relevant results and theoretical developments
of science and research

11
2021
issue 1, special XVIII.

AD ALTA

Journal of Interdisciplinary Research

AD ALTA: Journal of Interdisciplinary Research
Double-Blind Peer-Reviewed
Volume 11, Issue 1, Special Issue XVIII., 2021
Number of regular issues per year: 2

MAGNANIMITAS Assn.

AD ALTA: JOURNAL OF INTERDISCIPLINARY RESEARCH

SPECIAL ISSUE NO.: 11/01/XVIII. (VOL. 11, ISSUE 1, SPECIAL ISSUE XVIII.)

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

ISSN 1804-7890, ISSN 2464-6733 (ONLINE)
AD ALTA IS A PEER-REVIEWED JOURNAL OF INTERNATIONAL SCOPE.
2 ISSUES PER VOLUME AND SPECIAL ISSUES.

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

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

TABLE OF CONTENTS (BY BRANCH GROUPS)

A SOCIAL SCIENCES

A SOCIAL SCIENCES

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

PUBLIC ADMINISTRATION IN THE NORTHERN AZOV REGION'S EDUCATIONAL SPACE DURING 1864-1918 YEARS

[a]IRYNA SHUMILOVA, [b]SVETLANA ZOLOTUKHINA, [c]LYUDMYLA ZELENSKA, [d]IRYNA SHERSTNEVA

[a,d]Berdiansk State Pedagogical University, 4, Shmidt Str., 71112, Berdiansk, Ukraine
[b,c]H.S. Skovoroda Kharkiv National Pedagogical University, 2, Valentynivska Str., 61168, Kharkiv, Ukraine
email: [a]azkurshifb@gmail.com, [b]kaf_pedagogik@ukr.net, [c]zelenskaya_ludmila@ukr.net, [d]sherr1964@ukr.net

Abstract: The article aims to represent the civil state in the Northern Azov region's educative area from 1864 to 1918 years. The part covers primarily those territories of modern Zaporizhia and Donetsk regions of Ukraine where there was a dense residence of Ukrainians, Russians, Bulgarians, Germans, Czechs, Tatars, Greeks, Jewish and other peoples in the second half of the XIX and early XX centuries. This global region included Berdyansk, Melitopol, Mariupol, and the southern part of Alexandrovskiy County. Historically, the Northern Azov region has been formed for many centuries. It is a territory where large-scale historical events related to many peoples' residence and movement have taken place since ancient times. Here different cultures were born, developed, and perished; whole epochs changed. This feature of the region's historical destiny was preserved in later periods when the Northern Azov region, in connection with the geopolitical and military confrontation, became a part of various state formations and was a place of settlement of many peoples and nationalities.

Keywords: Civil state, Educational space, Historical events, Northern Azov region, Public administration.

1 Introduction

The pursued scientific analysis allowed to characterize the territory of the Northern Azov that can be conditionally divided into two parts. For many years the northern part was a part of “Zaporozhian liberties” and then after a series of administrative changes – in Ekaterinoslav province (Mariupol and part of Alexandrovskiy County).

The southern part belonged to the nomads of Nogai – subjects of the Crimean Khanate, and after joining to Russia and a series of administrative changes – to Tavriya province (Berdyansk and Melitopol counties) [14, 25].

2 Literature Review

In the course of scientific research based on the analysis of civilizational and culturological approaches (V. Andrushchenko, V. Agursky, S. Krymsky, E. Malanyuk, etc.) the specific Azov “Allahton” environment in which the polyethnic population (Ukrainians, Russians, Bulgarians, Greeks, Germans, Jews, Poles, Turks, Armenians, etc.) that led to the co-existence not only of different ethnic cultures but also to the presence of numerous denominations, the most powerful of which were Orthodox and Protestant. At the end of the 19th century, the ethno-educational society in the Azov region was effectively developing where the specifics of the area played a crucial role. It is shown that the Azov region included the lands of the south-eastern part of the Azov-Podolsk crystalline massif that is located north to the Sea of Azov, so in the modern scientific literature (O. Myagchenko, I. Tanatar, B. Rybakova, etc.) they are defined as the Northern Azov region [35, 36].

At the end of the 19th century, Mariupol County occupied the south-eastern corner of the Ekaterinoslav Province. Its area was 7899 square miles or 822,819 acres [6, 28]. According to the first general enumeration of the Russian Empire in 1897, 118,378 Ukrainians (54.8%) lived in the county; Germans – 23,366 people (10.8%); Greeks – 62,214 people (28.8%); Jews – 10,488 people (4.9%); the rest – 0.6% were Bulgarians – 1292 people [8]. Peculiarities of the ethnic composition of the population of Mariupol district testify to the Greek “color” of the region. The socio-economical and cultural development of Mariupol’s Greek community was an essential factor in the formation of the polyethnic field of the whole region [35, 36].

Greek rural communities proved to be reliable carriers and guardians of ethnic features of language, spiritual and material culture, morality, world outlook as well [5]. The originality of the economical development of Mariupol district was owing to many factors the main of them were: favorable geographical location (fertile lands, the Sea of Azov, the port of Mariupol); various benefits for migrants (financial assistance for housing construction and property acquisition); large rural allotments of land – 15 tithings, and foreigners – 30 and more on the peasant’s yard (by the way, the peasant’s yard in Kyiv province accounted only 3.7 acres, on average in Ukraine – 4.4 acres), as well as the fact that most industrial enterprises were adjusted to service agricultural production [4, p.71]. The southern half of the North Azov region (Tavriya province) was originally divided between Melitopol and Dnieper counties. In 1842 Berdyansk district was created from the eastern part of Melitopol (between the rivers Berda and Molochna) and at the same time, the borders of Melitopol were changed [5, p.128]. Berdyansk district of Tavriya province was “entirely peasant”, it had an area of 7702.0 square miles, it covered the territory of the northwestern shore of the Sea of Azov and it was an extension of the great Nogai steppe. The soil was humus, very fertile and therefore agriculture in the county was on a good level.

In the encyclopedia of F. Brockhaus and I. Efron (vol. XXXII) in 1901, it is emphasized on a large amount of private – 40,260 things – peasant public – 700,325 tithes – land, the peasants-owners had 8575 tithes. It should be mentioned that such branches of agriculture as horticulture, silkworm breeding, and cattle breeding have also developed [7]. According to the 1897 enumeration, the national composition of the population was distributed as follows: Ukrainians – 116,064 people (40.87%); Russians – 77,243 people (27.2%); Germans – 27,971 people (9.8%); Bulgarians – 34,197 people (14.9%); Jews – 17,130 people (6.03%); Greeks – 1574 people (0.6%), the rest of the population were Moldovans, Poles, Czechs, Armenians, Gypsies and other nationalities (only 0.6%) [33, p.615].

The particular aspects of the ethnic composition of Berdyansk district were that Bulgarians and Germans lived densely on its territory and this indicates the Bulgarian-German societies with their characteristics. Melitopol County with an area of 11,639 layers had the form of a triangle that rests with its apex in the Arabatskaya Strelka and the Sea of Azov and the base – in the rivers Dnieper and Konka [5, p.57]. A characteristic feature of the ethnic composition of the population of Melitopol County as well as other counties of the Northern Azov was the outnumbering of Ukrainians and Russians – 267,035 people (78.7%); however, the national palette of Melitopol County was diverse: 29,338 Germans (8.6%); Jews – 32,448 people (9.7%); Bulgarians, Tatars, Poles, Armenians, Gypsies and other nationalities [16, p.65]. The main occupation of the local people was farming. This was facilitated by the fertile lands of the region and the fact that out of 11,89630 tithings of land (or 63.3%) belonged to peasants and colonists, 340,263 tenths (28.7%) – to private owners [39, p.29-30].

At the beginning of the XIX century, the settlement of the Northern Azov took place on preferential terms particularly in Melitopol County, and this contributed to its agricultural development. The main branches of agriculture were cattle breeding and farming, viticulture, and silkworm breeding. In the second quarter of the XIX century, the process of changing over from natural to manufacturing production begins in Melitopol County as well as in other counties of the North Azov region. That, in its turn, stimulated the increase of agricultural culture, selection of grain, use of fertilizers, application of scientific rules of crop rotation, improvement of agricultural equipment, etc. [14, 16, 22].

3 Materials and Methods

The purpose of the study is to reveal and characterize zemstvo's role in the development of education in the North Azov region. Thus, summing up the obtained data on the ethnic composition of the population of the North Azov region (1052525 people) it is possible to conclude about the heterogeneous national composition owing to the history of the settlement of the region. Peculiarities of the ethnic composition of Berdyansk, Melitopol, Mariupol, and the southern part of Oleksandrivskiy counties are given in Table 1 that shows the ratio of individual ethnic groups and their territorial distribution.

Table 1: National composition of the rural population of the Northern Priazovye (in %) according to the census of 1897 [25, p.159-162]

Nationality	Berdyansk County	Melitopol county	Mariupol county	The Southern part of Oleksandrivskiy county
Ukrainians	40,87	50,3	30,2	67,7
Russians	27,2	28,4	24,6	24,3
Germans	9,8	8,6	10,8	4,9
Bulgarians	14,9	1,2	0,6	-
Greek	0,6	0,5	28,8	0,2
Jews	6,03	9,7	4,9	2,3
Moldovans	0,2	0,3	-	0,1
Polish	0,1	0,8	-	0,2
others	0,3	0,2	0,1	0,3

One of the main features of the society of the region in the second half of the XIX and early XX centuries is that its population was formed as a result of active colonization processes. Foreign settlers Germans and Greeks (from the end of the XVIII century) and Bulgarians (from the 60s of the XIX century), who in the words of the famous teacher N.A. Korf [20, p.786], “morally prevailed” in the region, brought the features of their national cultures and mentality with them that can be generally defined as a set of concepts, ideas, and images that are formed within the ethnocultural community and consolidated hold in the minds of people via communicative processes. The Northern Azov of the end of the XIX – beginning of the XX century was an allahtonic environment – a landscape area in which the dense polyethnic population arrived here as a result of voluntary or forced migration from other regions and countries [25, p.6-7].

4 Results

Let us think in more detail the features of the Ukrainian-Russian, German, Greek, and Bulgarian socio-cultural field in the North Azov Sea. The socio-cultural field in the ethnoregion is the sphere of action of the people’s culture and the process of acculturation in general that reflects the process of individual entry into a particular culture, the process of assimilation of cultural norms, language, ways of thinking and acting, etiquette that distinguishes this kind of culture from others [25, p.15]. In the North Azov region, Orthodox (Ukrainian-Russian, Bulgarian, Greek) and Protestant (German) socio-cultural fields have significantly influenced not only on positive economical processes but also on socio-pedagogical ones especially on the development of school education [3]. Let’s consider the origins of each of them in more detail.

The main role in the development of the ethnic mixture of the North Azov region was played by the steady migration flows of Ukrainians and Russians. Taking into consideration the difficulty of determining the correlation between Russians and Ukrainians who inhabited the region, it was determined not only by the 1897 enumeration in the Tavriya province (Ukrainians – 50.8% and Russians – 22.6%) but also by statistical collections of the North Azov zemstvo county administrations.

5 Discussion

The complex of ethnonational processes was intensified by the influence of historical and socio-economical factors, the main of which was the abolition of serfdom in 1861. The abolition of serfdom in Russia gave hope of improving economical and cultural life in the state. It was believed that educational reform would be the first in a series of necessary ones. The financial economy, the army, and the court were reformed. Under such circumstances, it was quite realistic to expect changes in the field of education because only 2-3% of peasants could read and write according to the statistics before the reform in 1861 in Ukraine [9].

The illiteracy of the masses hindered the development of capitalist relations in industry and agriculture and became a vital socio-economical and political problem. On January 1, 1864, a new system of local government was introduced in the Russian Empire – zemstvo and city self-government bodies. Their appearance was owing to serious objective reasons. The abolition of serfdom required a fundamentally new organization of all local governmental services. Zemstvo institutions were introduced as a concession to the nobility but objectively contributed to the growth of the bourgeois development in the country [31]. The autocracy limited the functions of zemstvo institutions as much as possible, submitting them to the administrative and financial care by state institutions on the ground and in the center [10, p.1-78]. Zemstvo institutions were introduced not everywhere, but only in 34 provinces of European Russia, among them in 9 Ukrainian ones: Volyn, Katerynoslav, Kyiv, Podil, Poltava, Tavria, Kharkiv, Kherson, and Chernihiv. In Poltava, Kharkiv, and Chernihiv provinces zemstvo institutions were introduced in 1865, and in Katerynoslav and Tavriya – in 1866. The activities of zemstvo were strictly regulated by economic matters: construction, local roads, schools, hospitals, shelters, care, charity, zemstvo statistics, veterinary control, etc.

Zemstvo institutions had a clearly defined structure: administrative bodies – provincial and county zemstvo assemblies, and executive – provincial and county zemstvo councils. Provincial meetings were carried out once a year for a period not exceeding 20 days and consisted of commons elected based on property qualifications and the curial system [2]. The first and second curias were not class, while the third- peasant one was a class. The number of provincial commons did not exceed 50 people. County zemstvo meetings were smaller, carried out each year for up to 10 days. The Zemstvo council was elected for three years. It consisted of several people who decided on the issues of land management and invitations to the service of teachers, doctors, agronomists, and other employees [1, p.30-31].

The first draft of the “Regulations on Provincial and County Zemstvo Institutions” did not mention the participation of zemstvo in public education, drawn up by the Ministry of Internal Affairs and submitted to the State Council in 1863. However, in the final version of the approved “Regulations” zemstvo was allowed to take care of public education “mainly in economic terms” (paragraph VII, Article 2). At the same time, zemstvo expenses for the school were classified as “optional”. The only possibility for zemstvo to influence an academic life was to give them the right to replace two seats on school boards that existed until March 1917 [30, p.1-11].

In the first decades of existing governmental authority, provincial zemstvo played a minor role in the development of public education. The trustees of education were the county zemstvo that faced the need firstly to confine themselves to the modest task of persuading the peasants to build schools and to raise funds for this purpose. They also allocated funds for teachers’ salaries, and in the 1990s they took full account of their balances and increased them significantly. At this time, county zemstvo began to help schools with school supplies, to allocate funds for heating, lighting, and others. According to Veselovsky [41, p.9], in the late ‘70s of the twentieth century, the share of rural communities in the cost of public schools was 45%, in the late 80’s – 30%, and in 1900 – 5%.

The intensification of zemstvo in the field of public education provoked reactionary actions of the government aimed at limiting the influence of provincial and county zemstvo on primary schools. In 1869 the Institute of Inspectors of Public Schools was approved and model ministerial schools were formed. In 1874 a new "Regulations on Primary Schools" was approved that lasted until 1917. It placed the public school under the direct authority of the local bodies of the Ministry of Public Education - the directorates of public schools. However, school councils did not meet for years, the inspector of public schools headed several counties at once and did not have the opportunity to take control. Zemstvo councils, assemblies, and representatives of zemstvo in school councils remained the actual heads of administrative school affairs and the educational process [41, p.49].

The "Regulations on Provincial and County zemstvo" of 1890 stated that in the field of education their competence includes "care for the development of public education and participation in the management of schools and other educational institutions maintained at the expense of zemstvo" [29, p.25]. In this document that was considered to be the main one for zemstvo, their rights and responsibilities were not clearly defined. Later, they were specified in many legislative acts, instructions, and regulations. The state reserved the right to direct and manage zemstvo constantly, making it dependent on certain political or economical conditions [34].

According to the learned experience of zemstvo, there was a tendency to prevent the expansion of the rights of local self-government to maintain state control over public education. Such a policy of the government was manifested in the constant rejection of zemstvo proposals and petitions in the field of education. On June 12, 1900, a law was passed to fix the growth of zemstvo's taxes, according to which zemstvo was forbidden to increase expenditures on public education no more than 3% per year. The period of 1910-1914 when the Minister of Education was L. Kasso was particularly unfavorable for them because at this time the institution of school inspection was significantly strengthened, teachers were no longer considered zemstvo officials, so their dismissal or transferring was removed from the competence of zemstvo and became the prerogative of the school inspection [30, p.115].

Local government interference in the work of zemstvo intensified along with government restrictions on zemstvo education. Governors often disagreed with the decision of the zemstvo assembly and did not approve them that made these decisions illegal. This government's policy showed that compared to the fullness of power that inspectors had, school boards, governors, and even the marshal of the nobility by law, zemstvo didn't have any support from the state. Via the period of their activity the zemstvos dealt with the government. This is evidenced by numerous zemstvo petitions to expand their rights in the management of primary public schools [26, p.251-257].

What was the state of primary education in Russia, including the North Azov Sea before the introduction of zemstvo? Schools of the pre-reform period were under the control of the Chamber of State Property, specific administration, clergy, landowners, existed only for statistics. A small number of children attended schools. Most pre-reform schools, as well as students, appeared only on paper in the reports of departments. Existing schools did not meet even the most essential requirements of pedagogical science.

For example, in Kharkiv province at the beginning of the XIX century, there were 18 county schools [21, p.128]. In Chernihiv province, according to the journal of the Ministry of Education only 3 rural schools were opened that were sooner closed from 1804 to 1820. From 1840 after the establishment of the Ministry of State Property, the gradual arrangement of schools for former state peasants began. Owing to this there were already 70 schools in Chernihiv province by 1860. Among them 64 were opened by the Ministry of State Property and 6 – by landowners, 17143 people had 1 school [13, p.23]. No school was opened in the Bakhmut district of Ekaterinoslav province 22 years before the establishment of zemstvo. In Katerynoslav County, 15 villages had schools that covered only 6% of school-aged children. Curators were exclusively priests, who attended school only from time to time and therefore the training process progressed poorly and students left school in two or three years [17, 24].

In general, statistics show that before the peasant reform of 1861 in the Ekaterinoslav province there were 400 parish schools, most of which existed only on paper [18]. In Berdyansk district of Tavriya province (for 150 thousand population and 150 settlements) there were only 15 schools that enrolled 668 boys and 86 girls. Here are some of the most typical facts from the reports of the parish boards of Berdyansk district to understand what kind of schools they were.

So, one of the documents testifies that the number of pupils is specified everywhere and in a column where it was necessary to specify the head (curator) who were local fathers on all schools with a salary from 50 rubles to 120 rubles a year and assistants – deacons who received from 35 to 70 rubles for this, there was made a note: "There is no leader transferred to another parish" or: "Training was not carried out because of the lack of money by the Chamber of State Funds". I must say that these so-called "staff schools of the Ministry of State Property" were kept on the funds sent by the Chamber of State Property in the amount of 135 to 275 rubles per year per school [11, p.342].

In 1867 the head of the Berdyansk County School Council visited all the schools in the county to study their conditions. He noted: "Examining the county's primary schools and knowing local residents' statements about primary education, I conclude that the county and the city of Berdyansk have a significant need in primary schools. Schools that exist on a preliminary basis have about 30, 40, 50, etc., but there were no more than 3, 5, 6 boys, if the schools met with students with a large staff, it is them who began to use funds from zemstvo" [11, p.8]. If we add to this the fact that schools existed mainly on paper, there were no specific plans, curricula, textbooks, and teaching was conducted at the discretion of the teacher and the textbook was usually any book that fell into his hands; that there was no care for schools and management of the educational process in them, and discipline in schools was observed so strictly that students "positively ran away from school", it is better to say that the state of public education in the North Azov region, particularly in Berdyansk region at the time of the establishment of zemstvo institutions was "uncharted territory" [11].

The greatest achievement of zemstvo was the establishment of the zemstvo primary school that quickly spread throughout the state. The very logic of the opposition movement and democratic pedagogical thought led to the creation of an educational institution of this type. After all the existing rural schools at that time (ministerial and church-parish) did not meet the needs of the time. E. Zvyagintsev, an educator of that period, assessed the ministerial schools as follows: "Neither in pedagogical nor in organizational terms did the ministerial schools say their word and could become a model for public schools, and not a place of pedagogical creativity that can cause imitation" [42, p.20]. The term "zemstvo school" was used during this period to denote the main theoretical content. This name was associated primarily with the "new" school, "progressive", "public". Zemsky school was sometimes called "agricultural" or "Zemsky-public" [23, p.99]. Such diversity of the very concept of "zemstvo school", the use of the term "folk school" was a characteristic phenomenon for the reports of zemstvo administrations because for zemstvo institutions such terminology was not particularly essential [32, p.18]. Most historical and pedagogical researchers after 1917 associate with the concept of "Zemsky school" a type of only primary, created by N.A. Korf [12, 26, 37].

Thus, zemstvo school is a primary school (single-staff, double-staff) that had a regional ethnographic character. The primary public school in the North Azov region was the center in which the main zemstvo work on public education was concentrated, and at the same time, according to N.A. Korf [19, p.69], it was a pedagogical laboratory where the whole set of this work was created and developed. Almost all researchers of the history of zemstvo of the pre-revolutionary period B.B. Veselovsky, E.O. Zvyagintsev, V.I. Charnolusky and others had the opinion that in the first period of zemstvo activity (60 – the first half of the 90s of the XIX century) that the care for primary education was removed everywhere to the department of county zemstvo. Zemsky school was the focus of the North Azov region zemstvo during their activities, starting from the 60s of the XIX century and in the early 20 century. Veselovsky [40], analyzing the development of the zemstvo budget in general and the costs of public education in particular, singled out the progressive educational policy of "peasant" zemstvo that were the most democratic, although they had no aristocratic representation. "It is so-called "peasant" zemstvo of Vyatka, Perm, Olonets, and Vologda provinces; this includes Berdyansk district, zemstvo of Tavriya province that already created a significant organization of public education in the 60's" [6, p.330].

The priority direction of the educational activity of the Berdyansk zemstvo, even among Azov zemstvos, was repeatedly pointed out by N.A. Korf as the organizer of the public school and as the zemstvo commons of the Oleksandrivskiy district. Thus, in the journal "Bulletin of Europe" in 1881, he wrote: non-compulsory educational expenses are spent for the zemstvo that significantly exceeds the entire estimate of compulsory and non-compulsory expenses of the Alexandrivskiy zemstvo that exists under normal conditions. Berdyansk Zemstvo spends annually 73868 rubles on education, 55228 (74.8%) rubles of which only for public schools of one county, it is unlikely to find another similar county in Russia [20, p.789].

Exploring the role of Ukrainian zemstvos on the development of public education, S. Rusova also noted the special role of the peasant Berdyansk zemstvo of Tavriya province. "Berdyansk district, completely peasant, was the most attentive to public education", wrote S. Rusova. "Allocations for public education at that time grew, they began in 1869 with 19,000 rubles, rose in 1910 to 261,500 rubles, from 18% of the total calculation to 37.8%, while in other counties the cost of education did not rise above 12-19% [33, p.37]. Rashin [27, p.26] also confirms that at the end of the XIX century Berdyansk district of Tavriya province with a literacy rate of 7.63% ranked third in the Russian Empire in the number of literate people per 100 population ahead there was only Finland – 12% and the Baltic region – 9%.

6 Conclusion

Significant amounts of money spent by Berdyansk zemstvo on public education have been repeatedly pointed out by officials from Saint Petersburg in their reports on the consequences of the inspection of zemstvo schools in southern Ukraine. Thus, in the general report of the state of public schools of the Tavriya province in 1892, it was noted that the largest contributor to the development of public education in Tavriya province was Berdyansk district zemstvo. The report provides some data from this document – indisputable proof of the above mentioned. "This zemstvo", we read in the essay, "spends large sums on public education to improve schooling that was about 93 thousand rubles in the reporting year" [15, p.80]. By creating their educational institutions, zemstvo has decided not only to increase the number of schools but also to make them much more perfect than the existing ones and to some extent made alternatives to them.

A significant contribution to the establishment of zemskaya primary school was made by the intellectuals elected to local self-government bodies. In the North Azov region, they were O.P. Tovbych, V.E. Gaevsky (Berdyansk district), Y.P. Novitsky, M.O. Karishev (Alexander district), M.F. Hoffman (Melitopol district), F.A. Hartakhai (Mariupol district), and many others.

