and their hierarchical subordination (specialists - those who need to be taught; the purpose of training - for what, with what purpose to improve qualifications; the content of professional training - what to teach; didactic processes; pedagogical workers (or technical means of professional development); organizational forms of professional development, established interrelationships between them, external relations (as a system of factors that directly affect the system and determine the way it functions, adapts, and transforms over time), laws, principles and regularities its development, etc. [2].

The results of the analysis of the activity of a modern civil safety specialist make it possible to highlight, in particular, the multi-functionality of the system of improving their qualifications, which includes extreme, psychological, social, value, pedagogical, and other aspects. One of the promising ways to improve the qualifications of civil safety specialists is the complete implementation of the idea of multi-functionality as a combination of various functions, duties, and roles performed by a specialist during professional activity. Taking into account the specifics of the profession, the main requirements for the personality of a specialist are clearly defined, which prevents random people from entering this socially important work. Professional activity requires exceptional qualities from a civil safety specialist, which is why his qualification must be improved in conditions of continuous practice, which is impossible without close cooperation with civil protection services of administrative territories. Scientists consider practice as a process of mastering various types of professional activity, in which conditions are created for the specialist to test himself in various professional roles. The value of the practice lies in the organization of pedagogically expedient assistance in the process of personal self-improvement, which is achieved thanks to the formation of self-creative activity, readiness for self-education, the development of subjective personality traits [18, p. 35].

The hierarchical structure of the system is important, and its development is one of the tasks of the general theory of systems [8; 9]. By the hierarchy of the system, the authors understand the complexity and multilevel nature of its structure, which is characterized by certain indicators: the number of levels of the hierarchy of building and managing the system; variety of components and connections; complexity of behavior and non-additivity of properties; complexity of system description and management; the number of parameters and the required amount of information for system management. Hierarchy of the system also consists in the fact that the system can be considered as an element of a higher-order system (supersystem), and its elements - as a lower-order system [13, p. 8, 9].

From the point of view of systematicity, a significant aspect on the way to ensuring the intensity of professional development is purposeful work with the participants of the educational process, first of all, their involvement in independent cognitive activity is a leading factor in the intensification of learning and intellectual development of the individual. Scientists emphasize that such systems are characterized by functioning aimed at the development of a specialist, they have relative independence from the external environment [13, p. 9]. The system of advanced training of civil safety specialists should be based on targeted pedagogical science in the field of civil protection, which ensures high-quality development of the specialist's personality, the use of pedagogical and innovative learning technologies, and the development of professional competence [16].

The effectiveness of the pedagogical process can be ensured by acquiring the adaptive quality of the advanced training system. According to scientists, the term 'adaptation' (with which the

concept of adaptability is connected) in pedagogy means an attitude towards something depending on the change in living conditions; it is the process of transition of those who study from one state to another, from one sphere of activity to another. The specified approach characterizes adaptability, from the point of view of taking into account the factors of influence, as well as the peculiarities of the situation (informational aspect), and from the standpoint of ability to change (structural aspect). The system of advanced training of civil safety specialists in the process of functioning is in changing and partly uncertain conditions, in particular under the influence of factors related to the emergence of new risks that lead to the occurrence of emergency situations. The adaptability of the advanced training system is determined by its ability to prevent contradictions between its components and the correlation of its requirements with societal needs (in our study - to ensure the safety of people) and individual needs for the development of the professional competence of those who study.

Given that the system of advanced training is characterized by an inseparable unity with the external environment (factors affecting the management of the process of the individual's social development), in the relationship with which it reveals its integrity, we focus attention on the ability of the system to perceive, react, and adapt to external influences. We agree with the following opinion of scientists: if the reaction of the system of advanced training to external influences becomes uncontrolled and chaotic, then the system itself sooner or later enters a state of disorder, which means that its coordinated behavior aimed at achieving mutually beneficial goals becomes impossible [7].

The advanced training system is dynamic (functioning in conditions of variability of various factors of the external environment, as well as changes in the internal states of the system caused by the action of these factors); it is characterized with active behavior, which involves transforming the environment in accordance with existing needs and goals; it is a developing system (the changes occurring in it have an orderly character thanks to management, which is represented by own bodies and management mechanisms), as it is closely related to social and scientific progress [1, p. 9]. The process of interaction between the components of the system of professional development of civil safety specialists as one of the types of complex social system has dynamic characteristics of the subject (team of teaching staff) and the object (specialists in civil safety) of pedagogical training. At the same time, scientists [4] claim that the degree of freedom of each component is determined by its limitations imposed on its interaction with all other components and the external environment.