Literature:

1. A Brief Encyclopedia of Zemstvo Matters. 1914. *Zemstvo*. Kyiv.
2. Akimov, V.V. (1915). Zemskaya Work in Preparation of Teachers. *The Journal of Ministry of Public Education,* 4, 145–181; 5, 12–23; 6, 132–154.
3. Boguslavsky, M. (1999). The Structure of Modern Historical and Pedagogical Knowledge. *The Path of Education*, 1, 37–40.
4. Borisenko, N.F. (1980). *The Struggle of Democratic Forces for Public Education in Ukraine in the 60-90s of the XIX Century*. Kyiv: Scientific Thought.
5. Brockhaus, F. A. (1896a). *Encyclopedic Dictionary*. Edited by I.E. Andreevsky and F.F. Petrushevsky. Saint Petersburg: Izdatelstvo F.A. Brockhaus and I.A. Efron.
6. Brockhaus, F. A. (1896b). *Encyclopedic Dictionary*. Edited by I.E. Andreevsky and F.F. Petrushevsky. Saint Petersburg: Izdatelstvo F.A. Brockhaus and I.A. Efron.
7. Brockhaus, F. A. (1901). *Encyclopedic Dictionary*. Edited by I.E. Andreevsky and F.F. Petrushevsky. Saint Petersburg: Izdatelstvo F.A. Brockhaus and I.A. Efron.
8. Brockhaus, F.A. (1891). *Encyclopedic Dictionary*. Edited by I.E. Andreevsky and F.F. Petrushevsky. Saint Petersburg: Izdatelstvo F.A. Brockhaus and I.A. Efron.
9. Charnolusskiy, V.I. (1908). *To School Reform*. Moscow.
10. Collection of Laws. (1900). *Complete Collection of Laws of the Russian Empire*. Saint Petersburg.
11. Collection of Resolutions of the Berdyansk District Zemstvo Assembly from 1866 to 1908. (1910*). Zevstvo in the third volume - Vol. II*. Moscow: Type. Moscow Society N.L. Kazetsky.
12. Doroshenko, D. (1991). *Essay on the History of Ukraine*. Kyiv: Hlobus.
13. Drovozyuk, L.M. (1998). *Educational Activity of Zemstvo of the Right Bank of Ukraine (1904-1920)*. PhD dissertation/ Vinnytsia State Pedagogical University named after Mykhailo Kotsyubynsky.
14. Druzhinina, S.I. (1959). *Northern Black Sea Coast in 1775-1800*. Moscow: Science.
15. General Sketch of the State of Public Schools of the Tauride Province for 1892. (1893). *Regulations on Public Schools Compiled by the Director of Public Schools on the Basis of Art. 23*. Berdyansk: Typography of E. Kilius and Co.
16. Kabuzan, V.M. (1976). *Settlement of Novorossia (Ekaterinoslav and Kherson Provinces) in the XVIII - First Half of the XIX Centuries (1719-1858)*. Moscow: Science.
17. Kalenichenko, N.P. (Ed.). (1988). *Anthology of Pedagogical Thought of the Ukrainian Republic*. Moscow: Pedagogics.
18. Karagodin, A. (1897). Zemsky Commons from the peasants. *Native Land*, 12–15.
19. Korf, N.A. (1881a). How Our Zemstvo Was Born and Grew Up. *Russian Thought*, 3, 58–97.
20. Korf, N.A. (1881b). People's School in the Hands of the Peasant Zemstvo. *Bulletin of Europe,* 10, 784–811.
21. Korzh, L.V. (1999). Educational Activity of Zemstvo of Kharkiv Province (in the End of the XIX - Beginning of the XX Century). PhD dissertation. Sumy State Pedagogical Institute named after A.S. Makarenko.
22. Krylov, N.V., Nechiporenko, L.G., & Donchenko, L.M. (1991). *History of the Administrative-territorial Structure of Zaporozhye Region (XVII Century - 1900)*. Melitopol.
23. Kurchenko, V.V. (1996). *Development of the Rural School of Ukraine in the Post-reform Period (1861-1917). Actual Problems of History and Law of Ukraine*. Kharkiv.
24. Marmazova, O.I. (1999*). Educational Activities of Zemstvo in Ukraine (Late XIX - Early XX Centuries)*. PhD dissertation. Donetsk State University.
25. Peoples of the Northern Azov Region (1997). *Ethnic Composition and Features of Household Culture)*. Zaporozhye: Prosvita.
26. Pirumova, N.M. (1992). Alternative (On the History of the Emergence of Zemstvos in Russia, Their Affairs and Opportunities). *Rodina,* 8(9), 26–29.
27. Rashin, A.G. (1951). Literacy and Public Education in Russia in the XIX and Early XX Centuries. *Istoricheskie zapiski*, 37, 49.
28. Reference Book on Primary Education. (1912). *On Primary Education*. Saint Petersburg.
29. Regulations on Primary Public Schools. (1875). *Primary Public Schools.* Saint Petersburg.
30. Regulations on Provincial and County Zemstvo Institutions. (1867). *Vol. XXXIX. № 40457*. Saint Petersburg, 1864-1867.

31. Regulations on Provincial and County Zemstvo Institutions. (1911). *Provincial and County Zemstvo Institutions.* Saint Petersburg.
32. Report of the Alexandrovskiy County Zemsky Administration for 1904. (1905). *Alexandrovskiy County Zemsky Administration.* Alexandrovsk.
33. Rusova, S. (1911). National Congress of Public Education. *Light*, 33–52.
34. Shumilova, I.F. (2008). *Development of Zemstvo Schools of the Northern Priazovye: Historical and Pedagogical Aspect.* Donetsk: Yugo-Vostok LLC.
35. Shumilova, I.F. (2018). Organizational and Pedagogical Activity of N. Korf in Preservation the National Palette of the Northern Priazov Zemsky School. *Scientific Papers of Berdyansk State Pedagogical University,* 58-59, 111-112, 41–51.
36. Shumilova, I.F. (2020). Spiritual Leadership. *Genesis of Leadership in Education*. Edited by I. Bogdanov, 100–116. Kyiv: Education of Ukraine.
37. Stuparyk, B. & Sabat, N. (1997). National Idea in Ukrainian Pedagogy XIX-XX Centuries. *Horizons,* 2, 24–25.
38. The First General Enumeration of the Population of the Russian Empire in 1897. *(*1904). *Tauride Province*. Saint Petersburg.
39. The Tauride Diocese of Hermogenes, Bishop of Pskov and Porkhov, former Tauride and Simferopol. (1887). *Diocese of Pskov.* Pskov.
40. Veselovsky, B.B. (1909). *History of the Zemstvo for Forty Years*. Saint Petersburg.
41. Veselovsky, B.B. (1918). *Zemstvo and Democratic Reform*. Petrograd.
42. Zvyagintsev, E.A. (1917). *Half a Century of Zemstvo Activity in Public Education*. 2nd ed. Moscow.

Primary Paper Section: A

Secondary Paper Section: AB, AD

DEVELOPMENT OF ACCOUNTING AND TAXATION OF SMEs AS A FACTOR OF MACROECONOMIC STABILITY OF THE COUNTRY IN THE CONTEXT OF GLOBAL CHALLENGES: A CASE STUDY OF UKRAINE

[a]VITALII CHUDOVETS, [b]OLENA STASHCHUK, [c]OLHA HAVRYLIUK, [d]IRYNA BRODSKA, [e]IRYNA TKACHUK, [f]YULIIA GRUDZEVYCH

[a,c,d,e]Lutsk National Technical University, 75, Lvivska Str., 43018, Lutsk, Ukraine
[b,f]Lesya Ukrainka Volyn National University, 28, Vynnychenko Str., Building 7(G), 43021, Lutsk, Ukraine
email: [a]v.chudovets@lutsk-ntu.com.ua, [b]staschuk.olena@vnu.edu.ua, [c]o.havryliuk@lutsk-ntu.com.ua, [d]brodskairyna@lutsk-ntu.com.ua, [e]i.tkachuk@lutsk-ntu.com.ua, [f]grudzevychukr@gmail.com

Abstract: The aim of the article is to analyse the legal aspects of the separation of small businesses, study methodological approaches to accounting for SMEs (small business entities), and taxation of small businesses as one of the factors of macroeconomic stability in the new global challenges. The study has proven that the use of special tax regimes, accounting, and financial reporting to support both priority economic activities and directly certain groups of businesses is one way to ensure their effective development in a socially oriented economy. Proves that the special tax regime should be aimed at stimulating small businesses, and its system involves only one type of tax: a single tax that is paid to the local budget.

Keywords: Development of accounting and taxation, Global challenges, Macroeconomic stability, Simplified form of accounting, Small business entities.

1 Introduction

In the conditions of Ukraine's European integration into the single economic space, the development of small businesses in all spheres of activity is extremely important. Small business is a specific mechanism of socio-economic life of society, which stimulates the development of competition, improving production efficiency and the economy as a whole. The share of small enterprises in Ukraine is 95%, of which micro-enterprises account for 81%. The main indicators of small business development indicate the lack of real and effective mechanisms of state support to stimulate small business development in Ukraine

Small business plays an important role in today's market economy. It helps maintain a competitive environment and thus indicates the level of economic development and the degree of democratization of society, solves the problem of employment, promotes the practical implementation of innovations, gives the economy flexibility, mobilizes significant financial and production resources. One of the features of Ukraine's economic development today is the rapid development of small businesses. Small and medium-sized enterprises (SMEs) play an important role in the global economy. They account for 95.77% of business in the EU, more than 97% of all companies in the Asia-Pacific region, and 99.7% of all US employees. In Ukraine, 94.3% are small enterprises (their share is stable over the past few years), which sell 15.9% of products and cover 26.6% of all employees [10].

Sustainable development of small businesses directly depends on the creation of an effective system of management information in order to form a sufficient amount of accounting and analytical information of the appropriate level of quality and its usefulness to users.

The most controversial issues are the organization of accounting for small businesses and tax conditions related to the criteria for classification as small businesses in Ukraine. This situation is caused by the inconsistency of the criteria for the separation of small enterprises from the Commercial, Tax Codes of Ukraine and the Law of Ukraine "On Accounting and Financial Reporting in Ukraine". And this raises the question of the possibility of using a simplified form of accounting and financial reporting, and hence the need to create common methodological approaches to the organization of small business accounting in Ukraine.

2 Literature Review

Such domestic scientists as O. Agres [1], M. Dziamulych [3-6], A. Khmeliuk [10], O. Stashchuk [20-21], I. Tofan [23], O. Yermakov [27]. I. Zhurakovska [28] and others made a significant contribution to the study of problems of accounting and analytical support of small business enterprises. Such scientists as O. Apostolyuk [2], O. Ermakov [8], T. Shmatkovska [16-18], R. Sodoma [19], I. Tsymbaliuk [24], V. Yakubiv [25], Ya. Yanyshyn [26] pay considerable attention to the development of accounting in small businesses. However, the establishment of common methodological principles of accounting, the conditions of taxation of small businesses as a factor of macroeconomic stability in the context of global challenges need further development and improvement.

3 Materials and Methods

The aim of the article is to analyse the legal aspects of the separation of small businesses, study methodological approaches to accounting for SMEs (small business entities), and taxation of small businesses as one of the factors of macroeconomic stability in the new global challenges.

The formation of an effective theoretical and methodological basis for information support of management in small businesses requires more in-depth research. The application of integrated and systematic approaches to the study of accounting, analytical and tax support of activities requires research not only from the standpoint of individual components (accounting and taxation), but as a single integrated information system that provides for the formation of accounting information, analysis, and evaluation, and also the process of transmitting information to users to meet their information needs given the effectiveness of activities in general and the effectiveness of decision-making in particular.

The theoretical and methodological basis of the study is general scientific and empirical methods of cognition of phenomena and processes in studying the problem of accounting and taxation of small business as one of the factors of macroeconomic stability of the country in the face of global challenges.

3 Results and Discussion

The development of common methodological approaches to the organization of accounting for small businesses depends on the socio-economic content of the indicator "small business". It is this indicator that bears the contradictions that arise in connection with the imperfect legal framework in Ukraine. Thus, the concept of "small enterprise" was introduced in Ukraine in 1991 by the Law of Ukraine "On Enterprises in Ukraine". As of January 1, 2004, Law y 887 expired with the entry into force of the Commercial Code of Ukraine. According to Article 55, small enterprises (regardless of the form of ownership) are enterprises in which for the reporting (financial) year: the average number of employees does not exceed 50 people; annual income from any activity does not exceed 10 million euros [7]. The Law of Ukraine "On Development and State Support of Small and Medium Business in Ukraine" amended the Commercial Code and introduced a new concept of "micro-entrepreneurial entity" [14], which includes natural persons-entrepreneurs and legal entities with an average number of employees. reporting period up to 10 people and annual income up to 2 million euros. Thus, the criteria for classifying the enterprise as small are the number of employees and the amount of income from sales.

However, on January 1, 2018, the Law of Ukraine "On

Amendments to the Law of Ukraine" On Accounting and Financial Reporting in Ukraine" of October 5, 2017 Nr 2164-29 came into force, which defines the criteria for recognition of "microenterprise", "small enterprise", "medium enterprise" "large enterprise" (Table 1).

Table 1: Classification features of enterprises by size, in accordance with the current legislation of Ukraine

Type of enterprise	Law of Ukraine "On Accounting and Financial Reporting in Ukraine"			Economic Code	
	Book value of assets	Net income from sales of products (goods, works, services)	The average number of employees	Annual income from any activity	Average number of employees for the reporting period (calendar year)
Micro-enterprises	up to 350 thousand euros	up to 700 thousand euros	up to 10 persons	up to 2 million euros	up to 10 persons
Small businesses	up to 4 million euros	up to 8 million euros	up to 50 persons	up to 10 million euros	up to 50 persons
Medium enterprises	up to 20 million euros	up to 40 million euros	up to 250 persons	from 10 to 50 million euros	from 51 to 250 persons
Large enterprises	over 20 million euros	over 40 million euros	over 250 persons	over 50 million euros	over 250 persons

Source: [13].

Such legal conflicts do not contribute to the effective organization of accounting in small businesses, which must meet all the requirements for accounting: to provide information, control, analytical and evaluation functions. After all, the main task of the organization of accounting in small enterprises is to create such a system of obtaining information that would provide real management of the small business entity and increase income from its activities.

Thus, having studied the regulatory framework for the regulation of small business in Ukraine, we note that the Law of Ukraine "On Accounting and Financial Reporting in Ukraine" defines the legal framework for the organization of accounting and financial reporting [13]. The state regulates the organization of accounting in order to ensure uniform principles of accounting and reporting for enterprises of various forms of ownership, including private ones. The Tax Code of Ukraine establishes the legal basis for the application of the simplified system of taxation, accounting and reporting, as well as the collection of a single tax [22]. And the content and form of the Financial Report of business entities is regulated by R(S)A 25 "Financial Report of a small business entity" [15].

That is, the peculiarities of the organizational and legal structure of small businesses determine the specifics of the organization of accounting in small businesses. First of all, this applies to the form of accounting as a system of registers of small businesses, the procedure and method of registration in them.

According to the Methodical recommendations on the use of accounting registers by small enterprises dated 25.06.2003 Nr422 [11] it is stated that the generalization of information on business operations of small enterprises can be carried out by:

1. *A simple form of accounting*, which is used by small enterprises with insignificant document flow (number of business transactions), carrying out activities to perform intangible works and services, and which involves the use of the Journal of business transactions. For analytical accounting of payroll calculations, with debtors and creditors, small businesses use Statement 3, the final data of which (without repeating the entries made in the Journal directly from the primary documents) are entered in the Journal of Business Transactions marked in column 3 "Statement 3-m";

2. *a simplified form of accounting*, which provides for the generalization of information on business transactions in the registers of accounting. This construction of registers corresponds to the application of the simplified Chart of Accounts and the formation of reports in accordance with R(S)A 25 (Figure 1).

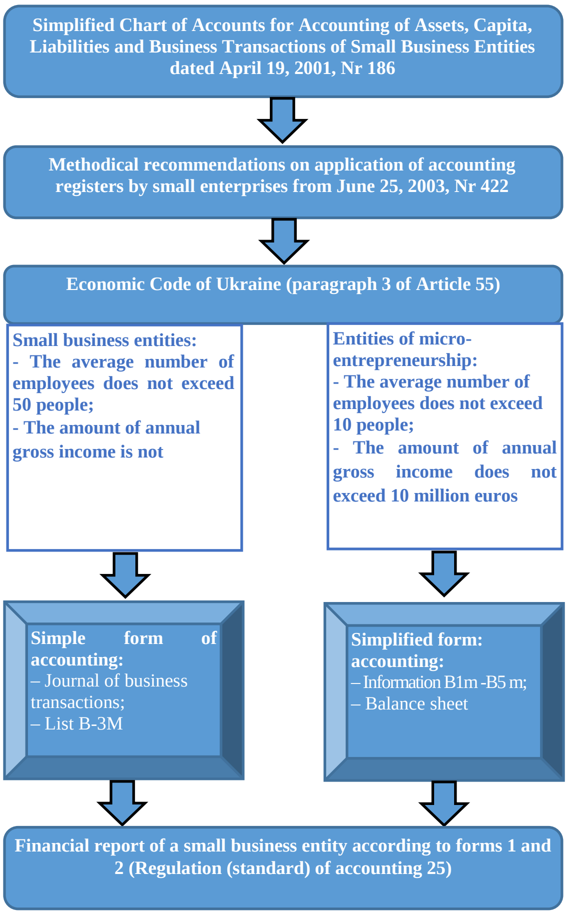

Figure 1 – Algorithm for ensuring the implementation of a simplified form of accounting for small business in Ukraine

In the context of changing the approach to the disclosure of accounting information at the regulatory level, we propose a new principle that should be applied in the accounting process of small businesses - materiality, which is the need for the professional judgment of the company's accountant to disclose material information in accounting registers and add (delete) in the forms of financial reporting, if the information may (cannot) have an impact on management decisions by users.

We agree with the opinion that the successful development of entrepreneurship is possible only in conditions of ensuring healthy competition, creating a favourable climate and rational support from the state, the effective operation of market mechanisms. Thus, the peculiarity of the functioning of business entities is the need to create a favourable specific environment for its successful development.

The simplified form of accounting provides for the use instead of journals or journals - information orders (total 5). In addition, this provision provides for the introduction of a simple form of accounting using only the Journal of Business Transactions and Statement 3-M. This construction of registers corresponds to the application of the simplified Chart of Accounts and the formation of reporting in accordance with NAR(S) 25 "Financial Statement of a small business entity". For small business entities, there is a possibility to compile the Financial Report of a small business entity (forms Nr1-m, 2-m) and the Simplified financial report of a small business entity (forms Nr1-ms and 2-ms).

In order to increase the level of compliance with qualitative characteristics, we consider it appropriate to make explanatory notes or notes to the financial statements, which would disclose additional financial information to specific external users and provide suggestions to supplement their composition with qualitative characteristics of timeliness is necessary for decision-making, if the information is provided with excessive delay, it may lose its relevance.

After the adoption of the Tax Code of Ukraine Nr 2755-VI, new changes took place not only in the approaches to establishing the criteria for recognition of small businesses but also in the organization of accounting and simplified accounting of income and expenses.

Today there are two orders of the Ministry of Finance of Ukraine, which establish simplified forms of accounting for small businesses:

- Methodical recommendations of accounting by small enterprises from 25.06.2003 Nr 422;
- Methodical recommendations on the use of accounting registers by small enterprises from 15.06.2011 Nr 720 [12].

The organization of direct information flows within the management staff in small businesses involves the development of fewer administrative and organizational documents, a simplified scheme of document flow, which affects the distribution of responsibilities of accounting staff, justified the need to expand control functions (inventory) and proposed a model of accounting functions (administrative, executive and control) in small and micro-enterprises.

Expansion of the sector of fair value measurement in international and national accounting standards involves increasing the volume of accounting work, complicating the process of organizing asset valuation, which does not comply with the state strategy of creating an effective accounting system for small businesses with maximum simplification of accounting, simplified accounting assets, liabilities, equity and calculation of financial results. We believe that the fair value measurement method should be used to meet the information needs of individual user groups (creditors, investors) and provided as additional information to the financial statements, and the historical cost method should be the basis for displaying financial information in small businesses.

Analysis of the structure of the statement of financial performance and the simplified chart of accounts indicate the need for their coordination. The existence of separate items “Other operating income” and “Other operating expenses” in the form of 2-m do not have the appropriate accounts in the chart of accounts, and the account “Overheads” is not consistent with the structure of the statement of financial performance. To improve the approach to disclosure in the financial statements and accounts, we propose to expand the simplified chart of accounts with the following accounts – “Other operating income” and “Other operating expenses”.

Critical analysis of regulatory changes indicates the existence of inconsistent provisions of methodological and methodological nature, which requires improvement of the regulatory framework in the following areas, in particular: class) do not provide an increase in the efficiency of the accounting process and the level of use of effective accounting information for its users; 2) we propose to clarify the conceptual apparatus of NAR(S) 1 (introduce the concept of “financial reporting of small businesses”, which will correspond to the essence of the formation of financial statements by small enterprises) and R(S)A 25 (in the section “General”) or in the new standard for small business) to introduce the concept of “financial statements of small businesses’ and “the purpose of financial reporting of small businesses (small business entities)”; 3) to agree on the methodology of disclosure in financial statements and accounting registers for micro-enterprises (it is allowed to prepare a simplified financial report on the 1-ms and 2-ms forms, however, the organization of the accounting process must be carried out according to methodological recommendations 422, which provides for the preparation of other forms of reporting); 4) to agree on the application of a single conceptual framework (principles and qualitative characteristics) in the disclosure of financial information in compliance with international standards and the preparation of a package of financial statements in accordance with national standards.

We believe that to improve the level of information disclosure in the financial statements of small businesses it is necessary to take into account three main criteria – the usefulness and reliability of the information, the cost limit for financial disclosure, information needs of users.

Qualitative characteristics and cost constraints on disclosure should be balanced when deciding on the level of disclosure and detail of information in financial statements, as increasing requirements for the quality of financial information involves increased costs for the organization of accounting and financial reporting. To address the cost-benefit ratio of financial information, we analysed the costs of formation and presentation of financial information, identified their relationship with qualitative characteristics (direct communication for management staff and feedback – for external users), and target orientation financial information in view of its perception and evaluation by different categories of external users (Table 2).

The practical result of the development of methodological provisions for the disclosure of financial information in compliance with the principles of economy and materiality and quality characteristics of the cost-benefit ratio is the development of simplified forms of financial reporting for small businesses with a list of main and additional items. The proposed forms of financial reporting are part of the developed accounting standards for the small business sector and are included in the annexes to standard 1 “General requirements for financial reporting”.

Given the strategy for the development of accounting in the small business sector, which is the need for a simplified procedure for assessing assets, liabilities, equity, and a simplified procedure for calculating the financial result, we propose the following provisions (standards) of accounting for small businesses: “General requirements to financial statements”, “Non-current assets”, “Current assets”, “Liabilities and equity”, “Income”, “Expenses”.

Note that for management purposes, information is required in a more extensive form than it is presented in the accounting system, which necessitates its detail, appropriate regrouping, and providing management staff in the form of management reporting.

We have identified factors that affect the organization of management accounting and management reporting in small enterprises: the structure of the management system, the form of accounting, the needs of management staff in information support, the complexity of information flows, enterprise policy on cost management. In our opinion, it is advisable to develop a package of management reporting with the establishment of information links between the indicators of accounting registers and forms of management reporting and identify differences in the information needs of users of management information.

Table 2: Relationship between quality characteristics and costs of displaying financial information of small businesses in Ukraine

Qualitative characteristics of financial information	Costs to improve quality characteristics	The expected economic result from the improvement of quality characteristics
Comprehensibility and clarity	Costs of preparing financial statements in accordance with international standards	Opportunities to enter international markets for capital, goods, and labour

	The cost of generating special financial statements to meet the information needs of individual external users	Formation of a larger amount of quality financial information; Meeting the information needs of individual users
Relevance and usefulness of information	Expenses for timely preparation of financial statements, preparation of periodic reports at the request of external users	The value of information and its relevance increases, which allows you to make timely management decisions
Reliability of information	The cost of ensuring a sufficient level of control at all stages of accounting	Users do not incur additional costs for the analysis and evaluation of financial information
	Costs for the more professional staff of accounting staff, costs for control procedures	Financial information does not contain errors and distortions; Such information is more trusted by external users
Comparability of information	Costs of preparing financial statements according to national and international standards, as different users have different information needs	Different users (international and national) have the opportunity to compare the financial performance of different companies
Ratio of information	Expenses for preparation of explanatory notes, notes to the financial statements, description of the accounting policy, its changes	Users have the opportunity to better perceive and analyse the financial condition and results of the enterprise for different periods
Timeliness of information	The cost of providing financial information in a timely manner, as the value of financial information decreases over time	The confidence of external users in making more information-based management decisions increases

We believe that the main criteria for building a management accounting system for a small business should be simplicity, accessibility, and clarity, compliance with which allows building a simple system of information links between management staff given the simplified management system and requirements for digitalization of the enterprise.

Thus, the situation regarding the functioning of small businesses in Ukraine remains in its infancy. Therefore, in our opinion, the main directions of small business development in Ukraine are the creation of a permanent regulatory framework, improvement of tax policy, and ensuring the rational functioning of the simplified taxation system. Only if a mechanism for effective interaction between the state and the business sector is created will it be possible to ensure the development of small businesses in Ukraine.

At the same time, the effectiveness and efficiency of information support of the management staff depend on the principles, compliance with which allows to coordinate, coordinate and regulate the activities of economic entities. The study of methodological tools in terms of composition and essence of accounting principles indicates partial compliance with certain principles (autonomy, frequency, full coverage) due to the close relationship of equity and entrepreneurial capital of small business owners, simplified disclosure of financial information and its presentation. A new principle - materiality is proposed and a mechanism for its implementation is developed. The use of a systematic approach to building an effective system of information links between the subjects of management is carried out by identifying the internal relationship between the principles of management, accounting and analytical support, and accounting with the establishment of their structural hierarchy, which ensures coordination of entities management staff and requirements for their information support.