System of advanced training of civil safety specialists in a combination of structural and functional components

Considering the system of advanced training as a relationship of structural and functional components subordinated to the goals of the development of specialists for readiness to perform tasks productively, let us trace the ways of building its theoretical model. Analyzing the main stages of pedagogical modeling, we define the system of advanced training of civil safety specialists as an ideal structure, which is a description (verbal-logical and graphic) of purposeful pedagogical interaction of the subjects of the educational process, with the help of which we can study, reproduce, and also manage the functioning of this systems.

The system of advanced training of civil safety specialists in human capital management presented in Figure below reflects the components and connections of the educational process.

The target block is formed in such a way as to ensure the goal-setting function of advanced training of civil safety specialists. The inclusion of the target block in the model is determined by the system-forming value of the goal of advanced training, and its absence will lead to unpredictable functioning of the professional development system. The target block reflects the task of developing the professional competence of civil safety

specialists in connection with the need to update the requirements for their professional activity.

The theoretical and methodological block constitutes the conceptual basis of the system of advanced training of civil

safety specialists and is based on the integration of the approaches chosen for our study, which determine the scientific guidelines for the implementation of the theoretical and practical aspects of the specified system (see Figure 1 below).

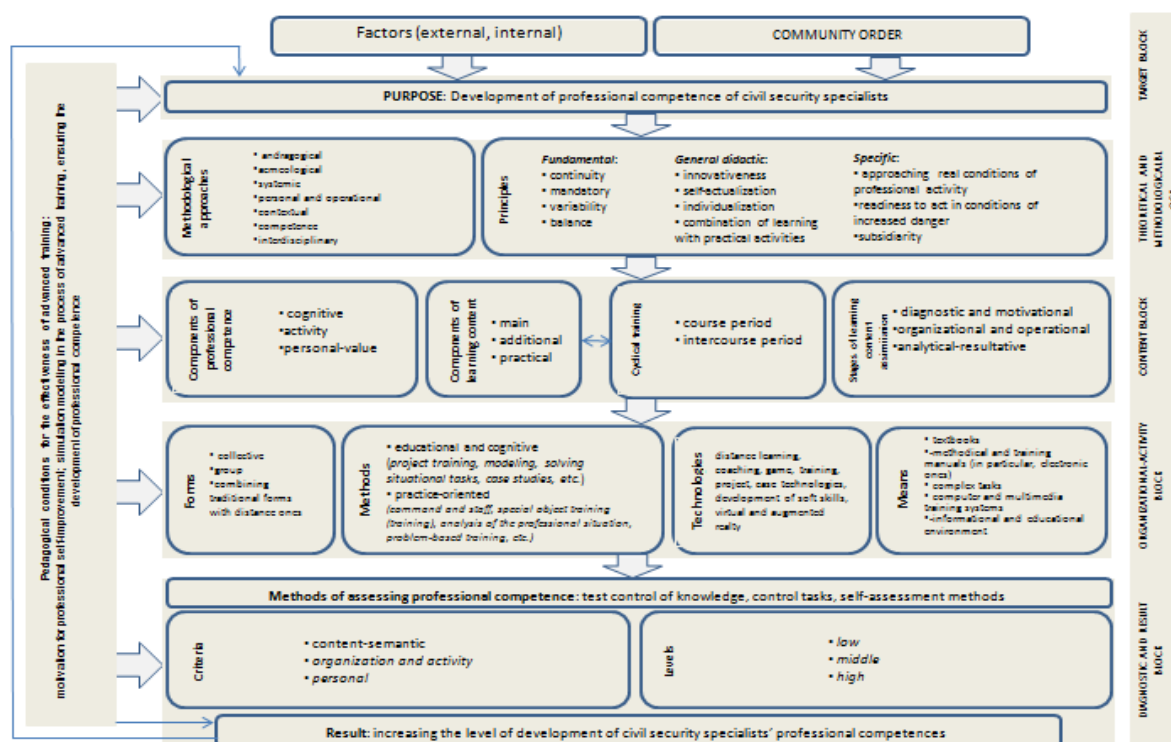


Figure 1. System of advanced training of civil safety specialists in postgraduate education in human capital management (Source: author's development)

When substantiating the system of professional development of civil safety specialists, it is advisable to take into account the features of adult education, which are reflected in the methodological approaches: andragogical, which encourages those who study to critically evaluate the level of their knowledge, skills, personal and professional qualities, identify gaps in education and direct own efforts to eliminate them; acmeological, directing civil safety specialists to achieve qualitative changes in professional development, to the acmeological quality of their development in order to actualize the potential for performing tasks in the field of civil security; systemic - it is considered as a set of individual elements, forming a complex multi-level system structure, which includes various components, with the help of which the compliance of the training of specialists with the actual requirements of professional activity is determined; personal-activity, that enables to create a purposeful organization of a specialist's activity, which involves understanding the essence and need for advanced training, aimed at developing personal professional competence in civil security; contextual, which stimulates the selection of quality indicators of professional development, ensuring verification of the level of knowledge, abilities, and skills, oriented to the requirements of the external environment; competence approach, involving the training of a new type of specialist in the field of civil protection, who is aware of his social responsibility, is able to determine the leading tasks of professional activity and find ways to solve them, is a subject of personal and professional development; interdisciplinary approach as a way of interaction of sciences and the main factor in the growth of interdisciplinary relations in the process of improving the qualifications of civil safety specialists – all this allows concluding that teaching different aspects in the pedagogical process is a single whole. The specified methodological approaches are not mutually exclusive, but are

enriched, developed, and improved thanks to close interaction; they provide objective and reliable information, which makes it possible to create a complete picture of the studied phenomenon [11; 14].

The process of developing the professional competence of civil safety specialists in the system of advanced training is possible if it is organized on the basis of principles divided into three main groups: fundamental (continuity, obligation, variability, balance); general didactic (innovation, self-actualization, individualization, combination of learning with practical activities); specific (approaching the real conditions of professional activity, readiness to act in conditions of increased danger and subsidiarity).

The content block is one of the key blocks of the professional training system. It provides for the definition of the content of advanced training of civil safety specialists, which ensures a consistent and purposeful nature of the process of developing the readiness of civil safety specialists for professional activity, focused on the development of the components of professional competence (cognitive, operational, personal and valuable), necessary for the successful performance of tasks in the position. The structure of the content of advanced training of civil safety specialists provides for a professional training course that has normative and variable parts. According to the mentioned principles, the content of professional competence development of civil safety specialists is developed taking into account their individual needs, personal and professional potentials. The set of components of the content of advanced training of civil safety specialists includes: basic training, which involves studying the mandatory program of advanced training of specialists at specialized short-term training courses; additional training, the content of which is determined by short-term training; practical training, which involves conducting command and staff, special

object exercises (training), demonstrative, experimental exercises (training). The selection and structuring of the content takes into account the current and prospective needs of the field of civil security; it reflects the relevance of the professional context of the professional activity of civil safety specialists. Social 'customers' of professional development of civil security specialists are authorities, enterprises, institutions, organizations interested in their high-quality professional activity. Each of the customers is interested in a set of training programs that correspond to his ideas and requests, the state of natural and man-made safety [6].

The development of professional competence of civil security specialists includes three consecutive stages. We have established that each of the stages of assimilation of content components by a specialist is associated with certain problems and differs in the composition of necessary knowledge, skills, and personal and professional qualities. The diagnostic and motivational stage is aimed at determining the initial level of development of professional competence of civil safety specialists. The organizational and activity stage involves certain actions to create favorable conditions for the development of professional knowledge, skills, personal and professional qualities as a result of combining the theory of learning with practical activities. The analytical-resultative stage is aimed both at the successful implementation of the process of improving the qualifications of specialists, and at determining the final level of its implementation - self-improvement of professional activity.

The technology of the organization of advanced training of civil safety specialists, based on a cyclical basis in course and inter-course periods, containing a technological cycle of interaction between the subjects of the educational process, in accordance with the requirements of the law, ensures continuous professional development of specialists.