An important factor in improving the quality of information support is to improve the accounting process in order to clearly and consistently organize its individual elements in time and space. The result of the study of theoretical provisions of accounting in small enterprises, in our opinion, is the systematization of accounting components, justification for choosing the form of accounting depending on the scale of activity, the form of taxation, use (or non-use) of the chart of accounts, management approaches to cost accounting and information needs of users.

4 Conclusion

Thus, the use of special tax regimes, accounting, and financial reporting to support both priority economic activities and directly certain groups of businesses is one way to ensure their effective development in a socially oriented economy. Therefore, the special tax regime should be aimed at stimulating small businesses, and its system involves only one type of tax: a single tax that is paid to the local budget.

In practice, regardless of this, entrepreneurs also pay a single social contribution. Although the application of a simplified system of taxation, accounting, and reporting provides a small business with a number of advantages: simplifies the procedure, the procedure for registration of the taxpayer, as well as current accounting and financial reporting forms, gives the right to choose value-added tax. In addition, single taxpayers must make payments for shipped goods (work performed, services provided) exclusively in cash (cash and/or non-cash). These innovations contribute to the further development of small businesses but have led to contradictions in the organization of accounting.

We believe that the traditional system of accounting is impossible because it is too cumbersome. Therefore, accounting should be as short and simplified as possible. At the same time, the latter must meet such basic requirements as accuracy, reliability, timeliness, efficiency. Such requirements require the application of common methodological approaches to the organization of small business accounting.

Integration processes of the modern market economy increase the role and importance of the information component of accounting in such processes and create prerequisites for the possibility of forming financial information on different conceptual bases. In order to eliminate regulatory inconsistencies in the accounting legal field of different levels, to improve the regulatory and legal support of accounting, we proposed to clarify the conceptual apparatus of NAR(S) 1 and R(S)A 25; coordination of methodological approaches to information disclosure in financial reporting indicators and accounting registers for micro-enterprises; harmonization of requirements for the application of the conceptual framework by small enterprises that disclose financial information in accordance with international standards, but use the forms of financial reporting that are allocated in the framework of national accounting standards.

Literature:

1. Agres, O., Sadura, O., Shmatkovska, T., & Zelenko, S. (2020). Development and evaluation of efficiency of leasing activities in agricultural sector of Ukraine. *Scientific Papers: Series «Management, Economic Engineering in Agriculture and rural development»*, 20(3), 53-60.
2. Apostolyuk, O., Shmatkovska, T., Chykalo, I., & Husak, A. (2020). Assessment of the rural population economic activity in the system of united territorial communities development: a case study of Volyn Region, Ukraine. *Scientific Papers: Management, Economic Engineering in Agriculture & Rural Development*, 20(3), 99-108.
3. Dziamulych, M., Moskovchuk, A., Vavdiiuk, N., Kovalchuk, N., Kulynych, M., & Naumenko, N. (2021). Analysis and economic and mathematical modeling in the process of forecasting the financial capacity of milk processing enterprises of the agro-industrial sector: a case study of Volyn region, Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(1), 259-272.
4. Dziamulych, M., Sadovska, I., Shmatkovska, T., Nahirska, K., Nuzhna, O., & Gavryliuk, O. (2020). The study of the relationship between rural population spending on peasant households with the main socioeconomic indicators: a case study of Volyn region, Ukraine. *Scientific Papers: Management, Economic Engineering in Agriculture & Rural Development*, 20(2), 217-222.

5. Dziamulych, M., Shmatkovska, T., Gordiichuk, A., & Korobchuk, T. (2020). Estimating peasant farms income and the standard of living of a rural population based on multi-factorial econometric modeling: a case study of Ukraine. *Scientific Papers: Series «Management, Economic Engineering in Agriculture and rural development»*, 20(1), 199-206.
6. Dziamulych, M., Yakubiv, V., Shubala, I., Filiuk, D., & Korobchuk, L. (2020). Analysis and evaluation of the rural labour market and employment of the rural population: a case study of Volyn region, Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 20(4), 165-174.
7. Economic Code. (2003). *Economic Code of Ukraine of January 16, 2003 № 436-IV*. Available at: https://zakon.rada.gov.ua/laws/show/436-15 (Accessed on 20 Apr., 2021).
8. Ermakov, O.U., Velichko, O.V., Bohach, L., & Nahornyi, V.V. (2018). To question of estimation of production potential of agricultural enterprises. *Financial and credit activity-problems of theory and practice*, 3(26), 162-168.
9. Instruction. (2011). Instruction on the application of the chart of accounts for accounting of assets, capital, liabilities and business operations of enterprises and organizations, approved by order of the IFI from 30.11.1999 № 291. *All about accounting*, 12, 59-120.
10. Khmeliuk, A.V. (2013). Statistical evaluation of small business enterprises: problems of information support. *Efficient economy*, 12(52).
11. Methodical recommendations. (2003). *Methodical recommendations on the use of accounting registers by small enterprises №* 422. Dated on 25.06.2003. Available at: https://zakon.rada.gov.ua/rada/show/v0422201-03 (Accessed on 20 Apr. 2021).
12. Methodical recommendations. (2011). Methodical recommendations on the use of accounting registers by small enterprises № 720. Dated on 15.06.2011. Available at: https://zakon.rada.gov.ua/rada/show/v0720201-11 (Accessed on 20 Apr. 2021).
13. On accounting and financial reporting in Ukraine. (2021). *On the law of Ukraine № 996-XIV*. Available at: https://zakon.rada.gov.ua/laws/show/996-14 (Accessed on 20 Apr. 2021).
14. On the development and state support of small and medium enterprises in Ukraine. (2021*). The law of Ukraine of 22.03.2012 № 4618-VI.* Available at: https://zakon.rada.gov.ua/laws/show/4618-17 (Accessed on 20 Apr. 2021).
15. Regulation. (2011). *Standard of accounting 25 "Financial report of a small business entity" № 1591*. Dated on 09.12.2011. Available at: https://kodeksy.com.ua/buh/psbo/25.htm (Accessed on 20 Apr. 2021).
16. Shmatkovska, T., Dziamulych, M., Gordiichuk, A., Mostovenko, N., Chyzh, N., & Korobchuk, T. (2020). Trends in human capital formation and evaluation of the interconnection of socio-demographic processes in rural area: a case study of Volyn region, Ukraine. *Scientific Papers: Series «Management, Economic Engineering in Agriculture and rural development»*, 20(2), 437-444.
17. Shmatkovska, T., Dziamulych, M., Yakubiv, V., Myshko, O., Stryzheus, L., & Yakubiv, R. (2020). Economic efficiency of land use by agricultural producers in the system of their non–current assets analysis: a case study of the agricultural sector of Ukraine. *Scientific Papers: Management, Economic Engineering in Agriculture & Rural Development*, 20(3), 543-554.
18. Shmatkovska T., Nikolaeva, A., Zabedyuk, M., Sheiko, Yu., & Grudzevych Yu. (2020). Increasing the efficiency of the labour resources usage of agrosector enterprises in the system of sustainable development of the rural territories: a case study of Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 20(4), 467-476.
19. Sodoma R., Skhidnytska H., Shvorak A., Shmatkovska T., & Zhurakovska I. (2018). Peculiarities of agrarian receipts as a modern financial tool. *Economic annals-XXI*, 169 (1-2), 46-49.
20. Stashchuk, O., Boiar A., Shmatkovska, T., Dziamulych, M., Skoruk, O., Tesliuk, S., & Zintso, Yu. (2021). Analysis of fiscal efficiency of taxation in the system of filling budget funds in Ukraine. *AD ALTA: Journal of interdisciplinary research*, 11(1), Special Issue XVII, 47-51.
21. Stashchuk, O., Shmatkovska, T., Dziamulych, M., Kupyra, M., Vahnovska, N., & Kosinskyi, P. (2021). Model for efficiency evaluation of financial security management of joint stock companies operating in the agricultural sector: a case study of Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(1), 715-728.
22. Tax Code. (2010). T*ax Code of Ukraine dated on 02.12.2010 №2755-VI.* Available at: https://zakon.rada.gov.ua/laws/show/2755-17 (Accessed on 20 Apr. 2021).
23. Tofan, I.N., Ahres, O.H., & Shmatkovska, T.O. (2017). Problems in administration of real estate tax other than land in Ukraine. *Scientific bulletin of Polissia,* 3(11), 148-153.
24. Tsymbaliuk, I.O., Shmatkovska, T.O., & Shulyk, Y.V. (2017). Tax alternatives to implement the tax capacity of internet activity in Ukraine. *Financial and credit activity: problems of theory and practice*, 22, 336-344.
25. Yakubiv, V., Sodoma, R., Hrytsyna, O., Pavlikha, N., Shmatkovska, T., Tsymbaliuk, I., Marcus, O., & Brodska, I. (2019). Development of electronic banking: a case study of Ukraine. *Entrepreneurship and Sustainability Issues*, 7(1), 219-232.
26. Yanyshyn, Ya., Sodoma, R., Markiv, G., Lipych, L., Shmatkovska, T., & Shidnytzka, G. (2020). Economic efficiency of the nuts complex business in the agriculture of Ukraine. *Scientific Papers Series «Management, Economic Engineering in Agriculture and Rural Development»*, 20(2), 531-536.
27. Yermakov. O.U., Hrebennikova, A.A., Nahornyi, V.V., & Chetveryk, O.V. (2019). Investment Support and Development of Social Responsibility of Agrarian Business Entities. *34th International-Business-Information-Management-Association (IBIMA) Conference*. Madrid, Spain, 13-14, November 2019, 13260-13266.
28. Zhurakovska, I.V., Sydorenko, R.V., Shmatkovska, T.O., & Brodska, I.I. (2020). Factors of influence on employment in small and medium-sized business in Ukraine. *Financial and credit activity: problems of theory and practice,* 32(1), 109-119.

Primary Paper Section: A

Secondary Paper Section: AE, AH

SYSTEM OF PRINCIPLES OF THE CRIMINAL-EXECUTIVE POLICY OF UKRAINE

[a]YULIIA FIDRIA, [b]ZORIANA ZARADIUK, [c]ANDRII HUSAK, [d]VIKTORIIA KONDRATISHYNA, [e]BORYS CHUPRYNSKYI

[a-e]Department of Criminal Law and Procedure, Lesya Ukrainka Volyn National University, 13, Volya Ave., 43025, Lutsk, Ukraine
email: [a]Fix357@ukr.net, [b]Lawyer.st@ukr.net, [c]annamax@ukr.net, [d]vikusyalutsk@ukr.net, [e]b.chuprinskij@ukr.net

Abstract: The article examines the system of principles of the criminal executive policy of Ukraine. In the study, we distinguished a set of principles of criminal-executive half-life and criminal-executive legislation. In the article we have classified the principles of criminal enforcement policy into common law, intersectoral, sectoral, as well as given their general characteristics. It is offered to allocate in the system of principles of the criminal executive policy of Ukraine principles of separate institutions (directions) of criminal executive policy.

Keywords: Criminal executive activities, Criminal-Executive Code, Criminal-executive legislation, Criminal-executive policy, Intersectoral principles, System of principles.

1 Introduction

The principle is called what underlies a particular theory, doctrine, science, worldview; that which is the primary basis, the primary source [20, p. 720].

Principles are the basic grounds, initial ideas, characterized by universality, general significance, higher imperative and reflect the essential provisions of theory, doctrine, science, a system of domestic and international law, political, state, or public organization [1, p. 110].

The principles of law are the guiding grounds (ideas) that determine the content and direction of the legal regulation of social relations. The significance of the principles of law is that they in a concise form, concentratedly reflect the most essential features of the law, are its quintessence.

The principles of the criminal-executive policy of Ukraine should be called guiding ideas, provisions on the basis of which the activity of Ukraine in the field of execution of punishments is realized.

In the literature, the principles of criminal executive law are understood as theoretically substantiated basic provisions, which are due to the objective laws of punishment, express the essence of criminal executive activities aimed at implementing the restrictions inherent in punishment (regardless of coercive measures), and find their manifestation in the process of execution – serving all punishments without exception.

2 Literature Review

As a result of acquaintance with authoritative sources that are trustworthy, we note that, in particular, A. Kh. Stepaniuk noted that in the literature it is generally accepted to classify the principles of law into three categories: common law, intersectoral and sectoral [19, p. 296].

Examining the principles of criminal-executive legislation, I. S. Mykhalko noted that the principles of legislation "permeate" the entire normative fabric of criminal-executive law, and their system, enshrined in Art. 5 of the Criminal-Executive Code of Ukraine, is a single, logically balanced hierarchy of principles, in which science in the field of dissemination distinguishes common law, intersectoral principles, and principles of law.

Under the principles of criminal executive legislation, the author proposed to understand the basic principles and provisions of the process of execution/serving a sentence, which is enshrined in the criminal executive law and has ideological, legal, regulatory, and strategic nature, supported by certain legal tools in the process of criminal enforcement due to the purposes of execution of punishment [11, p. 21].

At the same time, the principles of the penitentiary policy are a much broader concept. According to I. S. Mykhalko, the principles of the policy include not only the principles of current criminal executive legislation, but also the principles of policy put forward by the science of this branch of law, and the principles of practice of execution and serving a sentence, intentions and specialized international standards acquired the importance of principles [12, p. 72].

Another researcher of criminal-executive policy formulates the principles of the criminal-executive policy of Ukraine as theoretically substantiated, formulated in the current legislation and applied in practice the main provisions (guiding ideas, etc.), which are due to objective laws of implementation of the relevant criminal punishment and achieving its goal [3]. At the same time, the author highlights the following principles of the criminal executive policy of Ukraine: the principle of compliance of criminal executive policy with other elements of policy in the fight against crime, the principle of inevitability of criminal punishment, the principle of social and legal psychology, the principle of differentiation and individualization of punishment. principle of expediency, the principle of economy of repressions, the principle of a progressive system of execution and serving of punishment, the principle of mutual responsibility of the state and convict, the principle of reconciliation (mediation) of convict and victim, the principle of rational application of measures of persuasion and coercion to convicts, the principle of public participation in the execution of criminal punishment combination of all elements of the purpose of punishment in its execution, the principle of complex and systemic (continuous) influence on the person of the convict, the principle of repayment and removal of conviction.

3 Materials and Methods

Despite the fact that the literature pays a lot of attention to the system of principles of the criminal executive law, principles of criminal executive legislation, principles of the process of execution/serving of sentences, the issue of principles of criminal executive policy and their system remains poorly understood.

Thus, the purpose of the article is to build a system of principles of the criminal executive policy of Ukraine and determine the arsenal of its elements. This is done in order to optimize the current classification system of principles enshrined in the Criminal Enforcement Code of Ukraine.

4 Results and Discussion

Ukrainian legislator in Art. 5 of the Criminal-Executive Code of Ukraine defined the following principles of criminal-executive legislation, execution and serving of sentences: the inevitability of execution and serving of sentences, legality, justice, humanism, democracy, equality of convicts before the law, respect for human rights and freedoms, the mutual responsibility of the state and the convict, differentiation, and individualization of execution of punishments, rational application of coercive measures and stimulation of law-abiding behaviour, the combination of punishment with corrective influence, public participation in cases provided by law in the activity of bodies and institutions of execution of punishments.

It is quite fair to note that the list of legally enshrined principles raises many questions among scientists and is indisputable. For example, it is unclear how the principle of «mutual responsibility of the state and the convict» can be implemented within the framework of criminal liability, which is the use of state coercion by penitentiary bodies and institutions and is expressed in restricting the rights and freedoms of the convict [9, p. 43].

In addition to the principles of criminal executive legislation, execution and serving of punishments enshrined in Art. 5 of the Criminal Executive Code of Ukraine, I. S. Mykhalko to the list of principles of criminal executive policy includes a number of principles developed by science and practice: the principle of minimal legal restrictions on the rights and freedoms of convicts, the principle of saving criminal repression, the principle of priority incentive policy resocialization and adaptation of convicted convicts, the principle of priority measures of socio-pedagogical correction of convicts, the principle of improving educational and operational work with convicts, the principle of increasing the openness of the penitentiary system and its focus on cooperation with civil society, the principle of improving penitentiary system [12, p. 72].

Without opposing the above scientific positions, which have the right to exist, we propose to divide the principles of criminal executive policy (as well as rights) into common law, intersectoral, and sectoral. Such classification will promote complex research of the legal nature of separate principles of the criminal executive policy of Ukraine.

Common law principles are the guiding principles on the basis of which the legal policy of Ukraine in general and criminal enforcement policy, in particular, are built. As a rule, these principles are enshrined at the level of the Constitution of Ukraine. These include the following principles.

1) The principle of democracy (Article I of the Constitution of Ukraine).

Regarding the principle of democracy in criminal executive law, R. V. Korolov noted that this is due to the laws of social development, a fundamental idea that characterizes the degree of influence of state and public institutions, individual citizens on criminal executive policy and its implementation in law and practice institutions that execute criminal punishments, based on the principles of openness and transparency to the people, the legal personality of convicts, the optimal combination of their freedom and responsibility [8, p. 126].

According to O. Ye. Skakun, the principle of democracy is manifested in the practical implementation of the will of the citizens of the state through their representative authorities. Democracy is also manifested in the fact that the activities of penitentiary institutions and bodies are carried out under the supervision of public organizations. The public has the opportunity to participate in widely indirect work aimed at achieving the goal of some criminal penalties (e.g., correctional labour) [18, p. 58].

A. M. Sheina argues that the essence of the principle of democracy is that the penitentiary policy covers the exercise of the will of the people, the activities of bodies and institutions, which is aimed at punishing and controlling certain public organizations (services) in juvenile affairs, supervisory commissions. The latter play a direct role in the re-education and correction of convicts [16, p. 28].

2) The principle of respect for human rights and freedoms (Article 3, Article 55, and Article 63 of the Constitution of Ukraine).

The Constitution of Ukraine in Part 2 of Art. 3 stated that human rights and freedoms and their guarantees determine the content and direction of the state. The state is accountable to man for his activities. The establishment and protection of human rights and freedoms is the main duty of the state.

The criminal-executive sphere is not an exception to the extension of the general principle of respect for human rights and freedoms.

A. Kh. Stepaniuk notes that in executive activity respect for human rights is directly related to the convict`s ability to defend his rights, appealing with proposals, statements, and complaints to the court, to the Commissioner for Human Rights of the Verkhovna Rada of Ukraine, to relevant international judicial institutions or to the relevant bodies of international organizations of which Ukraine is a member or participant, as provided in Art. 55 of the Constitution of Ukraine.

Human rights in the activities of penitentiary bodies and institutions are manifested in the active-duty of the administration to respect them in relation to each of the convicts. In this regard, in the executive activity of the administration of penitentiary bodies and institutions, only what will be provided by the criminal-executive legislation is allowed, and convicts, serving their sentences, will be able to do everything that is not prohibited by law [19, p. 301].

The latter is due to the norm of Part C of Art. 63 of the Constitution of Ukraine, namely: «The convict enjoys all human and civil rights, except for restrictions imposed by law and established by a court sentence».

3) The principle of the Constitution of Ukraine (Article 6, Article 62, and paragraph 14 of Article 92 of the Constitution of Ukraine).

At the constitutional level, the principle of division of power into three branches is enshrined: legislative, executive (which includes bodies and institutions of execution of punishments), and judicial, as well as in paragraph 14 of Art. 92 of the Constitution of Ukraine stipulates that only the laws of Ukraine determine the judiciary, the judiciary, the status of judges, the principles of forensic examination, the organization and activities of the prosecutor`s office, bodies of inquiry and investigation, notaries, penitentiary bodies and institutions. This is where the principle of legality manifests itself.

In addition, the position of V. I. Seliverstov and I. V. Shmarov should be supported, who believe that the principle of legality is expressed in the rule of law governing the execution of punishment, the priority of this law over other regulations, as well as inaccurate and strict observance of the criminal-executive legislation not only by establishments and bodies executing punishment, but also by all bodies, establishments, the organizations, citizens involved in execution of punishment, and the convicts [15, p. 16].

4) The principle of the rule of law (Article 8 of the Constitution of Ukraine).

It should be noted that simultaneously with the consolidation in Art. 8 of the Constitution of Ukraine, the principle of the rule of law, the basic ideas of the classical version of the concept (principle) of the rule of law are embodied in other articles of the Constitution of Ukraine. For example, according to S. M. Pohrebniak, this concept provides for the following provisions: 1) public authorities and local governments, their officials are obliged to act only on the basis, within the powers and in the manner prescribed by the Constitution and laws of Ukraine (Article 19); 2) citizens have equal constitutional rights and freedoms and are equal before the law (Article 24); 3) the rights and freedoms of man and citizen are protected by the court, and the jurisdiction of the courts extends to all legal relations arising in the state. It should be noted that the main ideas of the classical version of the concept of the rule of law are embodied in the Constitution of Ukraine. Thus, it provides for: 1) public authorities and local governments, their officials are obliged to act only on the basis, within the powers and in the manner prescribed by the Constitution and laws of Ukraine (Article 19); 2) citizens have equal constitutional rights and freedoms and are equal before the law (Art. 24); 3) the rights and freedoms of man and citizen are protected by the court, and the jurisdiction of the courts extends to all legal relations arising in the state [13, p. 28].

5) The principle of equality of citizens before the law (Article 21 and Article 24 of the Constitution of Ukraine).

A. I. Zubkov argues that the principle of equality of convicts before the law is expressed in a single legal status of persons serving a particular type of punishment or are in the same conditions of imprisonment, regardless of nationality, social status, religion, and other socio-political, demographic characteristics. Differences can be predicted depending on gender, age, health status, pregnancy or young children, and most importantly – on the behaviour of convicts [22, p. 16].

6) The principle of humanism (Article 28 of the Constitution of Ukraine).

The principle of humanism is reflected in Art. 28 of the Constitution of Ukraine, which states that everyone has the right to respect for his dignity. No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment.

T. V. Rudnyk found that the content of the principle of humanism in criminal executive law is closely related to the provisions of the Constitution of Ukraine and international legal acts on human rights and treatment of ligaments and includes the following elements: prohibition of torture and other cruel, inhuman or degrading treatment or punishment. or degrading treatment and punishment; respect and protection of the rights, freedoms and legitimate interests of convicts; an attitude of employees of penitentiary institutions to convicts with respect for their dignity; proper conditions of detention of convicts; social and legal protection of convicts; personal safety of convicts; responsibility for torture, other ill-treatment of convicts [14, p. 9].

Such an interpretation of the essence of the principle of humanism is too broad, as it covers respect for and protection of the rights, freedoms, and legitimate interests of convicts, which is a manifestation of another common law principle.

7) The principle of social justice.

This principle is inherent in politics in general and criminal enforcement policy in particular. Aristotle defined politics as the art of providing people with the highest justice [4, p. 31]. Based on the statement of the ancient thinker, we can say that justice is not only one of the basic principles of politics, but also its ultimate goal.

The essence of the principle of justice is that, on the one hand, the state, subjecting the convict to punishment, thereby restores justice in society, which was violated by the crime, and on the other - the scope of restrictions on the rights and freedoms of the convict should be an adequate degree of his guilt and public danger of the crime [9, p. 43].

8) The principle of public participation in the activities of penitentiary bodies and institutions.

This principle is one of the common law, because its manifestation can be observed in all spheres of public life, it is an integral attribute of civil society.

The mechanism for implementing this principle in practice is enshrined in Art. 25 of the Criminal-Executive Code of Ukraine, which provides for public participation in the correction and re-socialization of convicts, as well as public control over the observance of the rights of convicts during the execution of criminal sentences.

Cross-sectoral principles are the principles of criminal-executive policy, which are characteristic of other components of the policy in the field of crime control. These include the following principles.

1) The principle of compliance of penitentiary policy with other components of policy in the fight against crime.

This principle is cross-sectoral, as it also serves as a principle for other elements of crime policy. For example, the criminal law policy of Ukraine is characterized by the principle of compliance of criminal law policy with other components of policy in the field of crime control.

P. L. Fries`s assertion that criminal law policy is a defining element, as it establishes the range of acts belonging to the category of criminals (within which criminalization and decriminalization are carried out), and defines penalization (defenalization), deserves full support. All other elements of the policy in the field of combating crime, so to speak, work in the direction determined by criminal law policy. Of course, in such a situation between all the elements there must be unity in approaches, assessments, methodologies. Such unity should be based on the consistency of the principles on which the activities of each component are implemented [5, p. 53].

2) The principle of inevitability of punishment.

Therefore, A. Kh. Stepaniuk rightly states that the principle of inevitability of punishment reflects the connection between crime and punishment, with its help the succession of stages of criminal responsibility can be traced. The inevitability of punishment – an objectively existing, recurring, significant link between the stages of criminal responsibility, which characterizes its progressive development [19, p. 350].

As we can see, the principle of inevitability of punishment applies at all stages of the implementation of policy in the field of crime control, starting from criminal law policy and ending with the criminal executive.

The principle of inevitability of punishment in the penitentiary policy is manifested in the need for the proper execution of the sentence imposed by the court in the sentence on behalf of Ukraine.

3) The principle of expediency.

The principle of expediency means that the application of measures of criminal law and criminal executive influence on the person of the convict must be consistent with the purpose of criminal repression. The framework of criminal, and at the stage of execution of punishment framework of criminal-executive repression, types, and nature of measures, actions, as well as their choice and application in practice are determined by expediency.

4) The principle of saving repression.

PL Fries wrote that the principle of economy of repression is fundamental to criminal law policy. It finds its expression at all stages of its implementation. At the stage of law-making, its implementation means classifying as criminal only those acts that really need to be combated by criminal law. The degree of public danger of these acts must be so high that the use of other measures of legal influence is ineffective and ineffective. In those cases, and situations when the positive social effect of the fight against crime can be achieved through the application of less severe measures of influence, the use of criminal repression is inappropriate [6, p. 66].

A particularly important manifestation of this principle of penitentiary policy is the application in more cases of types of punishment not related to isolation from society, which reflects the tendency to liberalize penitentiary policy.

5) The principle of differentiation and individualization of punishment.

V. Ya. Konopelsky as a result of the analysis of criminal and criminal-executive aspects of differentiation and individualization of punishment came to the conclusion that differentiation of punishment is calculated on rather an indefinite circle of persons who committed a crime, it is not personified and does not consider all significant features of each crime. , and individualization, on the contrary, always has the personified, individualized character that provides the account of individual properties of a crime and the person guilty of its commission significant for criminal law. In other words, individualization applies only to a specific, individually identified person and to a specific case of a crime. According to the differentiation of differentiation, the individualization of punishment takes into account the identity of the perpetrator of the crime and his behaviour [7, p. 158].

V. I. Seliverstov and I. V. Shmarov, believing that this intersectoral principle is derived from the principle of differentiation and individualization of criminal law liability, say that in criminal executive law it is expressed in the differentiation and individualization of execution and serving a sentence. At the same time, differentiation of execution of punishment, in their opinion, means that different categories of convicts depending on the gravity of crimes, previous criminal activity, guilt, behaviour in the process of serving a sentence are subject to coercion and restriction of rights to varying degrees. Individualization of execution of punishment presupposes taking into account not group, but individual features of the convict`s personality while serving the sentence and is realized by changing the legal status of the convict depending on the behavior when applying incentives and penalties [15, p. 17].

According to O. A. Syza, differentiation and individualization of execution of punishment are two independent interdisciplinary principles. At the same time, under the first principle, she considers it necessary to understand «the division of convicts into groups, categories, categories based on the features specified in the law or developed in the practice of execution of sentences, as well as tools and methods based on criminology, penitentiary pedagogy and psychology», and the second principle is based on taking into account not a group but individual characteristics of the convict and is reduced to «changing the content of punitive and educational influence depending on the behaviour of the convict and the degree of his correction» [17, p. 145-160].

Sectoral principles are a group of principles of criminal-executive policy, on the basis of which the process of execution/serving of sentences is directly carried out.

The list of industry principles includes the following principles.

1) The principle of rational use of coercive measures and promotion of law-abiding behaviour.

According to S. M. Zubariev, the sectoral principle of rational application of coercive measures means of correction of convicts, and stimulation of their law-abiding behaviour is a development of the principles of differentiation and individualization of punishment, which orients the staff of penitentiary institutions to a comprehensive balanced impact on each convict the process of execution of a particular type of punishment [21, p. 17-18].

I. S. Mykhalko as a result of an in-depth study of the principle of rational application of coercive measures and stimulation of law-abiding behaviour offers his author`s definition of the content of this principle. Thus, according to the author, the principle of rational application of coercive measures and stimulation of law-abiding behaviour is a fundamental idea regulated by the norms of criminal-executive legislation, which, permeating the dual process of execution / serving a sentence, optimally combines two types of legal measures to influence convicts: punitive and stimulants, which are a feature of the content of this principle and are covered by its scope, is implemented by specially authorized bodies and institutions within the statutory period and in accordance with the objectives of criminal punishment and the means to achieve them [10, p. 259].

2) The principle of combining punishment with corrective action.

V. I. Seliverstov and I. V. Shmarov believe that the combination of punishment with corrective influence as a sectoral principle implies the need to accompany all types of punishment (not only in the form of imprisonment) by applying to convicts various measures of education. Such a combination of execution of punishment with measures of corrective influence forms, in their opinion, a punitive-educational process [15, p. 18].

The main means of corrective influence (correction and resocialization), which are applied together with the punishment to the convict, are named in Part 3 of Art. 6 of the Criminal-executive code of Ukraine to which the established order of execution and serving of punishment (mode), socially useful work, social-educational work, general and vocational training, public influence belongs.

The relevant system of principles of penitentiary policy, it seems to us, should be supplemented by another group of principles – the principles of individual institutions (directions) of penitentiary policy.

We propose to differentiate the principles of penitentiary policy institutions according to the directions of penitentiary policy into the following:

1) Principles of policy in the field of execution of sentences related to isolation.

Among the principles of policy in the field of execution of sentences related to imprisonment, we can name the principle of separate detention of convicts in correctional and correctional colonies (Article 92 of the Criminal Executive Code of Ukraine), the principle of serving the entire sentence in one sentence. correctional or correctional colony (Article 93 of the Criminal-Executive Code of Ukraine), the principle of serving a sentence by a convict in a correctional or correctional colony within an administrative-territorial unit according to his place of residence before conviction or permanent residence of the convict`s relatives (Part 1 of Article 93, Criminal Executive Code of Ukraine).

2) Principles of policy in the field of non-isolation punishment.

A striking example of the variety of policy principles in the field of non-isolation punishment is the principle of involvement in community service, on the basis of which punishment is carried out in the form of community service (Part 2 of Article 36 of the Criminal Executive Code of Ukraine) and execution of punishment in the form of correctional labour (Part 2 of Article 41 of the Criminal Executive Code of Ukraine).

Among the principles of execution of property punishments, M. P. Chernenok calls the principle of the reality of execution, which means the effectiveness of such activities, regardless of the method of execution; the principle of the rationality of execution, which characterizes the activities of bodies executing property penalties, in terms of its usefulness, i.e. determines how the intended beneficial effects of these activities are not “suppressed” by harmful side effects, the principle of inviolability of the convict in the execution of property punishments to encroach in any form on the personal freedom and dignity of the convict to property punishments [2, p. 8].

5 Conclusion

Thus, the system of principles of the criminal-executive policy of Ukraine is formed by common law principles, which include democracy, respect for human rights and freedoms, legality, rule of law, equality before the law, humanism, social justice, public participation in law enforcement agencies; intersectoral principles, namely differentiation and individualization of execution of punishment, correspondence of penitentiary policy to other components of policy in the field of fight against crime, the inevitability of punishment, expediency, the economy of repression, and also branch principles: rational application of coercive measures and encouragement of law-abiding behaviour corrective action, etc. An important role in the formation and implementation of the penitentiary policy of Ukraine is played by the principles of individual institutions (directions) of penitentiary policy, which are divided into the principles of policy in the field of execution of sentences related to isolation and the principles of policy in the field of execution of sentences associated with insulation.

Summarizing the above and based on the current content of Art. 5 of the Criminal-Executive Code, the system of principles outlined in it should be set out in the following sequence. First of all, in the specified criminal-executive norm it is appropriate to define the general legal principles of the criminal-executive legislation, execution, and serving of punishments, and only after that – branch principles of the criminal-executive legislation. Thus, the system of principles of the Criminal-Executive Code should be defined in the following sequence: legality, justice, humanism, respect for human rights and freedoms, the inevitability of execution and serving sentences, equality of convicts before the law, the mutual responsibility of the state and the convict, differentiation, and individualization, rational use of coercive measures and stimulation of law-abiding behaviour, combination of punishment with corrective influence, public participation in cases provided by law in the activities of bodies and institutions of execution of punishments. It should also be added that the existing system of principles of criminal executive legislation, execution, and serving of sentences should be a flexible system of key legal principles, which, taking into account the modern development of the state and society, should be promptly adjusted by the legislature systems.

Literature:

1. Antonyan, E.A., Antonyan, Yu.M., & Borsuchenko, S.A. (2012). *Russian course on criminal executive law: in 2 volumes.* In V.E. Eminova and V.N. Orlova (Eds.). Moscow: Moscow State Law Academy named after O.E. Kutafina, Elite, Main Part, 1, 696.
2. Chernenok, M.P. (2003). *Problems of theory and practice of execution of property punishments.* Author's ref. for PhD Thesis, special. 12.00.08: "Criminal law and criminology, criminal executive law", 10, 21.
3. Chubrakov, S.V. (2015). *The problem of principles in criminal executive law: history and modernity*. In V.A. Utkin (Eds.). Tomsk: TSU Publishing House, 128.
4. Demidenka, G.G. & Petrishina, O.V. (2009). *History of the doctrines of state and law.* Textbook for order. Kh.: Pravo, 256.
5. Fries, P.L. (2005). *Criminal law policy of the Ukrainian state; theoretical, historical and legal issues*. K.: Attica, 332.
6. Fries. P.L. (2005). *Criminal and legal policy of Ukraine*: PhD Thesis, special. 12.00.08, "Criminal law and criminology, criminal executive law". Kyiv, 440.
7. Konopelsky, V.Ya. (2013). Differentiation and individualization of execution of punishment: criminal and criminal-executive aspects. *South Ukrainian Law Journal,* 1, 155-158.
8. Korolev, R.V. (2007). On the question of the concepts of the principle of democracy in criminal executive law. *Business in law*, 4, 125-126.
9. Litvinov, O.M., Stepanyuk, A.Kh., Yakovets, I.S., Autukhov, K.A, Gel, A.P., Losich, S.V., & Nazimko, Ye.S. (2015). *Criminal executive law of Ukraine. General and Special parts*. In O.M. Lutvinova and A.Kh. Stepanyuk (Eds.). K.: Publishing house "Dakor", 632.
10. Mikhalko, I.S. (2009). Analysis of the definition and content of the principle of rational application of coercive measures and stimulation of law-abiding behavior of convicts under Ukrainian and Russian legislation. In B.I. Borisova et al. (Eds.). *Issues of combating crime*. Kh.: Law, 18, 249-259.
11. Mikhalko, I.S. (2013*). Ensuring the principle of rational application of coercive measures and stimulating law-abiding behavior of convicts: [monograph]*. Kh.: Law, 200.
12. Mikhalko, I.S. (2014). The concept of policy principles in the field of execution of criminal penalties. *Scientific Bulletin of the International Humanities University. Ser.: Jurisprudence*, 9(2), II, 71-72.
13. Pogrebnyak, S.M. (2006). The principle of the rule of law: some theoretical problems. *Bulletin of the Academy of Legal Sciences of Ukraine*, 1(44), 26-36.
14. Rudnik, T.V. (2010). *Implementation of the principle of humanism in the execution and serving of imprisonment.* Author's ref. for PhD Thesis, special. 12.00.08: "Criminal law and criminology, criminal executive law". Kyiv, 22.
15. Selivestrova, V.I. (Ed.). (2002). *Criminal executive law.* Textbook. for just. Universities, 3rd ed., ed. and ext. M.: Jurisprudence, 368.
16. Shane, A.M. (2016). *Philosophical and legal principles of the principle of democracy in law*. PhD Thesis: special. 12.00.12: "Philosophy of Law", Lviv, 217.
17. Sizaya, E.A. (2008). *Principles of Penal Law: Questions of Theory and Practice*. Cheboksary: CHKI RUK, 384.
18. Skakun, O.S. (2008). On the principles of criminal executive law of Ukraine. *Bulletin of Kharkiv National University of Internal Affairs,* 41, 55-62.
19. Stepanyuk, A.H. (2002). *Actual problems of execution of punishments (essence and principles of criminal-executive activity: theoretical and legal research).* PhD Thesis, special. 12.00.08: «Criminal law and criminology - criminal executive law», Kh., 403.
20. Utkin, V.A. (1995). *A course of lectures on criminal executive law*. A common part. Tomsk: Publishing house of UMC TSU, 94.
21. Zubarev, S.M. (2006). *Penal law: lecture notes*. 3rd ed., ed. and ext. M.: Yurayt-Izdat, 232.
22. Zubkova, A.Y. (Ed.). (2006*). Criminal executive law of Russia: theory, legislation, international standards, domestic practice of the late XIX – early XXI century*. Textbook for universities, 3rd ed., reworked and ext. M.: Norma, 720.

Primary Paper Section: A

Secondary Paper Section: AE, AG

INNOVATIVE ASPECTS OF ENCOURAGING INTERCULTURAL COMMUNICATION IN NATIVE AND FOREIGN LANGUAGES WHILST TRAINING STUDENTS OF HUMANITIES IN HIGHER EDUCATIONAL INSTITUTIONS (ON THE EXAMPLE OF PHILOLOGICAL, PEDAGOGICAL AND LEGAL TRAINING PROGRAMMES)

[a]MYKHAILO YATSYSHYN, [b]NATALIIA YATSYSHYN, [c]YULIIA HORDIIENKO, [d]OLHA MELNYCHUK, [e]TETIANA SEMENIUK, [f]LINA SOROKINA

[a-f]Lesya Ukrainka Volyn National University, 13, Volya Ave., 43025, Lutsk, Ukraine
email: [a]iatsyshyn.mychailo@vnu.edu.ua, [b]nataly.yatsyshyn@gmail.com, [c]gordijenko@vnu.edu.ua, [d]olha.v.melnychuk@gmail.com, [e]semenyk@vnu.edu.ua, [f]sorokina.lina@vnu.edu.ua

Abstract: The deepening of international cooperation in all spheres of economic and legal relations requires the formation new approaches in the process of training law students. New trends affecting the professional training of lawyers create requirements for creating opportunities for them to provide in-depth professional communication in the system of international relations. The paper defines that law students should master the skills of acting as a mediator between representatives of their own and foreign cultures, identify the causes of disruption of intercultural communication and effectively eliminate misunderstandings and conflict situations caused by intercultural differences.

Keywords: Foreign languages, Higher education institutions, Encouraging intercultural communication, Training programmes, Training students

1 Introduction

Modern conditions of globalization of society require each individual to have knowledge and skills of intercultural communication. The growth of globalization, the spread of international contacts, the internationalization of Ukrainian society in general, objectively causes changes in the nature of intercultural communication, which deepens business and friendly contacts with other countries, and thus promotes the study of foreign languages by law students through the prism of intercultural communication.

The pedagogical task of updating students` linguistic knowledge involves the formation of a special kind of value orientation in them – the development of a stable desire to independently replenish information, which under certain conditions may be insufficient. We see the essence of actualization of students` linguistic knowledge in the development of their motivated active participation not only during the performance of traditional tasks (translation of a fixed volume of special-purpose texts) but also in the expansion of mandatory material, which involves the transformation of knowledge, their use in communicative exercises, especially modeled communication situations, application in project tasks [14].

Thus, there is a need not only to teach lawyers meaningfully, grammatically correct, and stylistically able to express their views, but also to form within them foreign language communicative competence.

2 Literature Review

An Increased scientific interest in various aspects of intercultural communication and competence was shown by both domestic and foreign researchers in the field of sociology, cultural studies, psychology, linguistics, philosophy, and education. Previous research was carried out in the following areas: the formation of socio-cultural competence (O. Agres [1], O. Apostolyuk [2], F. S. Batsevych [3], I. F. Loschenova [14], I. Tofan [24], etc.); formation of communicative competence (J. W. Berry [4], V. V. Machusky [15], I. Tsymbaliuk [22, 27], etc.); formation of professional competence (L. S. Dzevytska [6], M. Dziamulych [7-10; 18-20], D. Matsumoto [16], M. Yatsyshyn [29], etc.); formation of certain aspects of professional foreign language competence (N. V. Hurenko [11], T. I. Oliynyk [17], Ya. Yanyshyn [28], etc.); research of levels of readiness for professional activity (V. Khrebtova [12], O. Stashchuk [22-23], A. Tokarska [25], etc.); use of information technologies in the educational process (V. A. Komarnytska [13], R. Sodoma [21], O. V. Yudina [30], I. Zhurakovska [31] etc.).

3 Materials and Methods

Ensuring the successful solution of cognitive and practical problems, as well as the optimal functioning of the system of procedural training of legal professionals involves the use of common law and special scientific methods. In particular, the main methods used in the research process are comparative-historical, the method of experimental cognition, comparison, and also took into account the methods of application of technical means in teaching a foreign language.

In addition, traditional general and special research methods were used. Thus, by the general technique studying the general laws and features of the process of training of any foreign language was considered. A special technique includes the study of learning those linguistic and speech phenomena that are specific to a particular foreign language. Psycholinguistic methods were also used to study the mechanism of speech generation and recognition.

4 Results and Discussion

Intercultural communication is a social phenomenon, the essence of which is a constructive or destructive interaction between representatives of different cultures (national and ethnic), subcultures within a clearly defined spatio-temporal continuum. At the centre of intercultural interactions is man as the bearer of universal universals and cultural features. This person acts and interacts with others on the basis of these universals and features in a large number of communication contexts [3].

As you know, the theoretical and methodological basis for the study of pedagogical conditions for the effectiveness of multicultural education of law students by foreign languages in higher education is the provision that the discipline “Foreign Language” (for example, teaching English and French) has significant educational opportunities, multicultural the potential of the socio-cultural component contributes to the involvement in the educational process of cognitive (intellectual), knowing, emotional and sensory spheres of the student`s personality in the context of the multicultural orientation of the pedagogical process by means of foreign languages.

In the process of study, law students must master the skills of acting as a mediator between representatives of their own and foreign cultures, identify the causes of intercultural communication and effectively eliminate misunderstandings and conflicts caused by intercultural differences. One of the tasks of professional training of future lawyers should be the study of intercultural differences, which allows a clearer understanding of the peculiarities of their culture, more effectively interact with representatives of another culture.

Of particular relevance in the context of globalization and internationalization of world economic and legal relations is the study of English by future lawyers of basic legal terminology, which is also directly due to both the international specifics of the legal field and communicative and professional needs, as the legal system, various forms, types, branches and law, and legislation, including philosophy of law, general theory of law, sociology of law, legal (juridical) technology, legal cybernetics; branch legal sciences and, in particular, international legal sciences; international public law, private international law, constitutional law of foreign countries, consular, diplomatic law, regional law, international law, etc., will not have prospects for development without the connection of a foreign language subtext, which ensures the interaction of national legal systems in order to unify and standardization of legal concepts, the need for communication in the field of legal science and practice.

Intercultural communication of law students is closely related to communicative competence because language and communication are aimed at exchanging information and establishing interaction between partners in the communication process, namely in learning a foreign language. Communicative actions provide social competence and conscious orientation of law students to other people`s positions, namely such skills as listening and engaging in dialogue, participating in a collective discussion of a topic or problem, interacting and collaborating with people of different ages and cultures.

It is possible to define intercultural competence as the ability of a person to communicate effectively with representatives of other cultures, i.e. to achieve their goals in communication and at the same time meet the expectations of their partners. Most researchers emphasize the importance of the categories «efficiency» and «adequacy» (relevance) in determining competence. Effectiveness in this context can be explained as a process of communication in order to achieve goals or desired results; adequacy – as the absence of violations of significant rules that operate in a particular cultural context, and compliance with the expectations of the opposite party [4].

General cultural competence is a multicomponent formation. But there is an opinion that one of the main components of general cultural competence is intercultural sensitivity, i.e. sensitivity to differences between cultures, awareness of the possibility of difficulties in intercultural communication. Sensitivity to differences is so important that in some concepts intercultural sensitivity is seen as a separate component that replaces intercultural competence. For example, Milton Bennett`s theory is well known in our country [16].

However, it is still more appropriate to consider intercultural sensitivity as one of the most important factors of general competence in interaction with representatives of other cultures. Such views are held by American Researchers H. Chen and V. Starost, who use the metaphor of «umbrella», where intercultural competence, in their opinion, combines intercultural sensitivity, awareness, and skills of interaction with representatives of specific cultures [14].

For foreign language teachers, the use of knowledge in the field of cultural communication in the classroom helps law students to achieve a higher level of knowledge of English. In the case of applicants, the knowledge of cultural communication gained during school will help future students to be prepared to enter the university.

Knowledge in the field of cross-cultural competence enables and helps the teacher to understand through the behavior of a law student which method of teaching to choose. This knowledge can also be used in learning English to help law students relate new knowledge to previous knowledge and experience. The national-cultural specificity of expression is one of the main reasons for the difficulties and their understanding by a non-cultural recipient. It is those factors that do not coincide in the two cultures that become a barrier to understanding in the communication process and require interpretation, comment, and in many cases remain inexpediently clear.

Implementation of the linguistic approach to teaching oral foreign (English) speech to law students can be done by dosed inclusion in practical classes of additional background tasks (for example, hand out cards with phraseological verbs that are most often used in colloquial language) and use language tools to match them according to the content and degree of complexity and agree with the information in the textbooks, taking into account the level of language proficiency of law students (for example, during a practical lesson watch a 3-5-minute video with new vocabulary and then consolidate this vocabulary with exercises). In the process of formation of oral speech skills and abilities to obtain a certain level of knowledge of a foreign language, there is a systematization of mastered lexical units. This should be done in the case of mastering each new topic [25].

We also share the opinion of A. Tokarska that in linguistics, psychology, socio-psycholinguistics, ethics, legal deontology, the communicative effectiveness of interaction between lawyers and persons entering into legal relations is considered in general as a linguistic and etiquette manifestation of verbal behavior of interlocutors. According to her definition, the communicative activity of law enforcement officers is «intellectually-verbal and non-verbal actions aimed at consensual interaction with persons of different age, gender, professional and cultural-ethnic groups, who mostly show (under adverse conditions and circumstances) a negative reaction to protection rights and freedoms of citizens, unlawful encroachments on their lives and health, government and public order» [25]. Indeed, the legal activity of the development of these elements occurs in the process of communication between law enforcement officers and other members of social groups.

Summarizing modern scientific trends in this field of research, we can state the advantage of a systematic approach to learning a foreign language, taking into account its communicative features, because it is with this approach that systemic language patterns and relationships are manifested in order to most fully and effectively use them in language, that is, for the formation of foreign language communicative competence. The system approach, therefore, is the shortest way to master foreign languages (in our case – English).

A peculiar type of intercultural communication in the context of intercultural dialogue is the teaching of English, where cultural interaction of representatives of different linguistic and cultural communities can be both direct (indirect contacts) and indirect (work with text, work as an abstract model of another culture), dialogical consciousness and thinking of a person with the imaginary world and other people (for example, identification with images of works of art).

In the context of intercultural communication, a foreign language is considered by some researchers as a tool for multicultural development of the personality of learners, or as a means of ensuring a person`s integration into a new society, a new social situation [13].

In today`s globalized world, English is known as lingua franca because it performs a unifying communicative function, particularly in science, technology, and education, enabling scientists, researchers, and students to join the latest world scientific achievements, exchange information, and participate in international events (professional conferences, congresses, seminars, exchange programs, etc.). Proficiency in English is a prerequisite for successful research and educational processes.

The introduction of cultural elements in the process of teaching a foreign language is a necessary need today because awareness and separation of signs of differences of different cultures, tolerant attitude to these differences stimulate the linguistic, cognitive, and social development of students [17].

That is why the study of a foreign language in higher education acquires a cultural meaning, because the future specialist of a new type, who speaks a foreign language, must carry out professional activities at the international level, adapt to a new means of communication, learn another culture and comprehend their own ethno-cultural sources in a multicultural space and showing a tolerant attitude to a foreign language and culture [30].

Modern requirements for the training of competitive professionals, including in the field of jurisprudence, should take into account the recommendations of the Council of Europe, which clearly define the task of forming plural lingual and plural cultural competence of students. Mastering a foreign language involves involvement in another culture, to master a new socio-cultural content [5].

Knowledge of foreign languages gives legal professionals significant advantages in carrying out professional activities; a certain level of intercultural communication allows for legal analysis of international markets, legal research, business negotiations without the participation of an interpreter, making optimal decisions in the professional sphere, taking into account various aspects of cooperation with foreign partners, etc.

In this context deserve attention merit and scientific maxims of the N. V. Hurenko, who believes that this process applies to many professionals working in the field of linguistics, including foreign language teachers. Intercultural communication as a field of activity of philologists requires from them a clear awareness and understanding not only of a different mentality and awareness in the field of concepts and phenomena inherent in a particular culture but also the ability to properly apply them in speech. Each nation in the course of historical development acquires a large number of characteristic features that do not penetrate into other, even genealogically related nations. Certain words and phrases denote folk customs, traditions, holidays, administrative, legal, and political systems [11].