The isolation of the organizational and activity block is caused by the need to use all available organizational forms of the system of professional development (collective: webinar lectures (problematic, personally oriented), research seminars, exchange of experience, conferences, analysis of crisis incidents; group: practical classes, round table, exploratory dialogue, presentation; individual: independent work, course projects, research, colloquium, webinars, distance learning, "cloud" learning, etc.), combining traditional forms with distance learning, which is carried out under the influence of all components of the educational process as a whole and includes teaching methods and tools. For the effective development of the professional competence of civil safety specialists, it is necessary to use the following training methods: educational and cognitive - project training, modeling, performance of situational tasks, cases of various types, etc.; practical-oriented - command and staff, object training, analysis of the professional situation, problem-based training, etc.). Among the available tools, we single out the following: textbooks, methodical and training manuals (in particular, electronic ones), complex tasks, computers and multimedia training systems, innovative environment, etc.

Improving the qualifications of civil safety specialists requires the creation of the following pedagogical conditions: formation of motivation for professional self-improvement of civil safety specialists as a purposeful and systematic process of developing knowledge, skills, personal and professional qualities; simulation modeling in the process of improving the qualifications of civil security specialists on a competency basis. It implies ensuring the acquisition of practical experience by civil safety specialists in the complex implementation of educational tasks in the process of conducting command and staff, special object exercises (training) of civil protection management bodies organized by authorities, enterprises, institutions, organizations; creation of an informational and educational environment is necessary for the development of professional competence of civil safety specialists in the institutions of higher education and organizations of the field of civil security.

The diagnostic-resultative block is the final part of the system of professional development and enables the creation of a

diagnostic control apparatus for evaluating the results of civil safety professional development to determine their compliance with the planned level. It includes the following components: assessment methods (test control of knowledge, control tasks, self-assessment methods); criteria for the development of the investigated quality (content-semantic, organizational-functional, personal) and levels of professional competence development of civil safety specialists (low, medium, and high).

In the process of achieving the goals, the carriers of the structural components of the professional development system are people, in whose activities the structural components interact, thus forming functional components. The functional aspect makes it possible to predict the behavior of the system of advanced training of civil safety specialists in the real conditions of the educational process of the institution of higher education and the institution of the field of civil security. It is worth noting that the functions of a scientific-pedagogical (pedagogical) worker and a civil safety specialist, as well as the content of the components of their activities in the course of professional development, differ. Each of the functional components, while remaining closely connected with all participants of the educational process, has its own specifics for ensuring the continuous improvement of the system of professional development. Functional components show stability with the main structural components that arise in the process of activities of pedagogical workers and participants in the educational process, that determine the movement, development, and improvement of the system, and, therefore, its stability and viability. Researchers, whose authoritative opinion we agree with, traditionally distinguish: gnostic, projective, constructive, communicative, organizational functional components of education.

Thus, the gnostic component involves the ability of the participants of the educational process to learn, analyze, study, and evaluate in different ways, that is, it includes their individual actions related to the study of the educational situation, the process of acquiring new knowledge. Projective one includes the ability to create an object in the imagination in different ways as a certain integrity, to determine the perspectives of planning activities, ways of solving future activities. Communicative one involves the establishment of pedagogically appropriate, but unequal approaches to relationships and the ability to contact; participants of the educational process usually are in direct contact, which ensures their productive motivation to perform future tasks and achieve the desired results. The constructive component includes the ability of scientific and pedagogical workers and civil safety specialists to construct a real model of the planned activity in a different way; it contains actions related to the construction of the content of the activity at various stages of the development of professional potential and the achievement of the main result. In turn, the organizational one involves various actions for the implementation of pedagogical ideas, direct organization of interaction, organizational skills for the implementation of the professional development plan.

4 Conclusions

The system of advanced training of civil safety specialists in human capital management is a set of interdependent structural blocks that make up a complete structure, have multifunctional properties and are subject to the goal of developing the professional competence of civil safety specialists. As a holistic formation and an important tool for the development of personnel potential in the field of civil safety, the professional development system aims at purposeful, scientifically based, optimal professional development to increase the efficiency of their professional activities aimed at ensuring people's safety, and is a social, open, complex system, a component of higher order systems. The visualization of the system of advanced training of civil security specialists was carried out by us with the help of a corresponding model, which combines structural and functional aspects, demonstrating the architecture of target, theoretical-methodological, substantive, organizational-activity, diagnostic-resultative interdependent blocks. All components of

this model are interconnected and only in the system provide the necessary development of professional competence of civil safety specialists.