As practice shows, it is very important to distinguish such realities or units of nationally coloured lexicon to understand the meaning of a phrase or text as a whole. In addition, the concept of reality is closely linked to the phenomenon of intercultural communication. It is the communication of people belonging to different cultures. It can be extremely difficult due to different notions of when, why, and how to use the language. Thus, intercultural communication is an extremely important factor in understanding and correctly reproducing language.

When forming the lexical and terminological bases of communicative activity of jurists it is important to lay the subjects of legal relations with information about the political system of the country, peculiarities of the judicial branch, tendencies in the development of branches and institutions of law (constitutional and municipal law, administrative and civil law, etc.), responsibilities of various representatives of the legal profession. All this largely determines the nature of the tasks for the development of speech training in any of the proposed areas of activity of the future lawyer.

The practice of intercultural communication in the legal field has proved that a modern specialist must not only master the language of a business partner but also know the cultural characteristics of his country, mentality, and traditions of other cultures. Ignorance of these components makes it impossible to fully communicate, and sometimes nullifies all the efforts of people who reach the international level of legal cooperation [12].

Foreign language communicative competence is a category that is a set of linguistic, sociolinguistic, and subject competencies in the process of teaching foreign language students their specialty. Linguistic competence involves knowledge of vocabulary units and mastering certain formal rules by which vocabulary units are converted into utterances. Sociolinguistic competence is the ability to use and change language units according to the situation (and the context determines their choice). Subject competence means orientation in terms of the content of expression within the relevant professionally significant topics provided by the curricula of special disciplines [6].

On the basis of theoretical researches of a problem of formation of foreign language communicative competence of students in the educational process allocate the following indicators of its formation:

- Availability of knowledge of a foreign language, i.e. awareness of the rules of construction of statements;
- The ability to implement a foreign language, i.e. the transformation of language forms and their use in accordance with the situation;
- Orientation in terms of the content of expression within the relevant professionally significant topics provided by the curricula of special disciplines;
- Availability of extra-linguistic socio-cultural knowledge that ensures the psychological readiness of students for foreign language communication;
- Levels of formation of foreign language communicative competence, acting as its quantitative characteristics (initial level, intermediate and high level) [6].

Each level of foreign language communicative competence is characterized by certain parameters regarding productiveness, productivity, and the ability to switch from intellectual to communicative tasks. The creative level of formation of foreign language communicative competence is characterized by high productivity and the ability to correct in terms of linguistic and socio-cultural knowledge of communication in a foreign language. However, the teaching of a foreign language for professional purposes to future jurists in practice is accompanied by a number of difficulties.

Legal communication is a kind of social communication; based on legal norms, the order of interaction of subjects, which consists in the exchange of legal and other information aimed at meeting their legitimate interests and needs [15]. Legal communication is characterized by a sequence of actions, which is determined by the relevant legal means (means of action and means of establishment), which are dispositive and imperative. Legal communication consists of elements that have a complex structure and requires the stability of relations, which makes it possible to maintain its integrity in the face of internal and external changes.

Thus, the poly-motivation of foreign language learning by university students allows to qualitatively changes the motivation in the process of foreign language classes through the freedom of choice of tasks, individualization. A change in motivation is a change in the general value orientations of students in education in a broad sense. Thus, the process of changing motivation, which goes beyond one subject, is a phenomenon of development of the individual as a whole, and hence its axiological potential.

At the same time, the use of the institute of intercultural communication has become one of the factors in the training of future lawyers. Intercultural communication is relevant for the analysis of communication in the context of the law. Every culture has its own logic, its own idea of the world. What is significant for one culture may be irrelevant to another, so it is important to always take into account the characteristics of the partner – a representative of another culture. In today`s world, you can`t lock yourself in one country. Constant communication with others allows you to borrow useful ideas.

Thus, the key feature of teaching English in the professional field of future lawyers is the maximum consideration of the specifics of their professional field. Therefore, it is necessary to bring the content and methods of teaching to the practical needs of students, taking into account their interests and the necessary motivation. It is necessary to select educational material that reflects the current and professional problems of legal professionals and ways of their practical solution. It is advisable to use interactive teaching methods that bring learning closer to real conditions and contribute to the comprehensive development of students. Therefore, many features of teaching a foreign language in a professional field need further research in order to find methods and teaching aids that will increase the level of language training of future lawyers, which is one of the conditions for successful employment.

5 Conclusion

Thus, the comprehensive mastery of a foreign language through the prism of intercultural communication by future lawyers will help increase the competitiveness of Ukrainian professionals in Europe and meet international requirements for the basic professional competencies of a modern lawyer. For successful social interaction in the conditions of intercultural communication the level of linguistic preparation of students of legal specialties which allows choosing necessary speech means according to a situation and to carry out the correct reference, to correlate mental schemes with the phenomena of reality is crucial. It is proved that a person`s ability to freely use and speak a language (native and foreign) as a means of communication means that he is aware of the peculiarities of the culture that is reproduced in the language; mastering verbal and nonverbal means of language is necessary for the formation of a national "picture of the world" and culture, which is the basis for understanding its meanings.

Therefore, the native language and culture, as well as the development of communication skills within the native culture play a special role in the formation of communicative competence in law students. Constant contrastive analysis of language material (for example, when studying new lexical units) and comparison of cultural realities significantly contribute, in particular, to a deeper knowledge of the native language and culture, awareness of their cultural identity, and help to master a foreign language.

In this aspect, the key role is played by the formation of a standard of legal education, which should include general (in particular, knowledge of the state and one of the official languages of the Council of Europe; skills of collecting and analysing information; ability to make unbiased and motivated decisions the ability to reconcile parties with opposing interests, etc.) and special competencies (knowledge of the structure and standards of the legal profession and its role in society; knowledge of international human rights standards, the foundations of public international law, Council of Europe law and European Union law; documents, etc.) that students must master.

Thus, the practical aspect of intercultural communication as a training course for future lawyers aims to form a qualitatively new type of personality that is able to realize its own national dignity in the unity of differences with others in the global interethnic and intercultural space. The content and structure of the intercultural communication course should reflect the range of the most important problems of the industry.

Literature:

1. Agres, O., Sadura, O., Shmatkovska, T., & Zelenko, S. (2020). Development and evaluation of efficiency of leasing activities in agricultural sector of Ukraine. *Scientific Papers: Series «Management, Economic Engineering in Agriculture and rural development»*, 20(3), 53-60.
2. Apostolyuk, O., Shmatkovska, T., Chykalo, I., & Husak, A. (2020). Assessment of the rural population economic activity in the system of united territorial communities development: a case study of Volyn Region, Ukraine. *Scientific Papers: Management, Economic Engineering in Agriculture & Rural Development*, 20(3), 99-108.
3. Batsevych, F.S. (2004). *Fundamentals of communicative linguistics*. Kyiv: Academy Publishing Center, 342 p.
4. Berry, J.W., Poortinga, Y.H., Pandey, J., Segall, M.H., & Kâğıtçıbaşı, Ç. (1997). *Handbook of cross-cultural psychology: Theory and method (Vol. 1)*. Boston: Allyn&Bakon, 452.
5. Council of Europe. (2001). *Council for Cultural Co-operation. Education Committee. Modern Languages Division. Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press, 273.
6. Dzevytska, L.S. & Romanenko, O.V. (2020). Peculiarities of teaching a foreign language of professional orientation to students of legal specialties. *Legal magazine of Donbas*, 1(70), 192-200.
7. Dziamulych, M., Moskovchuk, A., Vavdiiuk, N., Kovalchuk, N., Kulynych, M., & Naumenko, N. (2021). Analysis and economic and mathematical modeling in the process of forecasting the financial capacity of milk processing enterprises of the agro-industrial sector: a case study of Volyn region, Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(1), 259-272.
8. Dziamulych, M., Sadovska, I., Shmatkovska, T., Nahirska, K., Nuzhna, O., & Gavryliuk, O. (2020). The study of the relationship between rural population spending on peasant households with the main socioeconomic indicators: a case study of Volyn region, Ukraine. *Scientific Papers: Management, Economic Engineering in Agriculture & Rural Development*, 20(2), 217-222.
9. Dziamulych, M., Shmatkovska, T., Gordiichuk, A., & Korobchuk, T. (2020). Estimating peasant farms income and the standard of living of a rural population based on multi-factorial econometric modeling: a case study of Ukraine. *Scientific Papers: Series «Management, Economic Engineering in Agriculture and rural development»*, 20(1), 199-206.
10. Dziamulych, M., Yakubiv, V., Shubala, I., Filiuk, D., & Korobchuk, L. (2020). Analysis and evaluation of the rural labour market and employment of the rural population: a case study of Volyn region, Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 20(4), 165-174.
11. Hurenko, N.V. (2019). Speech competence and culture of the future specialist. *Bulletin of psychology and social pedagogy*. Available at : http://psyh.kiev.ua (Accessed on 22 Apr. 2021).
12. Khrebtova, V. (2013). Interactive technologies of multicultural education of law students by means of foreign languages. *Collection of scientific works of Uman State Pedagogical University*, 1, 346-351.
13. Komarnytska, V.A. (2009). The content of teaching a foreign language to students of non-language specialties in the context of multiculturalism. *International scientific-practical conference "Standards of language education in the aspect of intercultural communication"*, 100-111.
14. Loschenova, I.F. (2006). Actualization of students' linguistic knowledge as a factor in the development of readiness for intercultural communication. *Pedagogical sciences. Scientific works*, 37(50), 131-135.
15. Machusky, V.V. (2018). Intercultural communication as a component of improving the effectiveness of foreign language learning by students of law specialties of higher educational institutions. *Strategies of intercultural communication in language education of modern universities: Coll. materials IV International scientific-practical Conf*. Kyiv, 266-269.
16. Matsumoto, D. (2001). *The handbook of culture and psychology*. Oxford University Press, 642.
17. Oliynyk, T.I. (2008). Raising cross-cultural awareness through English language teaching. *Foreign languages*, 4, 29-32.
18. Shmatkovska, T., Dziamulych, M., Gordiichuk, A., Mostovenko, N., Chyzh, N., & Korobchuk, T. (2020). Trends in human capital formation and evaluation of the interconnection of socio-demographic processes in rural area: a case study of Volyn region, Ukraine. *Scientific Papers: Series «Management, Economic Engineering in Agriculture and rural development»*, 20(2), 437-444.
19. Shmatkovska, T., Dziamulych, M., Yakubiv, V., Myshko, O., Stryzheus, L., & Yakubiv, R. (2020). Economic efficiency of land use by agricultural producers in the system of their non–current assets analysis: a case study of the agricultural sector of Ukraine. *Scientific Papers: Management, Economic Engineering in Agriculture & Rural Development*, 20(3), 543-554.
20. Shmatkovska, T., Nikolaeva, A., Zabedyuk, M., Sheiko, Yu., & Grudzevych, Yu. (2020). Increasing the efficiency of the labour resources usage of agrosector enterprises in the system of sustainable development of the rural territories: a case study of Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 20(4), 467-476.

21. Sodoma, R., Skhidnytska, H., Shvorak, A., Shmatkovska, T., & Zhurakovska, I. (2018). Peculiarities of agrarian receipts as a modern financial tool. *Economic annals-XXI*, 169(1-2), 46-49.
22. Stashchuk, O., Boiar, A., Shmatkovska, T., Dziamulych, M., Skoruk, O., Tesliuk, S., & Zintso, Yu. (2021). Analysis of fiscal efficiency of taxation in the system of filling budget funds in Ukraine. *AD ALTA: Journal of interdisciplinary research*, 11(1), Special Issue XVII, 47-51.
23. Stashchuk, O., Shmatkovska, T., Dziamulych, M., Kupyra, M., Vahnovska, N., & Kosinskyi, P. (2021). Model for efficiency evaluation of financial security management of joint stock companies operating in the agricultural sector: a case study of Ukraine. *Scientific Papers Series "Management, Economic Engineering in Agriculture and Rural Development"*, 21(1), 715-728.
24. Tofan, I.N., Ahres, O.H., & Shmatkovska, T.O. (2017). Problems in administration of real estate tax other than land in Ukraine. *Scientific bulletin of Polissia*, 3(11), 148-153.
25. Tokarska, A. (2004). Normative aspect of communicative activity of lawyers (to the problem of unification of terminology of international law). *Bulletin of Lviv University. Philology series*, 34(1), 438-443.
26. Tsymbaliuk, I.O., Shmatkovska, T.O., & Shulyk, Y.V. (2017). Tax alternatives to implement the tax capacity of internet activity in Ukraine. *Financial and credit activity: problems of theory and practice*, 22, 336-344.
27. Yakubiv, V., Sodoma R., Hrytsyna, O., Pavlikha, N., Shmatkovska, T., Tsymbaliuk, I., Marcus, O., & Brodska, I. (2019). Development of electronic banking: a case study of Ukraine. *Entrepreneurship and Sustainability Issues*, 7(1), 219-232.
28. Yanyshyn, Ya., Sodoma, R., Markiv, G., Lipych, L., Shmatkovska, T., & Shidnytzka, G. (2020). Economic efficiency of the nuts complex business in the agriculture of Ukraine. *Scientific Papers Series «Management, Economic Engineering in Agriculture and Rural Development»*, 20(2), 531-536.
29. Yatsyshyn, M., Hlamazda, P., Horot, A., Bulavina, S., Samchuk-Kolodiazhna, Z., & Starchuk, O. (2020). Study of the impact of the principles formed in international human rights standards on the development of the penitentiary system in Ukraine. . *AD ALTA: Journal of interdisciplinary research*, 10(2), 348-351.
30. Yudina, O.V. (2009). A system of exercises for teaching future managers of intercultural communication in German. *Foreign languages*, 2, 35-39.
31. Zhurakovska, I.V., Sydorenko, R.V., Shmatkovska, T.O., & Brodska, I.I. (2020). Factors of influence on employment in small and medium-sized business in Ukraine. *Financial and credit activity: problems of theory and practice*, 32(1), 109-119.

Primary Paper Section: A

Secondary Paper Section: AI, AM

ICT AS A MEANS OF IMPLEMENTING THEMATIC FIN-MODELING IN THE ORGANIZATION OF TRAINING IN INSTITUTIONS OF HIGHER PEDAGOGICAL AND ADULT EDUCATION

[a]TETIANA MIYER, [b]LARYSA HOLODIUK, [c]SERHII OMELCHUK, [d]VALENTYN SAVOSH, [e]HENNADII BONDARENKO, [f]NINA RUDENKO, [g]ROKSOLANA SHPITSA

[a,e,f,g]Borys Grinchenko Kyiv University, 18/2, Ihoria Shamo Blvd., 02154, Kyiv, Ukraine
[b]Municipal Institution "Kirovograd Regional IN-Service Teacher Training Institute named after Vasyl Sukhomlynsky", 39/63, Great Perspective Str., 25006, Kropyvnytskyi, Ukraine
[c]Kherson State University, 27, University Street, 73003, Kherson, Ukraine
[d]Volyn Institute of Postgraduate Pedagogical Education, 31, Vinnichenka Str., 43006, Lutsk, Ukraine
email: [a]t.miyer@kubg.edu.ua, [b]golodiuk_larysa@ukr.net, [c]omegas1975@gmail.com, [d]valsavosh@gmail.com, [e]h.bondarenko@kubg.edu.ua, [f]n.rudenko@kubg.edu.ua, [g]r.shpitsa@kubg.edu.ua

Abstract: Intensive innovative development of ICT actualizes the problem of formation of basic and subject-oriented levels of IC competence in combination with continuous personal and personal-professional self-development of the modern person. In the study, a solution to this problem was reached with respect to future teachers and those already working on the use of ICTs through thematic FIN modeling, which is a combination of formal (F), informal (I), and non-formal (N) education in line with the formulated theme. Models of sequential, parallel and parallel sequential ordering of these types of education have been applied to construct an individual educational trajectory of personal self-development (in relation to future teachers) and personal-professional self-development (in relation to already employed teachers). The implementation of thematic FIN modeling using ICT tools, firstly, facilitated the formation and development of the IC competences of future teachers and those already working during their active involvement in the process of using the information and learning environment to create their own information and educational space of self-development. Secondly, it enabled identifying of examples of variant realization of personal self-development by future teachers and personal-professional self-development of already employed teachers; third, the ordering of information of theoretical and practical direction became possible.

Keywords: FIN-modeling, Formal education, IC-competence, Information education, Information and communication technologies, Non-formal education, Personal self-development of teachers, Personal-professional self-development of teachers.

1 Introduction

Modern society is characterized as an information society and a knowledge society. The achieved level of social development has affected the educational sector, causing its development as a system that encompasses a person from birth to the end of life, and affirming the priority of continuous personal development of the future teacher and the personal and professional development of an already working teacher. In these circumstances, the educational industry is extremely open to the innovation of scientists and practitioners, who are concerned with the use of information and communication technologies (hereinafter – ICT) as an indispensable attribute of the functioning of the information and knowledge society, daily life of modern human, organization of the modern educational process.

ICT is an especially important tool for organizing the educational process, given:

- Taking into account the dynamics and scale of modernization and transformation of social processes and changes in education;
- Attaching particular importance to the desire and ability of the modern man to explore the novelty and complexity of the changing world for a productive and purposeful life-long life;
- Orientation to the constant processing of information resources during the acquisition of pedagogical education in higher education, professional formation during pedagogical activity and professional development in adult education.

Informatization of the educational process and professional activity involves the intensive introduction of ICT. ICT is a set of technologies that provide information capture, processing and exchange (transmission, dissemination, disclosure) [14]. With the help of ICT, one can present any type of information (numbers, texts, sounds, images) in digital format, in a format suitable for storage and processing on a computer, transfer information from computer to computer, provide access to any point which user can reach in the world of information space, etc.

Scientific and educational sources refer to such technologies as information, communication, computer, network, digital and mass media digital technologies. It is noted that information technology is a means of information processing: receiving, converting, transmitting, storing, using, etc. Information technology includes various systems. These are text processing systems, tabular data processing systems, multimedia systems, network planning systems, expert systems, decision support systems and satellite monitoring technologies, geographic information systems, etc.

The use of information technology in professional and educational activities involves working with information that includes the following [6, 7, 12, 13, 15]:

- Analysis of information to establish the degree of its reliability, completeness and objectivity in terms of free and unrestricted access to sources of information, uncontrolled distribution;
- Anticipation of the consequences for the use of information and willingness to take responsibility for it;
- Attitude to information and its search as an opportunity to achieve a certain level of professional and personal development. Communication technologies provide activity in the local computer network and the global Internet.

Computer technology enables the collection, processing, storage and transmission of information by computers. The basis of modern computer technology is three technological advances: 1) the ability to store information on electronic media; 2) development of a means of communication; 3) improving the process of automation of information processing using a computer [1, p. 5]. The basis of computer technology is software and hardware. These are personal computers (workstations) with the necessary set of peripherals that are connected to local and global computer networks with certain software.

The use of computer technology in professional and (or) educational activities increases the level of its effectiveness, as it contributes to the following [1]:

- Simplification and acceleration of the processes of processing, transmission, presentation and storage of information;
- Increasing the amount of useful information with the accumulation of standard solutions and generalization of the experience of scientific developments;
- Ensuring the depth, accuracy and quality of tasks;
- Analysis of a significant number of options for the synthesis of objects and decision-making;
- Reduction of terms of development of work, its complexity and cost, and also improvement of conditions of its performance;
- Reduction of time for processing of results and analysis of certain data.

Network technologies apply to the design, management, operation of network and server infrastructure in various institutions and corporations, as well as the management of operating systems, including servers and services.

2 Materials and Methods

Digital technologies ensure the functioning of digital resources, digital tools and services (Table 1), digital educational resources (digital libraries, digital textbooks, e-learning platforms) [5], as well as the digitalization of the educational audience [4].

Table 1: Data on digital tools: purpose, examples [8]

Digital Tools	
Purpose	Example
Webinars	Zoom, Google Meet, Skype, Cisco Webex Meetings
Messenger communication	Viber, WhatsApp, Telegram, Slack
Management of educational group work	Microsoft Teams, Granatum, TrainingSpace
Conducting surveys	Kahoot!, Socrative, Plickers, Quizizz, Quizalize, Mentimeter
Collaboration, work on documents	Notion, G Suite, Google Docs
Visualization tools	Visme, Easel.ly, Google Charts, Piktochart, Venngage, Canva
Survey tools	Classtime, Mentimeter, Kahoot!, Poll Everywhere, Google Forms, EDpuzzle, ClassMaker
Tools for creating presentations	Prezi, Moovly, Emaze, Beautiful.ai
Tools for creating mental maps	XMind, Mindmeister, Mindjet Coggle, WiseMapping, Mind42, FreeMind, Spider Scribe, Mindomo
Chronology of events	Timeline JS, TimeToast, Histropedia, Sutori
Tag clouds	Tagul, Tagxedo, Wordle i Wordclouds
Virtual digital boards	WikiWall, Tutorsbox, Glogster, Dabbleboard, Twiddla, Scribblar, Padlet, Educreations, Popplet, Realtimeboard (Miro), Twiddla
Webinars	Zoom, Google Meet, Skype, Cisco Webex Meetings

Digital tools and services are used for [8]:

- Organization of webinars (services for video conferencing);
- Communication through messengers (messengers, groups in social networks);
- Management of educational group work (services for the organization of group work, interaction);
- Attracting and conducting surveys (tools for conducting online surveys, tests);
- Organization of joint work with documents (joint documents, presentations and cloud storage). Mass media digital technologies include innovative tools that contain information on software and hardware, as well as devices (servers) and operate on the basis of computer technology.

According to Petryk [20], digital media technologies relate to new developments, namely: mp3 players, Internet tablets, 3D technologies. Media digital technologies facilitate the work with information, as they may contain line-by-line translation, morphological analysis, etc.; provide adjustment of information under educational process or professional activity on the basis of hypertext technologies; promote communication via e-mail, chats, audio or video conferencing, etc.; used as a means of communication in the system "human-artificial intelligence". It is worth emphasizing that UNESCO's media education has been declared one of the priority areas in the pedagogy of the 21st century [2, 3]. The Council of Europe document (2007) [5] states that media education technologies provide an opportunity to understand how mass communication is used in societies, to master the ability to use media and communication with other people, in particular with the following aims:

- Analyze, critically comprehend and create media texts;
- Identify the sources of media texts, their political, social, commercial and/or cultural interests, their context;
- Interpret media texts and values disseminated by the media;
- Select appropriate media to create and distribute own media texts and find an audience interested in them.

According to the ACTIONS model (Tony Bates), the effectiveness and quality of the use of digital media technologies in the educational process and professional activities is determined by the following indicators: accessibility (A), cost structure (C), teaching and learning (T), interaction (I – interactivity), organizational impact (O), novelty (N) and speed (S). In our opinion, the technologies discussed above can be arranged as follows: ICT includes information and communication technologies. Instead, computer, network, digital and mass media digital technologies are technologies that provide expansion of technological characteristics of information, communication and information-communication technologies in case of their use, or are used for a specific purpose as self-sufficient means (Figure 1).

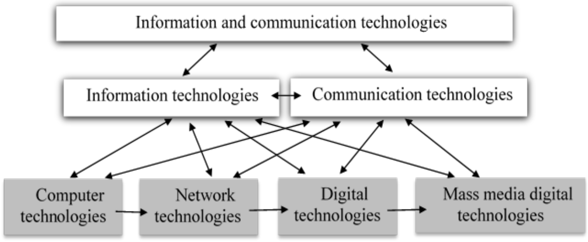

Figure 1 – An essence of information and communication technologies

In the context of the need to master ICT, O. Stolbnikova's [23] reasoning is significant: the more educated a person is in the information society, the more fully, and purposefully he provides himself with information, the more adequately he will form the image of the real world, the world around us. This will allow a person to fully reveal own material and spiritual potential, which, in turn, will provide the most favorable way to realize the unique natural endowments.

Research activities were implemented using the following methods: theoretical (analysis, comparison, generalization); empirical (interviews, surveys, questionnaires of future teachers and those already working to establish the effectiveness of using ICT in the implementation of FIN modeling, i.e., thematic combination of formal, informal and non-formal education); statistical (processing and comparison of the results of quantitative and qualitative analysis of the data obtained).

3 Results

3.1 Model of Formation of Basic and Subject-Oriented Levels of ICT Competence of Future Teacher and the One Already Working

The era of high technology is characterized by extremely active processes of aging and updating knowledge. The course of these processes leads to the awareness of every member of the modern society of the need for continuing education throughout life as a whole professional activity in particular. At the same time, models, forms, and technologies of organization of educational process in institutions of both higher education and postgraduate are of particular importance [19].

The modern pedagogical process should be aimed at establishing productive interaction between the teachers and learners, ensuring the adaptation of the latter to the current conditions of the organization of the educational process using ICT through self-realization and opening of their creative potential [18]. This, in turn, requires, on the one hand, the creation, operation, and continuous development of the higher education and postgraduate information and learning space, and on the other, draws the attention of future teachers and those already working to the constant development of their intelligence, creative potential, and also the formation and development of professional competences, including information and communication competences (IC competences).

Under the IC competency of a future teacher and already employed, we understand [11] his/her willingness to solve professional-pedagogical problems with the involvement of ICT. The readiness components determine the internal motives for using ICT to organize the educational process and self-development, and the ability to implement the knowledge, skills, and competencies indicated based on this.

The process of forming the ICT competence of a future teacher and an already working teacher takes place at two levels [10]:

1) Basic – the level of formation of basic IC competence, which provides the knowledge, skills, experience necessary for the future teacher and the one already working to solve educational and professional tasks, means of general-purpose ICT;
2) Subject-oriented – this is the level of formation of subject-oriented IR competence, which is manifested in the development of specialized technologies and resources, developed under the requirements of the content of the subject and their implementation in educational and professional activities (Figure 2).

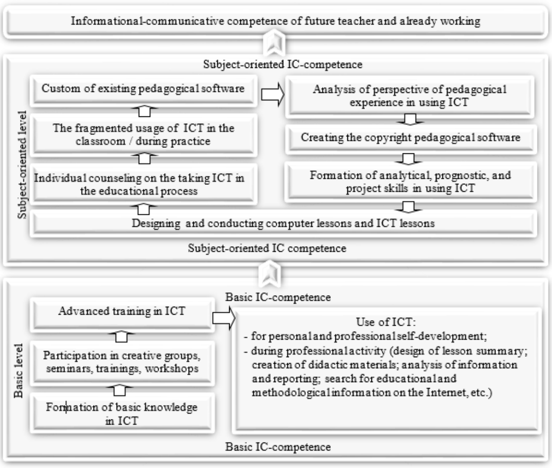

Figure 2 – Model of formation of basic and subject-oriented levels of ICT competence of future teacher and the one already working

The effective realization of the model of formation of basic and subject-oriented levels of ICT competence of the future teacher and already employed one is ensured, first, by their understanding of personal needs, requests, interests; second, the realization of the ability to relate them to the vital, productive and public interests and demands of society; third, the ability to act independently and interact with other members of the teaching staff or (and) teaching community to achieve a professionally meaningful goal and to address practical problems that arise in the course of professional activity.

During the formation and development of the IC competence of future teachers and already employed, it is necessary to create conditions for continuity of this process. Most effectively, this can be implemented with the help of information and educational environment as an artificially constructed system, the structure, and components of which create the necessary conditions to achieve the goal of the educational process, formed by the current level of development of pedagogical science and technical support capabilities. The information-learning environment, with the active use of future teachers and already employed, becomes an information-educational space, the means of which influence the personal and personal-professional development, the component of which is represented by IC competence.

3.2 Methodical Aspects of Formation and Development of IR-Competence Future Teachers and Already Working Ones Using Tools of Information-Educational Environment for the Creation of Own Information-Educational Space

The methodological aspects of the formation and development of ICT competence of future teachers and already employed includes four components:

- Technological – it aims at the practical improvement of the user's skills; building a willingness to use ICT in professional and personal development;
- Programmatic and methodological – skills development: to use ICT and modern technical means of training to achieve the stated purpose; to organize the Internet resources according to their own educational needs and professional situations; to be constantly acquainted with innovative software of teaching of subjects; to use ICT and modern learning tools in professional activity;
- Informative – improvement of the IC-competence of future teachers and already employed, in particular understanding of the essence of information processing, presented in various sources, use of automated systems of search and processing of information, interpretation of information, conversion of visual information into a verbal sign system, modeling of the process of studying different information. effects and phenomena, analysis of information models, etc.;
- Presentation – active participation in various professional competitions, scientific meetings on the implementation of ICT; organizing seminars to promote the experience of integrating ICT into the educational process; participation in cross-curricular ICT projects, and more.

Future teachers and already working people have a strong focus on self-education, which is driven by personal choices and decisions. Self-education activities, first of all, are caused by the awareness of the importance of new information for personal and personal-professional development. External motives play only a minor role in this process or are not taken into account at all.

In the case of future teachers and already working teaching staff using tools of information and learning environment for creating their own information and educational space, it is necessary to adhere to the five component structure and to take into account the cyclical nature of the process (Figure 3).

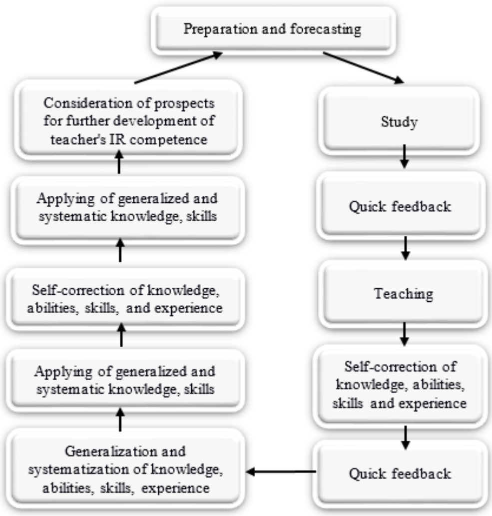

Figure 3 – Structure of the educational process in terms future teachers and those already working use tools of information and educational environment to create their own information and educational space

The first component is preparation and forecasting. It is realized by the formation of the purpose of training, involves the diagnosis of existing knowledge, skills on the topic, the creation of own plan of educational activities and preparation for self-realization during training. The second component is training. It provides active participation in modules of training and achievement of self-formulated goal. The third component is online feedback. It includes selection of the optimum form of participation in training of a special course, during a meeting of a creative group, distance course training, etc. The fourth component is the self-correction of knowledge, skills, and experience. The self-education activities of future teachers and those already working imply the use of ICT tools in the educational process. The fifth component includes generalization and systematization of knowledge, skills, and experience. It implies participation in various professional events.

The process of training of future teachers and already employed is confirmed at the stages of "Training", which provides for the corresponding certificate, which, in turn, captures the positive dynamics in personal and professional development and influences the motives, giving rise to the desire to proceed with continuous self-education activities in the field of ICT. Also, for the effective formation and development of IR-competence in future teachers and those already working, active and effective use of information and communication technologies in the educational process, the development and implementation of a professional standard of teacher in the education system of Ukraine is of importance.

3.3 The Essence of FIN-Modeling as a Process of Thematic Combination of Legislatively-Regulated Types of Education

According to Article 8 "Types of Education", the Law of Ukraine "On Education" (2017) [16], formal, non-formal, and informal education have become normatively legal. 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.

Non-formal education is an education that is additional, alternative and/or complementary to formal education. Its acquisition is provided by non-formal learning. This type of learning is a process of giving learners an individually significant part of the social experience. As a rule, non-formal education is acquired through educational programs and does not involve the awarding of state-recognized educational qualifications by educational levels, but can be completed by the award of professional and/or partial educational qualifications. Informal education is regarded as self-education. Accordingly, informal learning aims at acquiring certain knowledge and skills in a self-educational activity, organized on own initiative, and envisages self-organized acquisition of certain competencies by a person, in particular, during daily activities related to professional, public, or other community.

Upgrading courses are conducted to enhance/acquire competencies within the professional activity or area of expertise [16]. Non-formal education in postgraduate teacher education can be carried out in two directions: the first direction implies increasing the level of readiness of teachers to fulfill their professional tasks and responsibilities; the second direction is the acquisition of the ability to perform additional tasks and responsibilities by teachers, in acquiring new knowledge and skills within their professional activity or field of expertise.

According to the first-line teacher training, non-formal education is built based on the curriculum of advanced training, is implemented in accordance with a certain number of classroom and non-classroom hours, contains philosophical, methodological, psychological, and didactic components that reflect the current state of the art development of science in general and education in particular. According to Article 60 "Postgraduate education, professional development and training of pedagogical and scientific-pedagogical workers" of the Law of Ukraine "On Higher Education" [17] the results of professional development and training are taken into account during 1) conducting certification of pedagogical workers; 2) election to a position by competition or the conclusion of an employment contract with scientific and pedagogical staff.

The second component directly serves to provide teachers with the ability to perform additional tasks and responsibilities, the emergence of which is caused, on the one hand, by constant social development and, on the other, by teaching students in new conditions of social development. This is realized in the process of acquiring new knowledge and skills within a professional activity or field of knowledge.

Informal education (self-education) of future teachers and those already employed is a self-organized process of knowledge acquisition, as well as acquisition of skills or a process of competence formation as a certain combination of knowledge, skills, ways of thinking, views, values, other personal qualities that have acquired personal values as they affect the successful pursuit of professional and/or further training activities.

The essence of FIN-modeling [21; 22] is to carry out a process of thematic combination of legislatively-regulated types of education, i.e., formal (F), informal (I) and non-formal (N) education in order to enable future teachers or those already working study to more thoroughly on a certain topic.

3.4 Examples of Using ICT as a Means of Implementing Thematic FIN Modeling

According to the results of the study, acquaintance of future teachers and those already working with students is most appropriate to carry out during the study of the topic "Own personal and personal-professional development". This topic is elaborated using the materials of the site "Potential of Scientific Research" – "Potential OSR" [24] in the following sequence:

1. Completing the questionnaire to establish an understanding of the concepts of "personality", "pedagogical skill", "pedagogical professionalism" and "personal and professional development" (Figure 4).

Figure 4 – Screenshot of the "Potential OSR" [24] website with a survey of future teachers and those already employed

2. Filling in the columns of Table 2 according to the results of the questionnaire. Respondents put the + mark on those types of education that have been identified by their source (s) of obtaining information on the concepts of "personality", "pedagogical skill", "pedagogical professionalism", and "personal and professional development" before questioning.

3. Analysis of table's data, identification of sources of information on the above concepts after the questioning, determination of the content orientation of further self-educational activities (Table 2).

Table 2: Analysis of types of education as sources of obtaining information about the concepts of "personality", "pedagogical skill", "pedagogical professionalism", "personal and professional development"

Definitions	Types of education as a source of information about the concept		
	Formal	Informal	Non-formal
Personality			
Pedagogical skills			
Pedagogical professionalism			
Personal-professional development			

In discussing the data in Table 2, it was found that the essence of the concept of "personality" was partially revealed in the process of obtaining a formal education at the master's level. In non-formal education, the issue of professionalism was considered in the context of the correspondence between teacher's professional training and quality provision of educational services in modern conditions of pedagogical activity.

In order to direct self-educational activities, prospective teachers and already-educated students were given access to the Potential OSR materials (https://sites.google.com/view/project-science-education), which contained relevant material for self-study, that is, for the implementation of informal education, the results of which formed the basis for conducting classes in formal education (for future teachers) and non-formal (for teachers who are already working) (Figure 5).

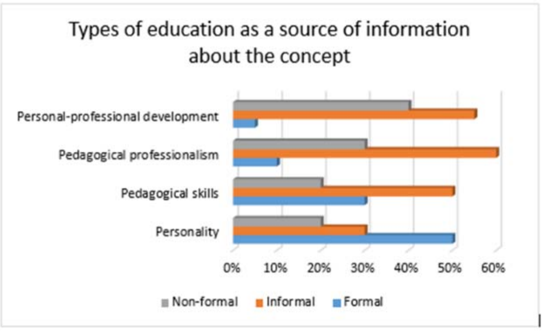

Figure 5 – Screenshot of the page "Potential OSR" [24] with the dominance of information education as a tool for self-educational activities of future teachers and those already employed

The implementation of prior information education facilitated the conscious operation of scientific data during practical classes, the manifestation of cognitive independence and activity during interaction with others in a pair (group). As a result of previous content-oriented self-educational activities, both future teachers and already working teachers have been able to accomplish a number of tasks, including the following:

1. Finding the basics phrases for interpretation the concept of "personality" (Figure 6).

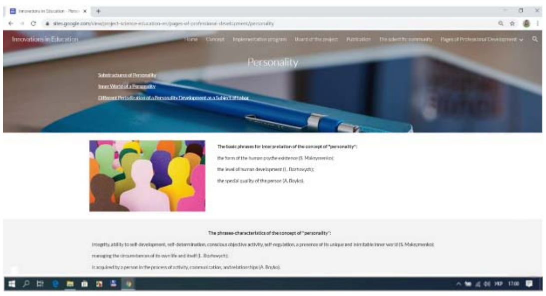

Figure 6 – Finding the basics phrases for interpretation the concept of "personality" [24].

2. Identification of the factors that have a decisive influence on the development of the individual, formulating a conclusion about the decisive influence of both social and natural factors, while the external, through the internal, is processed, mastered and used in practice. Therefore, the individual is the subject of knowledge and the active transformation of the world.

3. Differentiation of the concepts of "holistic personality" and "mature personality" based on the conscious use of scientific works of S. Maksimenko. Future teachers and already working teachers have noted that a holistic personality arises not from an external, but internal expediency, by transforming a cultivated culture into a living, individual creative activity. The holistic personality is the subject of own life, which includes the entirety of the content of the individual life in a real cultural and historical context. Instead, a mature personality is functionally autonomous, with conscious motivated behavior, has broad "Self" boundaries, a healthy sense of reality, and a need for self-improvement.

4. Explanation of the structure of personality based on the scientific achievements of psychologists, in particular S. Maksimenko and K. Platonov, about the content that future teachers and already working teachers learned in information education (Figure 7).

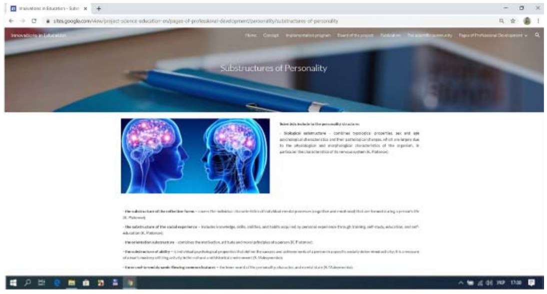

Figure 7 – Screenshot of the site "Potential OSR" [24] with the structure of the information block "Personality" – "Substructures of Personality"

Since information for information education contained data about the inner world of personality, character and mental states, future teachers and already working teachers were offered tasks that envisaged the following: 1) isolation of the characteristics of the inner world of human, in particular, controllability not only of himself, i.e., the inner world, his dynamics - self-control, but also human as a universal system, a component of which is the inner world; 2) formulating the conclusion that a personality acts as a subject of the inner world, and through it implements one or another behavior; 3) disclosure of the dual nature of the inner world of human based on comparing the content of the statements of psychologists (Figure 8).

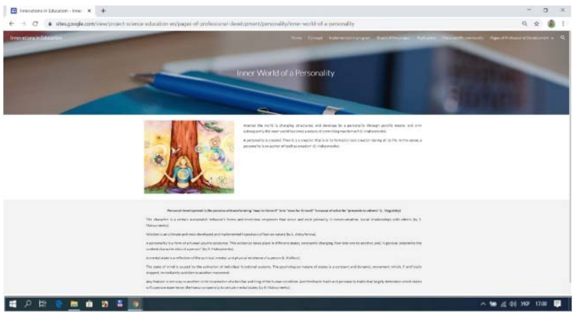

Figure 8 – Screenshot of the site "Potential OSR" [24] with the structure of the information block "Personality" – "Inner World of a Personality"

5. Consideration of personality development as a complex process in which levels of development are constantly changing. Higher levels emerge in the earlier stages of development and features of previous age stages are revealed in subsequent stages. Hence the analysis of personality development at the level of development of cognitive mental processes, emotions, feelings, needs, interests, ideals, beliefs, consciousness, self-consciousness, abilities, temperament, character, skills, and habits in complex interaction.

Also, informal education envisaged the formation of future teachers and already existing teachers of the idea of 1) the profession as a "sphere of manifestation of personality" (according to Klimov), because "a person finds in the profession something that corresponds to the meaning of hus/her soul and the image of thoughts"; 2) different periods of personality development as a subject of labor (according to Klimov, Sigaeva, and Savosh) (Figure 9).

Figure 9 – Screenshot of the page "Potential OSR" [24] with the structure of the information block "Personality" – "Different Periodization of a Personality Development as a Subject of Labor"

6. Distinguishing concepts of "pedagogical skill", "pedagogical professionalism" based on a comparison of scientific views on the disclosure of their essence.

7. Comparison of the concepts of "pedagogical competence of the teacher", "pedagogical culture of the teacher", "personal and professional development of the teacher" served to isolate several elements important for teachers to understand their essence of phrases, such as dynamic combination (indicates a constant formality, continuous development in informal and non-formal education); socio-professional quality (implies acquaintance with the relevant part of the human culture, in which the spiritual values of education are embodied to determine the way of expressing one's self in pedagogical activity); the process of continuous improvement of personal and professional qualities (involves the process of realization of personal and professional development in formal, informal, and non-formal education, which acquires coherence through preliminary modeling of the process).

8. Distinguishing of personally meaningful professional qualities based on working out the views of scientists on the nature and classification of professional qualities. It implies drawing attention to the following qualities: professional (necessary for pedagogical activity); operating (necessary for the realization of professional motives and serving the comprehension (improvement) of qualification categories, obtaining pedagogical titles (Figure 10).

Figure 10 – Screenshot of the site "Potential OSR" [24] with the information block "Pedagogical Professionalism"

9. Comparison of the purpose and process of certification. Justification of attribution of attestation to external motives, and certification to internal ones. Formulation of a conclusion on the impact of certification on the quality of teaching activities.

Further actions were aimed at modeling of personal development in future teachers and working teachers, as well as professional development based on predicting the directions of education, self-education, utilizing formal, informal, and non-formal education. Modeling was preceded by familiarization with variants of educational models of formal, informal, and non-formal education in the process of thematic FIN-modeling), in particular, educational models of sequential, sequential-parallel, and parallel organization of these types of education (Figure 11).

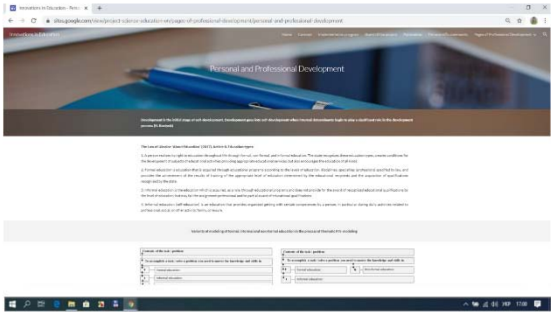

Figure 11 – Screenshot of the site "Potential OSR" [24] of the models of sequential ordering of formal, informal, and non-formal education in the process of thematic FIN- modeling

The work of future teachers and those already working thematic FIN-modeling worked for their personal and professional development, as it aimed at knowing themselves as individuals, mastering professional knowledge and skills.

4 Discussion

4.1 Suggestions on Implementation of Thematic FIN Modeling by Means of ICT

The Law of Ukraine "On Education" refers to the individual educational trajectory as a personal way of realizing the personal potential of an education seeker, which is formed taking into account his/her abilities, interests, needs, motivation, opportunities and experience, based on the choice of the type finder, education, the subjects of educational activity and the educational programs offered by them, educational disciplines and the level of their complexity, methods and means of training. Legislative normalization of the essence of the individual educational trajectory requires the acquirers of education to achieve formation of various skills, including the ability to choose the types, forms, and pace of education. As skills are formed on the basis of exercises, the process of implementation of thematic FIN modeling by means of ICT acquires great importance. Future teachers and practitioners are learning to combine formal, non-formal, and informal education through thematic FIN modeling through ICT.

According to the formulated theme, they learn to apply models of consistent, parallel, parallel-sequential ordering of formal, informal, and non-formal education. In this way, future teachers build an individual educational trajectory of personal self-development, and already working teaching staff - an individual educational trajectory of personal and professional self-development.

5 Conclusion

Introducing future teachers and those already working on the process of implementing thematic FIN modeling by ICTs should become an integral part of the educational process organized in higher education and postgraduate education.

A number of factors that influence the organization of the educational process are including the following:

- Motivational factor – to familiarize future teachers and those already working with the process of implementing thematic FIN modeling with ICT tools on the basis of a topic defined by them as requiring thorough consideration in view of its relevance;
- Knowledge factor – the formation and development of the IR-competence of future teachers and already employed ones should be ensured by their active involvement in the process of using the information-learning environment to create their own information-educational space of self-development;
- Procedural factor – ICT tools should serve the understanding of the processes of personal and personal

and professional self-development by future teachers and already working ones entities, to identify the variant implementation of these processes by other educators and acquirers of education, to organize provision of theoretical and practical information;
- Reflective factor – the analysis of the educational process should be directed to the awareness of future teachers and already working ones in thematic FIN-modeling by means of ICT as a continuous process as it serves the course of life-long learning process and professional development in the system of continuous education in particular.

Literature:

1. Arefiev, V.N. (2001). *Computer technologies in science and education: methodical instructions to practical occupations*. Ulyanovsk, Ul-GTU.
2. Boone, E., Jones, J., & Safrit, R. (2002). *Developing Programs in Adult Education: A Conceptual Programming Model*. Waveland Press.
3. Chasko, T. (2018). Emerging pedagogies for effective adult learning: From andragogy to heutagogy. *Archives of Medicine and Health Sciences*, 6(2), 278-283.
4. Chongsok, A. (2020). Unequal loneliness in the digital classroom: two effects of school computer loneliness and sustainable education lessons in the e-learning era. *Sustainable development*, 12(19), 7889. DOI: https://doi.org/10.3390/su12197889.
5. Council of Europe Recommendations on Media Education Policy (2007). *Les recommandations du Conseil de l'Europe en matière de politiques éducatives relatives aux médias*. Available at: http://www.mediagram.ru/netcat_files/106/104/h_edbe610364875340b61ba6868fedf9ba.
6. Dintoe, S. (2018). Information and communication technology use in higher education: Perspectives from faculty. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 14(2), 121-166.
7. European Commission. (2020). *Improving Policy and Provision for Adult Learning in Europe*. Improving Policy and Provision for Adult Learning in Europe.
8. Grynevych, L., Ilyich, L., Morse, N., Proshkin, V., Shemelynets, I., Linyov, K., Riy, G. (2020). *Information materials*. Kyiv: Borys Grinchenko Kyiv University, 76 47.
9. Homavazir, M.F. & Gopal, R.A. (2018). Study on the digitalization of higher education and its impact on student learning and assessment in commercial, management, and research colleges in Mumbai. *AADYA-Journal of Management and Technology (JMT)*, 8(1), 93-100.
10. Holodyuk, L.S. (2009). Teacher training for the use of information and communication technologies in the educational process in the system of postgraduate pedagogical education: substantive-procedural aspect. *Informatics and Information Technologies in Educational Institutions*, 6, 82–86.
11. Holodyuk, L.S. (2011). Designing information and communication support for the lesson. *Computer at school and family*, 4, 18–20.
12. Kambouri, M., Mellar, H., & Logan, K. (2006). *Adult learners and ICT: An intervention study in the UK*. Lecture Notes in Computer Science, 4227, 213-226.
13. Karunaratne, T., Peiris, C., & Hansson, H. (2018). Implementing small scale ICT projects in developing countries – how challenging is it? *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 14(1), 118-140.
14. Methodical materials on informatics. (2021). *Information and communication technologies.* Available at: https: //www.ua5.org/svit/281-nformacjjn-jj-komunkacjjn-tekhnolog.html.
15. Muianga, X. (2019). *The role of ICT in the shift towards student-centered learning in higher education*. Stockholm University, DSV Report Series No. 19-006.
16. On education. (2017). *Law of Ukraine from 05.09.2017 № 2145-VIII*. Information of the Verkhovna Rada of Ukraine, № 38-39.
17. On Higher Education. (2014). *Law of Ukraine of 01.07.2014 No. 1556-VII*. Information of the Verkhovna Rada of Ukraine, № 37-38.
18. On the National Strategy for the Development of Education in Ukraine for the Period until 2021. (2013). *Decree of the President of Ukraine of 25.06.2013 No. 344/2013*. Government courier, № 117.
19. On the Professional Development of Employees. (2012). *Law of Ukraine of January 12, No. 4312-17*. Available at: http://zakon2.rada.gov.ua/laws/show/4312-17.
20. Petryk, L.V. (2017). *Media literacy as a skill of the XXI century.* Collection of scientific works "Pedagogical education: theory and practice. Psychology. Pedagogy. Kyiv: Borys Grinchenko Kyiv University, 27, 100–103.
21. Savosh, V.A. (2020). *Professional development of physics teachers in the system of continuous education: theory and practice*. Monograph. Lutsk.
22. Savosh, V.A. (2017). *The dyadic basis of consideration of the phenomenon "system of continuous education"*. Lutsk.
23. Stolbnikova, E.A. (2006). *Development of critical thinking of students of a pedagogical university in the process of media education (based on advertising material)*. Taganrog, Kuchma Publishing House,
24. The site "Potential OSR". (2018). *Innovations in the world*. Available at: https://sites.google.com/view/project-science-education.
25. UNESCO Youth Media Education Survey. (2001). *Where Are We Going and How Can We Get There?* Available at: http://www.mediagram.ru/netcat_files/106/104/h_46bbc3c92e11d55f55f90fff201c6596.