Conducting an experimental verification of the effectiveness of the researched system of improving the qualifications of civil safety specialists in human capital management should demonstrate the dynamics of changes in the levels of development of their professional competence.

Literature:

1. Baranovska, L. V. (2013). Higher education of Ukraine as a pedagogical system. The latest achievements of biotechnology. Proceedings of the II International science and practice conference, Kyiv, October 24-25, pp. 9-10.
2. Borodienko, O. V. (2018). The system of development of professional competence of the heads of structural subdivisions of enterprises in the field of communication. [PhD dissertation]. Kyiv: National Academy of Sciences of Ukraine, Institute of Vocational and Technical Education.
3. Borysenko, O., Kitsak, T., Pasichnyi, R., Karpa, M. (2022). Features of the implementation of public authority in the context of modern international security challenges: Information component. *IJCSNS. International Journal of Computer Science and Network Security*, 22(8), 123-128. DOI: 10.22937/IJCSNS.2022.22.8.16
4. Bryukhanova, N. O. (2002). Methodology of training future teachers of technical disciplines in designing didactic material. [PhD dissertation brief]. Kharkiv: Ukrainian Engineering and Pedagogical Academy.
5. Goncharenko, S. U. (2008). Integrity of the pedagogical system and process: methodological aspect. In N. G. Nychkalo et al., eds. *Philosophy of pedagogical mastery: Collection of scientific papers*. Institute of Pedagogical Education and Adult Education of the National Academy of Sciences of Ukraine, Vinnytsia State Pedagogical University named after M. Kotsyubynskyi. Kyiv-Vinnytsia: DoV "Vinnytsia", pp. 13-24.
6. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of Interdisciplinary Research*, 11(1), XV, 56-62
7. Konovalchuk, I. I. (2011). The essence and properties of the innovative pedagogical system. *New Learning Technologies*, 67(1), 89-93.
8. Levytska, S.O., Zaiachkivska, O.V., Karpa, M.I., Gupta, S.K. (2020). Modern analytical instruments for controlling the enterprise financial performance. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 314-323. DOI: 10.18371/FCAPT.V2I33.206967.
9. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. DOI: 10.21272/MMI.2019.4-26.
10. Marushchak, O. V. (2015). The structure of the system approach to the professional training of future technology teachers. *Modern Information Technologies and Innovative Teaching Methods in the Training of Specialists: Methodology, Theory, Experience, Problems: Collection of scientific works*, Kiev, Vinnytsia: Planer, 41, 394-399.
11. Mykhailov, V. M. (2021). Methodological approaches to professional development of civil security specialists. *Pedagogical Sciences*, 94, 100-106, <https://doi.org/10.32999/ksu2413-1865/2021-94-14>.
12. Ovcharenko, E. I. (2015). Methodology of formation and agreement of goals in the system of economic security of the enterprise/ [PhD dissertation]. Severodonetsk: Eastern Ukrainian National University named after Volodymyr Dahl.
13. Proshkin, V. V. (2015). Pedagogical system as a subject of scientific research. *Continuous Professional Education: Theory and Practice*, 4 (45), 7-12.
14. Smyrnova, I., Krasivskyy, O., Shykerynets, V., Kurovska, I., Hrusheva, A., Babych, A. (2021). Analysis of the application of information and innovation experience in the training of

public administration specialists. *IJCSNS International Journal of Computer Science and Network Security*, 21(3), 120-126.

15. Sukhova, K., Borodin, Y., Tarasenko, T., Komarova, K., Akimova, L., Akimov, O. (2022). Organizational mechanism of state management of social services in territorial communities. *Ad Alta: Journal of Interdisciplinary Research*, 12(1), XXVII, 188-192.
16. Volyanskyi, P. B., Yevsyukov, O. P., Mykhailov, V. M. et al. (2022). *Organization and conduct of classes using innovative methods: teaching manual*. Kyiv: ISU ND Central.
17. Yevtushenko, N. I. (2009). Formation of cognitive independence of future teachers in the process of teaching humanitarian disciplines as a pedagogical system. *Theoretical Issues of Culture, Education and Upbringing*, 39, 80-82.
18. Zavatska, L. M. (2010). Polyfunctionality of practical training of future social pedagogues. *Bulletin of the Glukhiv State Pedagogical University*, 15 (Part II), 32-37.

Primary Paper Section: A

Secondary Paper Section: AM