Primary Paper Section: A

Secondary Paper Section: AM

SOCIO-POLITICAL LEXICON IN UKRAINIAN INTERNET-MEDIA AT THE BEGINNING OF THE 21ST CENTURY: FUNCTIONING AND DECODING

[a]NATALIYA POPLAVSKA, [b]LYUBOV STRUHANETS, [c]NATALIIA DASHCHENKO, [d]OLENA HUZAR, [e]SVITLANA KALENIUK

[a,b,c,d]Ternopil Volodymyr Hnatiuk National Pedagogical University, 2, M. Kryvonosa Str., 46027, Ternopil, Ukraine
[e]Mykolaiv V. O. Sukhomlynskyi National University, 24, Nikolska Str., 54030, Mykolaiv, Ukraine
email: [a]poplav@tnpu.edu.ua, [b]struhanets_l@tnpu.edu.ua, [c]nataladash@gmail.com, [d]olena.huzar@gmail.com, [e]kalenukso@gmail.com

Abstract: The article provides a complex research of Ukrainian socio-political lexicon at the 21st century beginning from the position of both information producer/communicator and its consumer/recipient. It analyses connection between lexical innovations in language of internet-media and social, political and economic transformations. The study describes dynamic changes in thematic groups of socio-political vocabulary, particularly those evoked by lexical borrowings. The survey conducted during research brings to light levels of socio-political lexicon decoding for respondents in various age groups. The associative experiment results reflect the invariative component in both individual and language picture of the world.

Keywords: Internet-communication, Language of internet-media, Lexical innovations, Socio-political content, Socio-political lexicon, Thematic groups of vocabulary, Vocabulary decoding, Vocabulary functioning.

1 Introduction

The lexicon of every literary language is constantly in dynamics. Nowadays, globalization in political, financial, economic, and informational domains of public life noticeably influence development of the European languages. They are developing a new “information mode” of functioning. Every language has both common and unique vocabulary updating features, but lexicon being a mirror of social life is an axiom. Cl. Hagège states that each language reflects the deep identity of its community [1].

At the beginning of the 21st century, the Ukrainian language acquired a mammoth number of lexical innovations which are primarily related to the modern civilization process trends such as European integration and neoglobalism. Moreover, we observe that some already existing words are widening their functioning, neologisms are being formed, and borrowings are appearing to denote domestic processes, for instance, the decommunization course, Orange Revolution, Revolution of Dignity, resistance to Russian military aggression, numerous political campaigns, social stratification. Socio-political lexicon interprets reality on a conceptual level. And internet-media are the fastest to record and represent the socio-political vocabulary. Information technologies allow them to replicate an information product on a gigantic scale, and it poses new challenges to the recipients. They need to organize information rapidly and estimate its worth; select necessary information for their life, personal development and professional activity; express their views on certain phenomena or events; convey it to others; understand the mass communication laws; adapt to modern information conditions and various information perception; realize its influence on psychological health; master the communication by technical means.

Media reality also affects the nature of social relations, generating new socio- and information-psychological phenomena: info phobias, info pandemics, info noise, information loads and tensions. All mentioned above dramatically increase a demand in complex linguistic studies which might combine the approach to the socio-political lexicon from the position of both information producer/communicator and its consumer/recipient.

The aim of our study is to analyze the socio-political lexicon in Ukrainian internet-media at the beginning of the 21st century through the prism of its functioning and decoding.

2 Literature Review

Research into socio-political vocabulary functioning and decoding in the new scientific paradigm is based on modern lexicological methodologies. The present study builds on work by O. Taranenko who investigated mechanisms of language units and categories semantic development [14]. N. Klymenko described dictionary creating procedures and a complex system for linguistic research automatization [4]. L. Struhanets outlined dynamic processes directions in the Ukrainian literary language vocabulary in the 20th and at the beginning of 21st century [11]. Collective monograph edited by Ye. Karpilovska presents the systematic and structural study of Ukrainian lexicon during the last decade [3]. L. Kysliuk considers the current Ukrainian word-forming nominations in three interrelated manifestations: language system, general (usus), and individual (idiolect) language practice [6].

Since socio-political vocabulary draws attention of numerous linguists, we will emphasize the prominent studies. Ya. Yaremko researches modern political terminology at cognition and communication intersection [16], M. Stepanenko analyses neologisms and circumlocution that objectify socio-political transformations in 2004–2016 [10]. O. Styshov considers socio-political vocabulary through the scope of dynamic lexical and semantic processes [13], and M. Navalna investigates its place in functional styles interaction [7]. Generally, scholars highlight thematic openness of socio-political lexicon, active changes within its boundaries, actualization of certain units in a particular period, and its importance in current communication. Thus, the research of socio-political vocabulary is a permanent process.

3 Materials and Methods

Nowadays, the society development of society is marked by the growing media influence which shape the global information continuum and is an integral part of professional and personal life. Internet-communication eliminates any geographical distance and creates *Homo Medius* and the new media civilization. Modern internet-communication features are audience growth, high information transmission speed, information flows complexity, and information oversaturation. In a globalized world, media are an important tool to shape a political, economic, and social agenda. Internet-media that cover central social topics – politics, economics, culture, sports, IT, etc. – are gaining more and more importance. Thus, we chose them for investigating how modern socio-political vocabulary functions. The sources are online-media *Day* (day.kyiv.ua/uk), *Mirror of the Week* (zn.ua/ukr), *Left Bank* (lb.ua), *Ukrainian Truth* (pravda.com.ua), *Censor.net* (censor.net/ua). These media were selected for the reason that they rigorously care about professional journalism features in online-communication.

To conduct the thorough analysis, we used a variety of methods and techniques: internet-content monitoring method to assess the content of socio-political publications; direct observation to determine lexical units functional characteristics in internet-media; survey method to investigate socio-political lexicon semantic decoding and identify collocations; qualitative analysis to discover connections between linguistic indicators and sociolinguistic criteria (including age); descriptive method to characterize the collected data.

4 Results and Discussion

4.1 Functioning of Socio-Political Lexicon

The lexical system a priori does not exist in isolation, it obeys general linguistic laws. Ukrainian socio-political vocabulary is a subsystem within the modern Ukrainian literary language vocabulary. It is hierarchically structured, formed and constantly evolving in accordance with the new communication conditions in the globalized world.

Numerous socio-political lexicon classifications exist in modern linguistics. S. Kalenyuk distinguished following thematic sets: 1) nomenclature nominations (positions of government officials); 2) departments and state administration bodies nominations; 3) political discourse fundamental lexemes (denoting people belonging to specific parties); 4) unites related to state security; 5) social processes nominations [2]. O. Styshov propose even more detailed classification: 1) regional, European, Eurasian and international organizations and institutions names, mostly abbreviated; 2) Ukrainian political unions, blocs, parties, parliamentary factions names; 3) nominations of people regarding to their party, political affiliation, or supporting relevant doctrines; 4) personal names derived mainly from names of political, social, religious figures in Ukraine and abroad; 5) political and ideological trends, concepts, and doctrines nominations which convincingly reflect that the Ukrainian language reacts to the modern society demands; 6) nominations to denote military confrontation and fight in Eastern Ukraine; 7) names of socio-political actions and processes both in Ukraine and worldwide [13]. Yu. Kostiuk analyses socio-political vocabulary through the scope of thematic fields and remarks: "The socio-political units in modern Ukrainian literary language fall into six thematic fields: Society, State, Politics, Economics, Law, and Military. The size of the last three fields is smaller due to the fact that concepts of economic, legal and military sphere penetrate into the general lexicon only under pressure of external factors such as social changes and correspondent frequent usage in everyday communication" [5].

The presented study analyzes socio-political lexicon by distinguishing inner thematic groups. The socio-political vocabulary thematic range is shaped by the concepts *society, state, politics, economics, law, morality, army,* and *international relations*. The lexicon reflects the language picture of the world with regards to present changes in the Ukrainian society, thus it is influenced by extralinguistic realities. However, one should understand that thematic framing of socio-political lexical units is always relative to some extent, because tokens may belong to several microgroups simultaneously.

For instance, the word *lockdown* has several meanings, and each of them indicates a functional environment: 1) "prisoner's isolation in solitary confinement" in legal; 2) "closing country's external relations" in political; 3) "restrictive measure to stop spreading of a disease" in medical and social spheres. The latter meaning is actively used now due to the global pandemics. Collins Dictionary recognized *lockdown* as the 2020 word because of its frequent usage. In Ukrainian internet-communication, we also observe mainly the third meaning of this token: *Planning May or summer vacations can be complicated by the continuation of hard lockdowns around the world* (pravda.com.ua); *The Minister of Health of Ukraine advocated the continuation of the lockdowns in the country... primarily due to the New Year holidays accompanied by mass celebrations and relatives visiting* (day.kyiv.ua/uk).

Some units undergo semantic modification process, and the word *bonus* is a sound example. It means an additional reward in the financial sphere, i. e. a special premium in insurance or an additional discount or commission in trade. However, in today's general discourse, the token often comes with the meanings "reward", "encouragment", "discount", "gift to a purchase": *Victory is always a nice bonus for a resume* (day.kyiv.ua/uk); *To think rationally and make informed decisions is a bonus* (day.kyiv.ua/uk); *Where is the bonus for kindness? Or how a grant was taken away from young filmmakers* (pravda.com.ua).

Next, we distinguish relative thematic groups of borrowings within the socio-political lexicon. Although they are heterogeneous in quantitative and qualitative characteristics, these units are intensively functioning in the modern Ukrainian language. Thus, the thematic group "Society" consists of tokens denoting representatives of social groups (*babyboomers, VIP, gamer, vaper, zoomers, corrupt, millennials, celebrities, sponsor, teenager*); activity and behavior (*gender, glamor, homophobia, image, craft, lifehack, look, mainstream, nomophobia, trend, feedback, handmade, challenge, shopping*); places (*barbershop, supermarket, second-hand*); leisure (*battle, weekend, party, performance, flashmob*), etc. Borrowings consolidate in language practice thanks to online-media: *Nowadays, it is not a secret that any country's image is a part of national security* (day.kyiv.ua/uk); *We have heard about millennials multiple times and are convinced in their apolitical nature, because we know some of them personally* (day.kyiv.ua/uk); *Love to creative performances played a nasty joke with the head of state* (pravda.com.ua); *A German teenager blamed robbers for consequences of party where he and his friends smashed almost the entire house* (day.kyiv.ua/uk).

Thematic group "Politics" consist of nominations for political activity subjects (*downshifter, electorate, imagemaker, establishment, ombudsman, speaker, speechwriter, spokesman*); political activity processes and forms (*astroturfing, briefing, default, exit-poll, impeachment, inauguration, consensus, corruption, lustration, lobbying, PR, ratification, rating, summit*); ideological concepts (*globalism, green card, Euromania, Euroscepticism, Eurocentrism, Eurofederalism, legitimization*), etc. Such new borrowings are actively used by journalists in reporting local and international political events, for instance: *Can Turkey gain sufficient international support... And if this does not happen, Turkey will increasingly act as a spoiler* (day.kyiv.ua/uk); *Less than a year later, Zelenskyy's team decided to show his openness to journalists and organized a multi-hour press-marathon* (pravda.com.ua); *The use of e-voting can significantly reduce the level of electoral apathy and political absenteeism* (pravda.com.ua); *corruption is the misuse or abuse of trust or authority for personal advantage. This includes bribery, nepotism, and theft of state property* (lb.ua).

Neologisms reflect events and participants in international politics, for example, politicians' surnames become the basis for describing political alliances: since 2012 *Merkozi* (Merkel + Sarkozy) transformed into *MerkHollande* (Merkel + Hollande); new nouns and verbs appear: *merkelism* is the word denoting Angela Merkel's politics.

New borrowings in the economic sphere correlate with the relevant terminology and denote economic phenomena and concepts (*brand, outsourcing, banking, dividend, cash, crowdfunding, leasing, marketing, startup, promotion*), positions (*brand manager, broker, dealer, distributor, merchandiser, realtor*), subjects and objects in the economic environment (*holding, tender, tranche, trust, offshore*), etc.

Being terminological system elements, they keep semantic boundaries closed and do not show any ambiguity. Therefore, their use in mass media communication is regulated and correlates with professional communication. The examples are following: *the company… won the NASA's tender for the launch of small satellites into space* (day.kyiv.ua/uk); *A venture fund is going to be created in Ukraine in order to support the startups development after the business incubator* (day.kyiv.ua/uk); *European colleagues praised the progress made in implementing the program necessary for the second tranche of macro-financial assistance* (pravda.com.ua).

Borrowings in the legal sphere correlate with legal terminology and relate to various types of illegal activities and their negative consequences. For instance, *abuser, bullying, victim blaming, gaslighting, cyber police, clickjacking, cryptojacking, skimming, fitting, hacker, harassment*. These units retain their specialization, unambiguity, and accuracy in internet-communication: *Cyber police assumes that the hacker attack may repeat* (day.kyiv.ua/uk); *Dignity attacked: psychological bullying in government agencies* (zn.ua/ukr); *The convention states that sexual harassment should be a subject to "criminal or other statutory sanctions"* (day.kyiv.ua/uk).

Until recently, the functioning of military vocabulary in the Ukrainian society was limited to army professional activities. However, since 2014, military concepts and terms have been actively used in media reports about the Anti-Terrorist Operation and the Joint Forces Operation (JFO) in the East of Ukraine and the occupation of Crimea by Russian Federation. Frequently used loanwords denote military and war realities: *annexation, anti-terrorist, blitzkrieg, blockpost, hybrid (hybrid war), dislocation, expansion, escalation (conflict), occupation, provocation,* etc. Mostly they are older borrowings which appear more often in language of internet-media due to the new socio-political circumstances. For example: *Illegal annexation of Crimea, destabilization of Donbass in Eastern Ukraine violates the fundamental principles by which we create a peaceful and stable world* (day.kyiv.ua/uk); *This blitzkrieg operation [annexation of Crimea] was hardly possible without Kremlin extras, Crimean politicians* (pravda.com.ua); *In response to the occupation, the Ukrainian military set up a blockpost with a line of fortified firing points* (day.kyiv.ua/uk). Furthermore, tokens denote the enemy (*occupier, sniper, terrorist*); special military clothing (*balaclava*) and mechanisms (*drone, quadcopter*), etc.

In the modern Ukrainian language, the word *cyborg* has been reconsidered and became a "marker of social time" associated with the long-term Donetsk airport defense (2014–2015). Defenders' endurance and courage gave birth to the legend of "cyborgs" – indomitable "cybernetic organisms": *On the same day (January 13, 2015), the militants issued an ultimatum to "cyborgs": leave the airport or die* (day.kyiv.ua/uk); *The legendary "cyborgs" from the 3rd Special Forces Regiment began practicing parachute jumps at the training ground in Kropyvnytskyi* (censor.net/ua).

The thematic group "Medicine" entered the already formed list of thematic groups in the socio-political lexicon, as the situation provoked by the COVID-19 pandemic prompted medical vocabulary into online-media publications. Social processes actualize commonly used words in new circumstances, and as a result these tokens acquire new semantic connotations. We observe the frequent use of words *pandemic, quarantine, vaccine, distance, self-isolation*. Moreover, the language of internet-media faces a powerful wave of lexical innovations*: corona-debutant, corona-crisis, corona-year, anti-vaxxers, Covid-dissidents*. The last two words (*anti-vaxxers, Covid-dissidents*) are contextual synonyms to denote "conspiracy theorists."

The word *pandemic* is the most used in online-media with the meaning "the highest level of epidemic that has spread to the majority of the population and large territories." Now it is associated with the uncontrolled spread of coronavirus, panic, quarantine and lockdown, as well as the rapid and often uncontrolled unverified information spreading – *infodemia*. The medical term of Italian origin *quarantine* "restrictive medical and administrative measures aimed to prevent the infectious diseases spread" has now become commonly used to mean "a way to restrain a pandemic."

The innovation *self-isolation* is synonymous to the concept of *social distancing*. Furthermore, we observe actualization of collocations: *distance work, distance learning, distance education, distance business, distance service,* etc. The word *corona-crisis* as an analogy to the terms *government crisis, constitutional crisis, humanitarian crisis* is commonly used in the same context.

The modern Ukrainian internet-media demonstrate that the language is rapidly developing and evolving through neologization and significant number of loanwords, including quickly adapting anglicisms. Our observations on the lexical borrowings activity correlate with the prevailing opinion in world linguistics [8], particularly with a claim that "nowadays, anglicisms have become the most frequent kind of borrowings" [15].

Loanwords primarily reflect the trend towards Europeanization and internationalization which is significantly strengthened by direct and indirect contacts between countries. For example, frequently used borrowings are *absenteeism* (Latin *absentia* – absence) "evasion from participation in elections, meetings, etc."; *lobbyism* (English *lobby*; Latin *lobium* – gallery) "purposeful legal or illegal influence on public authorities and local governments"; *nepotism* (Italian *nepote* – nephew, grandson, descendant) "protectionism, providing relatives and close friends with lucrative positions."

Functioning of foreign vocabulary, in particular new loanwords, in Ukrainian online-media is caused by linguistic and extralinguistic factors. The online-dictionary *Myslovo* (http://myslovo.com/) rating confirms that borrowings are excessively active in the modern Ukrainian language functioning. Every year *Myslovo* chooses a top word based on its popularity and social significance, and borrowings absolutely dominate: *Euromaidan* (2013), *cyborgs* (2014), *blockade* (2015), *corruption* (2016), *tomos* (2018), *digitalization* (2019), *coronavirus* (2020).

To sum up, it is worth to emphasize that the current period in the Ukrainian language is marked by excessive loanwords "consumption." Thus, the scientific community should coordinate efforts to ukrainianize thematic groups of foreign vocabulary, organize and harmonize them with native language resources.

4.2 Decoding of Socio-Political Lexicon

The object of mass communication in speech community is a recipient who predominantly stays anonymous for a communicator. Sociology of mass media frequently uses recipient research, since studies of this kind help to understand how media content influences audience. S. Rumyantseva compares information decoding and perception to a snowball – having read a text, listened to an audio or watched a video on the internet, a recipient transforms the information form and content into most correct and appealing to them, based on individual characteristics. Moreover, data received from the internet may be complemented and expended by other people's decoding [9].

The basic unit of "scanning the listener/viewer/reader of the text (oral or written) is a word" [12] Therefore, understanding of socio-political vocabulary is the primary basis for decoding political discourse. Given that, we conducted a survey to identify the lexical competence of different ages audience in the Western Ukraine where the Ukrainian language is fully functioning in all domains.

Examining the level of lexical competence, particularly when regarding socio-political vocabulary, one should beware of excessive sociologization in investigating linguistic phenomena as well as underestimation of social factors in the language life and its functional and structural characteristics. The sociolinguistic data were analyzed using quantitative methods. Although not all controversial issues can be solved by calculations, due to the thorough approach to information collection, even small numbers provide useful material for researching certain issues.

The questionnaire, aimed to identify the level of socio-political vocabulary competence, was presented to three groups of respondents, divided by age: 1) 18–35 years, 2) 36–55 years, 3) 56+. First group predominantly consisted of Ternopil Volodymyr Hnatiuk National Pedagogical University students. We chose future teachers as respondents due to the hypothesis that this group is interested in socio-political issues.

They study socio-political disciplines and are involved in socio-political activities. The online survey was conducted in the spring, 2021. We collected and analyzed 150 questionnaires, fifty for each age group. 97 % respondents are native Ukrainian speakers. The number of female respondents is slightly higher than male: 62 %. The distribution between urban and rural residents is 59 % to 41 %.

The questionnaire contained multiple choice and open-ended questions. Multiple choice questions identified if respondents understand tokens semantics. They had to choose the correct answer from the three offered. The research established that the correct meaning of *impeachment* – "a procedure that gives an opportunity to remove senior public officials from the office" – was chosen by 86 % respondents in age group "18–35", 92 % respondents in age group "36–55", and 96 % respondents in age group "56+" (Figure 1).

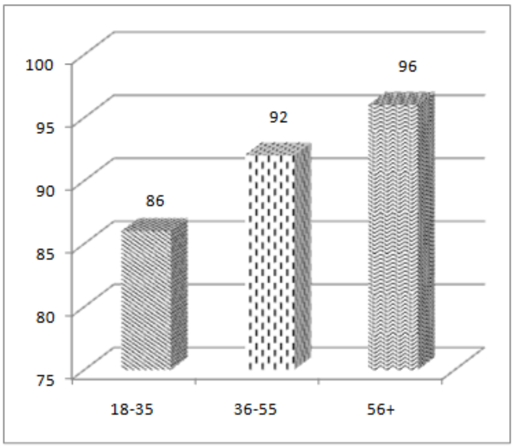

Figure 1 – Correct defining of lexeme impeachment *by respondents in age groups "18–35", "36–55", and "56+"*

The meaning of word *downshifter* – "a person who moves from more prestigious social level to less prestigious one" – was selected by 62 % respondents in age group "18–35", 40 % respondents in age group "36–55", and 24 % respondents in age group "56+" (Figure 2).

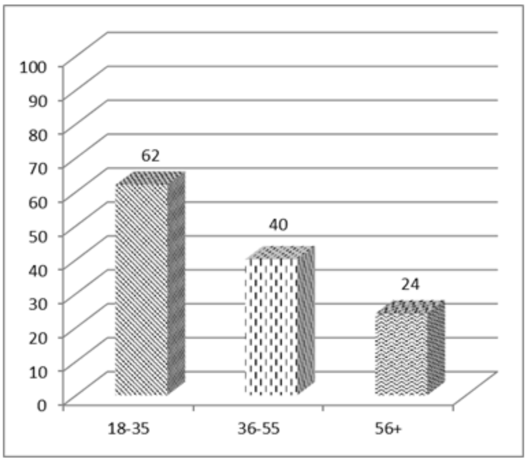

Figure 2 – Correct defining of lexeme downshifter *by respondents in age groups "18–35", "36–55", and "56+"*

Even less respondents know the meaning of word *absenteeism* – "evasion from participation in elections, meetings, etc." The competence level equals 22 % in age group "18–35", 30 % in age group "36–55", and 14 % in age group "56+" (Figure 3).

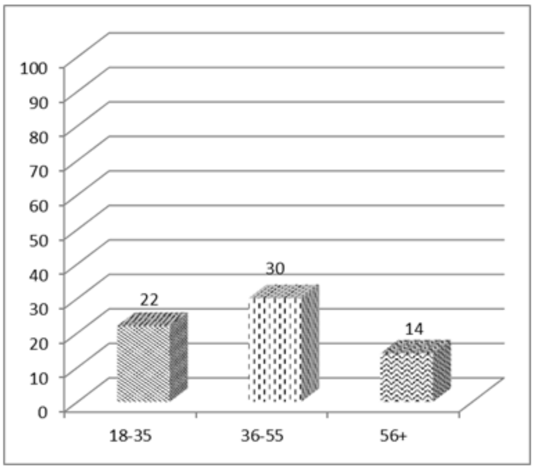

Figure 3 – Correct defining of lexeme absenteeism *by respondents in age groups "18–35", "36–55", and "56+"*

However, most questions in the questionnaire were open-ended. Respondents were asked to explain the meaning of *electorate* "voters", *establishment* "ruling circles, political elite", *spoiler* "a candidate who has no chance to win, but attracts some votes from another candidate with a similar program, thus raising chances of a candidate with the opposite position." The percentage of correct answers for each age group is shown in Table 1.

Table 1: Correct defining of socio-political lexemes *electorate, establishment, spoiler* (in percentage)

Lexical unit	Age groups		
	18–35	**36–55**	**56+**
electorate	16	62	86
establishment	26	68	54
spoiler	38	22	14

Some socio-political concepts in the modern Ukrainian language are denoted by both native and borrowed lexical units. Respondents were asked to choose Ukrainian equivalents to the words *consensus*, *stagnation* and *consolidation* and did it almost effortlessly. The majority answered correctly (Table 2).

Table 2: Correct choise of Ukrainian equivalents to borrowed words *consensus, stagnation* and *consolidation* (in percentage)

Lexical unit	Age groups		
	18–35	**36–55**	**56+**
consensus	60	88	94
stagnation	54	86	72
consolidation	78	88	92

One possible interpretation of different results is that respondents in the age groups "36–55" and "56+" watch news and political shows more frequently than the younger generation, so former better understand the meaning of borrowings with longer history. In return, young people who obtain more solid knowledge of English can quickly and accurately explain semantics of new borrowings such as *downshifter*. However, some loanwords (for example, *absenteeism*) are equally obscure to individuals in all age groups.

Next, the survey was also aimed to detect emerging collocations with the most used lexemes which mark a certain stage in the society's life. We focused on words-markers *referendum, annexation*, and *vaccine*. The lexeme *referendum* has been actively used throughout the whole period of Ukrainian independence. 84.18 % of the Ukrainian population took part in the referendum on December 1, 1991. 90.32 % voted for the Act of Independence of Ukraine after the Soviet Union collapsed. On April 8, 2021, the President of Ukraine Volodymyr Zelenskyy signed the Law "On the All-Ukrainian Referendum." Next token *annexation* was added to our list in connection with the annexation of Crimea in February–March 2014 as a part of the Russian armed aggression against Ukraine. The last lexeme *vaccine* entered the socio-political discourse due to the global pandemic of COVID-19, because vaccination is the only effective way to protect the population from the disease.

Thus, we held a directed associative experiment with the stimulus list: *referendum, annexation, vaccine*. The respondents had a task was to write a phrase with the proposed lexemes. We received 1–2 reactions in each questionnaire. Furthermore, the answers in different age groups were comparatively similar. The associative series with the most frequent reactions generalized and arranged in descending order are presented below:

- *Referendum* (196 reactions in total) – *All-Ukrainian* (27), *nationwide* (11), *fair* (7);
- *Annexation* (173 reactions in total) – *annexation of Crimea* (38), *annexation of a territory* (17), *annexation of a peninsula* (15), *illegal annexation* (9);
- *Vaccine* (267 reactions in total) – *coronavirus vaccine* (46), *COVID-19 vaccine* (20), *efficient vaccine* (17), *quality vaccine* (13), *effective vaccine* (9).

The results prove that each reaction is a key to a certain fragment of language picture of the world. Therefore, the similar associations are caused not by logical and semantic coincidence, but by the quantity of communicative fragments intersections. The individual language consciousness mainly actualizes not random but established, i.e. standardized associations.

5 Conclusion

At the beginning of the 21st century, the language of Ukrainian internet-media is a mirror for all changes taking place in Ukrainian society. The analysis of socio-political lexicon online functioning shows the influence of global and local factors on its formation. Thematic groups of socio-political vocabulary are enriched with lexical innovations that denote multiple new concepts and phenomena. A large part of new words are borrowings, in particular alglicisms. Loanwords reflect the tendency towards Europeanization and internationalization which is significantly strengthened by direct and indirect contacts with other countries.

The modern Ukrainian literary language functions in complex and multidimensional social context. A communicator creates information, and a recipient perceives it. Understanding of whole text often depends on socio-political vocabulary fluency. Both common units and lexical innovations can serve as key words in political communication that mark a certain period in social life. The survey results show that socio-political lexicon understanding varies in different age groups. Respondents in age groups “36–55” and “56+” better comprehend meaning of borrowings with longer history while younger generation is more fluent in semantics of new borrowings. The associative experiment results reflect the invariative component in both individual and language picture of the world which determines how language identity realizes its linguocognitive features.

Literature:

1. Hagège Cl. (2012). *Contre la pensée unique*. Paris: Éditions Odile Jacob, 248. ISBN 978-2-7381-8204-3.
2. Kaleniuk, S.O. (2017). Markery suspilno-politychnoho leksykonu v ZMI Mykolaivshchyny: smyslovi kontsentry ta funktsiini vektory [Markers of socio-political lexicon in the media of Mykolayiv region: semantic concentrates and functional vectors]. *Scientific works of Kamyanets-Podilsky National University named after Ivan Ogienko. Philological Sciences,* 44, 158–162. Available at: http://nbuv.gov.ua/UJRN/Npkpnu_fil_2017_44_36
3. Karpilovska, Ye, Kysliuk, L., Klymenko, N., Krytska, V., Puzdyrieva, T. & Romaniuk, Yu. (2017). *Vplyv suspilnykh zmin na rozvytok ukrainskoi movy* [Influence of social changes on the development of the Ukrainian language]. Kyiv: Vydavnychyi dim Dmytra Buraho, 444. ISBN 978-966-489-439-2.
4. Klymenko, N. (2014). *Vybrani pratsi* [Selected works]. Kyiv: Vydavnychyi dim Dmytra Buraho, 728. ISBN 978-966-489-250-3.
5. Kostiuk, Y. (2018). The Status of Socio-Political Vocabulary in Modern Ukrainian Literary Language. *Analele Universitatii din Craiova. Philological Sciences, Linguistics Series,* XL (1–2), 85–90. Available at: https://www.ceeol.com/search/article-detail?id=747561.
6. Kysliuk, L. (2017). *Suchasna Ukrainska slovotvirna nominatsiia: resursy ta tendentsii rozvytku* [Modern Ukrainian word-formation nomination: resources and development trends]. Kyiv: Vydavnychyi dim Dmytra Buraho, 424. ISBN 978-966-489-440-8.
7. Navalna, M.I. (2011). *Dynamika leksykonu Ukrainskoi periodyky pochatku XXI st*. [Dynamics of the lexicon of Ukrainian periodicals of the beginning of the XXI century]. Kyiv: Vydavnychyi dim Dmytra Buraho, 328. ISBN 978-966-489-095-0.
8. Poplack, Sh. (2018). *Loanwords in the Speech Community and in the Grammar*. Oxford: Oxford University Press, 272.
9. Rumyantseva, S. (2014). Koduvannia ta dekoduvannia informatsii u suchasnykh ZMI: perevahy internet-ZMI [Encoding and Decoding of Information in Modern Media: Advantages of Internet Media]. *Bulletin of Kharkiv National University named after V. Karazin. Questions of political science,* 1111, 114–118. Available at: http://nbuv.gov.ua/UJRN/VKhIPPO_2014_1111_26_23.
10. Stapanenko, M. (2017). *Politychne sohodennia Ukrainskoi movy: aktualnyi peryfrastykon* [Political present time of Ukrainian: actual peryfrastykon]. Kharkiv: Vydavets Ivanchenko I. S., 616. ISBN 978-617-7377-51-0.
11. Struhanets, L. (2017). Development of the Ukrainian language word stock of the 20th – beginning of the 21st centuries. *Analele of the University of Craiova. Philological Sciences, Linguistics Series*, XXXIX (1-2), 409–414. Available at: https://litere.ucv.ro/litere/sites/default/files/litere/Cercetare/Activitate%20stiintifica/Analele%20Facultatii%20de%20Litere/anale_lingvistica_2017_indice.pdf.
12. Struhanets, L., Zalipska, I., Zadorozhna, I., Struhanets, P., & Dashchenko, N. (2021). The National Television Broadcast Speech Expressiveness as Means of Phychological Influence on the Society. *AD ALTA: Journal of Interdisciplinary Research*, 1(XV), 41–45. Available at: http://www.magnanimitas.cz/ADALTA/110115/papers/A_10.pdf.
13. Styshov, O.A. (2019). Nova suspilno-politychna leksyka i terminolohiia v suchasnii ukrainskii movi [New socio-political vocabulary and terminology in the modern Ukrainian language]. *Linguistic research: a collection of scientific works of Hryhoriy Skovoroda Kharkiv National Pedagogical University*, 50, 258–268. DOI: https://doi.org/10.34142/23127546.2019.50.31.
14. Taranenko, A. (1989). *Yazyikovaya semantika v ee dinamicheskih aspektah* [Linguistic semantics in its dynamic aspects]. Kyiv: Naukova dumka, 256. ISBN 5-12-000858-5.
15. ten Hacken, P., Panocová, R. (2020). *The Interaction of Borrowing and Word Formation*. Edinburgh: Edinburgh University Press, 308.
16. Yaremko, Ya.P. (2015). *Suchasna politychna terminolohiia: na peretyni kohnitsii ta komunikatsii* [Modern political terminology: on crossing of kognition and communication]. Drohobych: Posvit, 436. ISBN 978-617-7235-66-7.

Primary Paper Section: A

Secondary Paper Section: AI

STATE EDUCATIONAL POLICY FOR ENSURING THE QUALITY OF PEDAGOGY: GLOBAL TRENDS AND UKRAINIAN EXPERIENCE

[a]TETAYNA LUKINA, [b]SERHII SHEVCHENKO, [c]NATALIIA SHULGA, [d]ALINA FAST, [e]OLEKSANDR PRAVOSUD, [f]OKSANA BASHTANNYK

[a]Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine, 52-D, Sichovykh Striltsiv Str., 04053, Kyiv, Ukraine
[b]Dnipropetrovsk State University of Internal Affairs, 26, Gagarin Ave., 49005, Dnipro, Ukraine
[c]Separate structural unit «Kyiv Transport and Economic Vocational College of the National Transport University», 20, Vasylkivska Str., 03040, Kyiv, Ukraine
[d]Communal Institution of Higher Education «Dnipro Academy of Continuous Education», 70, Vladimir Antonovich Str., 49006, Dnipro, Ukraine
[e]Dnipropetrovsk State University of Internal Affairs, 26, Gagarin Ave., 49005, Dnipro, Ukraine
[f]Oles Honchar Dnipro National University, 72, Gagarin Ave., 49000, Dnipro, Ukraine
email: [a]tata_lukina@ukr.net, [b]alphabeta7373@gmail.com, [c]natalataliiashulga17@gmail.com, [d]alina25ft@gmail.com, [e]Pravosudae@gmail.com, [f]Polit.dnepr2011@gmail.com

Abstract: The article aims to consider the problems of internationalization of education, the basic principles of integration of higher education, and programs aimed at ensuring the quality of training of specialists in the European and Eurasian educational spaces. Particular attention is paid to the existing approaches to ensuring and guaranteeing higher education quality and the formation of quality assessment systems at the international, national, and regional levels to create conditions for sound management of the quality of education. The features of changes in foreign and Ukrainian education are shown, associated with the Bologna process and the development of European integration in higher education. The research results can be useful to a wide audience of teachers and managers in organizing effective education systems and assessment processes and students and postgraduate students of pedagogical specialties when studying the basics of quality assurance and control and assessment activities in the education system at the modern level.

Keywords: Domestic experience, Foreign experience, Higher education, Integration, Quality of education, State educational policy.

1 Introduction

Building an effective system for ensuring and assessing the quality of education in many countries of the world, including Ukraine, is one of the national educational policy priorities. Bringing a European dimension to national higher education systems, providing students and young professionals with modern knowledge necessary for their academic and professional life, as well as shaping their civic responsibility, will contribute to improving the quality of vocational training [16]. This project aims to support cooperation in the field of education and ensure the conditions for the integration of the European and Ukrainian education systems, which will make it possible to use international experience in the field of ensuring the quality of education. It is necessary for the intensification of scientific and cultural contacts, the exchange of experience in organizing the best educational practices, and modern control and assessment processes. A reliable system for assessing the quality of education allows us to meet the information needs of various participants in educational relations (students and parents, teachers and managers, employers and specialists) and adjust the policy to ensure the quality of education [18].

The process of creating such a system is very complex and lengthy, requiring the solution of many problems at all levels of the education system [1]. These include all components of the education system, such as learning conditions (material and technical base, personnel 9, financial investments), the quality of educational programs in the paradigm of competence-based learning aimed at achieving students, the organization of an objective system for assessing learning outcomes at all stages of educational activities.

Taking into account international experience, active processes of building a system for assessing the quality of education are underway in Ukraine. However, many important and necessary tasks still have to be solved to ensure the quality of education, based on the integrity and balance of assessment activities in educational organizations, by improving the teaching community's qualimetric culture and creating independent professional centers for assessing the quality of education [51].

2 Literature Review

Today the world is on the verge of a wave of innovations and accelerating "qualifications inflation", when the knowledge and competencies that are relevant today may be unclaimed tomorrow and become a limitation for further socio-economic development of not only individuals but also regions [15]. These changes will force a radical revision of the world education system.

In order to develop common approaches to the quality of higher education, the ministers of education of a number of European countries have developed the main objectives and provisions of the Bologna Declaration, formulating ten main indicators. These include the introduction of a two-tier system (bachelor's-master's degree); availability of all levels of higher education; implementation of a unified approach to the formation of a national qualifications framework; development of an external system for ensuring the quality of education; participation of students in ensuring the quality of education; international participation in ensuring the quality of education; introduction of the European Diploma Supplement; compliance with the principles of the Lisbon Convention on the Recognition of Qualifications; introduction of a European credit system and recognition of periods of prior study.

To the previously formulated tasks are added:

- The introduction of postgraduate studies in the general system of higher education (as the third level);
- Giving a "European dimension" to higher education (its orientation towards common European values);
- Increasing the attractiveness and competitiveness of European education;
- Implementation of the social role of higher education, its availability;
- Development of the system of additional education and the implementation of the strategy "education throughout life".

One of the Bologna Process's main objectives is to improve the description of qualifications and qualifications frameworks throughout the European Higher Education Area in terms of learning outcomes that will express what learners need to achieve and how they can validate this achievement [20].

Further, conferences of the ministers of education of the countries participating in the Bologna process began to be held regularly. It is they who are the supreme body and make decisive decisions on the directions of development of the Bologna Process. It should be noted that joining the Bologna Process does not impose any obligations on the participating countries from a legal point of view. This is a process of voluntary cooperation, which implies the modernization of national higher education systems in accordance with the jointly defined directions of development of the Bologna Process.

2.1 The Main Stages of the Development of the Bologna Process

The Bologna Process Support Group (BPUG) was formed in Prague (May 2001) from representatives of 33 member states and the European Commission. The stages of development of the Bologna process have been adopted, an action plan has been prepared to ensure the mobility of students and academic personnel, the forms of cooperation in the field of quality assurance and the European zone of higher education in the world have been determined; directions for promoting lifelong learning, involving students in the process of creating the European Higher Education Area (EHEA), proposed systems for the comparability of diplomas using the European Credit Transfer and Accumulation System (ECTS).

The task is to develop standards for quality assurance in higher education at the university, national and European levels; systems of understandable and comparable higher education qualifications and diploma supplements have been adopted. As a result of the conference, a communiqué was adopted on the Bologna process's progress, aimed at ensuring that national higher education systems ensure the development of national qualifications frameworks and degrees (bachelor's and master's) are described in terms of learning outcomes [21]. The task was to develop an acceptable set of agreed standards, procedures, quality assessment methods, as well as an adequate system of external expertise for quality assurance or a system of accreditation agencies (bodies).

The Berlin Communiqué reflected the adoption of a system of adequately formulated and comparable degrees and common terminology for describing qualifications in order to make them more understandable to other universities, employers, and those involved in the assessment of qualifications, which made the process of recognizing periods of study at other universities possible and relevant. In many respects, it is at the level of the second cycle (master's degree) that universities show innovation and creativity, so the emergence of new types of master's programs should be seen as the basis for the development of the strengths of higher education in Europe [21]. For this, a European transfer and accumulation of credits (credit units) are proposed, based on the principle that 60 credits assess a full-time student's workload in one academic year.

Using learning outcomes as a general method for describing programs and modules can help establish common standards and common quality assurance practices for higher education institutions and help students understand what is expected of them by the end of a given program or module [13]. According to the Berlin Conference's final communiqué, postgraduate training should become the third stage of higher education. The following higher education scheme will be implemented in European countries: Bachelor-Master – Doctor of Philosophy (Ph.D.). The decision to include educational programs of the Ph.D. level as the third stage of higher education is due to the awareness of the importance of the research component for higher education's full functioning. Bergen, Norway (May 2005): Participants from 45 countries (Azerbaijan, Armenia, Georgia, Moldova, Ukraine joined the Bologna Process) endorsed the European Standards and Guidelines for Quality Assurance in Higher Education (ESG – European Standards and Guidelines) as examples of successful/effective practice [14].

3 Materials and Methods

The Standards and Guidelines for Quality Assurance in the European Higher Education Area contain a standard model for quality assurance, which consists of 7 main elements and recommendations for their implementation:

- Development and implementation of the university strategy for continuous quality improvement; at the same time, the strategy, program, and procedures must have a formal status and be publicly available [2, 3];
- Availability of formal mechanisms for approval, monitoring, and regular evaluation of programs [6-8];
- Assessment of students' knowledge following applied published criteria, regulations, and procedures [19, 22];
- Availability of a quality assurance system for the teaching staff [24, 27, 30, 40];
- Availability of information resources and a student support system adequate to the learning objectives;
- Availability of information systems that ensure effective management of educational programs and other activities of universities [52-54];
- Regular updating and publication of objective and reliable information about the programs of the university [26].

It is expected that the formation of new technologies in the global industry may already be defined by 2025, which will require fundamentally new professional competencies from employees and ordinary consumers ("users"), which today is not always possible to predict. The world lives in the conditions of accelerating "qualifications inflation", when the competencies that are relevant today may be unclaimed tomorrow and even more – become a limitation for further socio-economic development [17]. Higher education aims to prepare specialists who can adapt to the changing conditions of professional activity [11].

Today, it is important to understand that all Bologna Process participants' main task is to fully understand the need to fully implement the basic goals of creating the EHEA. [55, 56]. However, as practice shows, this cannot be achieved for many reasons that prevent the countries from being equally involved in this project [9, 25]. These include insufficient diversification of forms of academic mobility and the gap between economically developed and undeveloped countries, a partial or some revisionist approach to the implementation of the basic values of the Bologna Process, the cognitive division of the European space into the "center" (Great Britain, Germany) and "periphery" (the Baltic countries). In many countries, student and teacher migration mobility is associated with a "brain drain" [23].

4 Results and Discussion

The problems and prospects for the development of education, which educational systems in various countries of the world face, are relevant in Ukraine. They determine the directions of modern educational policy [28, 29]. To eliminate obstacles to the mobility of teachers, it is proposed: to develop standard samples of regulatory documents in accordance with the powers of the OVO; improve migration legislation; to provide for a special procedure for filling the posts of scientific and pedagogical workers of universities (election by competition) for foreign teachers, etc [37, 41, 46].

Institutional and grant support for the mobility of teachers and students is needed, and the main emphasis in this work should be placed on institutional flexibility that stimulates the career prospects of exchange participants both when traveling to partner countries in order to gain experience and when returning specialists who have received experience abroad [12].

The challenges and solutions of the 21st century require a new format of education, both in terms of volume and quality. The competencies of specialists in the knowledge economy differ from those in demand 20-25 years ago. The analysis of world trends in higher education allows us to say that the competence-based approach is becoming dominant, turning into the basis of the strategy for developing education [31-36]. The conceptual factor is the shift of emphasis from mastering the content of academic disciplines and practices to the results expressed by the ability to apply knowledge effectively, through this - to the development of the personality and the formation of a qualified specialist. For centuries, national educational systems as a whole have developed autonomously, each with its specifics.

In the modern global world, issues of international cooperation and interaction are becoming an objective reality. In recent decades in Europe, the philosophy of international education is characterized by the desire to learn from each other, communicate with each other, exchange innovations with each other, and ultimately integrate [45, 48]. The processes of mutual exchange of achievements have intensified and will be strengthened on a mutually beneficial basis. This is also important for the domestic education system. Ukraine's accession to the Bologna Process gave higher education an impetus for transformations to ensure the competitiveness of domestic education in the world, made it possible to consistently modernize higher education in accordance with new strategies and priorities of the knowledge economy.

Participation in the Bologna Process, primarily at the university level, contributed to the improvement of the quality of educational programs and the strengthening of institutional interuniversity interaction, which, in turn, led to an increase in recognition of universities at the international level [38]. Participation in the Bologna Process can also be viewed as a socially-oriented initiative that contributes to the growth of domestic universities' reputation capital.

The modernization of the educational system is necessary. It is carried out to bring it in line with European standards of higher education, increasing the availability of higher education and graduates' competitiveness. The very idea of creating a unified European education system is productive and corresponds to the realities of today [39]. However, it should be borne in mind that the sphere of higher education is a very delicate tool for the formation of civil society, and therefore its change and adjustment require great care, balance, and accuracy, and, of course, the preservation of national characteristics. Therefore, in scientific and pedagogical circles, among the population of various countries, including Ukraine, the Bologna process's pros and cons are actively discussed.

The attitude of the university community to the Bologna process continues to remain cautious [13]. There are both supporters and opponents of the transformations. And the range of opinions here is very wide: from unconditional, sometimes idealized support for him to complete denial. The pedagogical community's poor awareness can explain this about the goals and objectives of internationalization and European integration and many difficulties in their implementation. For Ukrainian education, these are financial, organizational, and infrastructural restrictions for participation in academic mobility programs; the need to reform migration legislation; the traditional distinction between academic and university science, etc. A number of problems include:

- Inertia in the perception of the bachelor's degree by the labor market;
- The unwillingness of a part of the Ukrainian higher school to act as an equal partner in mobility programs (insufficient funding, poor knowledge of foreign languages);
- Regulation and lack of flexibility of educational programs associated with the rigidity of state educational standards;
- The unpreparedness of many universities for the formation of new competencies of graduates that are in demand on the labor market.

These problems are still relevant today [42].

Education in the modern world has become a key factor in countries' economic development, reducing social tension in society, increasing the well-being and quality of life of an individual. The introduction of modern quality assurance systems into education, which has confirmed their merits in the field of economics, has become fundamentally important: ISO-9000; The Baldage, Awards Deming Prige, etc. Improving the quality of education is associated with the need to establish reliable feedback. More and more widespread in education, as in any other field, is the assessment of performance according to the criteria of the business excellence model of the European Foundation for Quality Management (EFQM), based on eight fundamental principles of TQM:

- Focus on the final result;
- Focus on the interests of the consumer;
- Leadership and consistency of goals;
- Management based on information about the state of the organization;
- Development of personnel and their involvement in the affairs of the organization;
- continuity of learning, innovation, and improvement;
- Partnership development;
- Social responsibility [44].

Today, a simple statement by an educational organization about the compliance of the quality of education with the requirements of the educational standard, the public (by consumers – students, parents, universities, etc.) is not perceived as a guarantee of obtaining a quality education, and the requirements for high quality on the part of consumers are steadily moving from the final stage of education to everything earlier [10]. To confirm an educational organization's ability to increase education quality sustainably, modern control and evaluation tools and procedures based on pedagogical measurements of academic achievements and to ensure the reliability, reliability, and validity of educational information have become necessary.

In order to predict the development and obtain the required quality of training for graduates, and then specialists, it is necessary to organize a constant influence on the education system based on the creation of new control and assessment systems, including banks of calibrated (with a known level of difficulty) test items; using software tools and packages for statistical analysis of test quality, modern methods of scaling and evaluating test results, information databases for automated collection, processing, storage, analysis and interpretation of the results of independent quality control of training [11].

Quality assurance is a key priority within the Bologna Process, on which the recognition of degrees and qualifications, mobility and international cooperation, and trust in national education systems in general depend. The general objectives, strategy, and technologies for quality assurance are presented in the European Standards and Guidelines (ESG). At the Conference of Ministers of Education of the 28 member states of the Bologna Process in Yerevan in 2015, an updated version of the Guide (ESG) was adopted, which, by all accounts, is more technologically advanced and user-friendly [11].

The European quality assurance instruments include accreditation, evaluation, audit, advantages (excellence) – quality label, benchmarking as a systemic comparison process, and educational practice assessment. International statistics show that the quality of education matters and is associated with economic development and the level of social differentiation in society.

Against this background, the importance of international educational standards and ratings are increasing, both in school education (PISA, PIRLS, TIMSS – the most famous international systems for assessing the skills of schoolchildren) and in higher professional education (world university rankings, the Bologna Process and the system of unification of educational results) [43].

In Ukraine, to ensure an external assessment of the quality of education, the current legislation provides for the following procedures:

- State accreditation of educational activities and federal state control of the quality of education for all educational organizations;
- Public accreditation of educational organizations by independent professional organizations;
- Professional and public accreditation of educational programs by employers (or their authorized organizations) on a voluntary basis (at the initiative of the OIE);
- An independent assessment of the quality of education, carried out in order to determine the conformity of the education provided to the needs of individuals and legal entities in whose interests educational activities are carried out.

To ensure the quality of training of specialists, universities need to:

- Develop a strategy for training graduates with the involvement of representatives of employers in order to ensure quality;
- To monitor and periodically review educational programs;
- To organize the implementation of objective procedures for assessing the level of knowledge and skills of students, as well as the competencies of graduates;
- Ensure the competence of the teaching staff;
- Conduct regular self-examination according to agreed criteria for assessing the performance (strategy) and comparison with other educational organizations with the involvement of representatives of employers [47].

One of the main conditions for international integration in the field of education is internationalization and related accreditation of educational programs by leading international accreditation agencies. However, this is possible only if there is a formed educational environment of a certain level, a stable education system, within which a wide range of educational programs is formed, based on the educational interests of the individual and the capabilities of educational organizations. In general, internationalization is aimed at the formation and development of comprehensive relations with foreign partners: mastering world experience in the field of higher education, attracting foreign investment, and expanding the export of educational services of the university. Networking partnerships are the backbone of internationalization.

Internationalization is an objective process of interaction and mutual influence of national systems of higher education based on common goals and principles that meet the needs of the world community and reflect the new century's progressive trends in the field of education [11]. The most actively developing element of the internationalization model is the "double degree" programs. They improve the quality of education by attracting the best students and teachers, strengthening teachers and students, studying the best practices and international experience in training specialists, creating a favorable multicultural academic environment.

In modern conditions, the internationalization of education is the strongest factor in ensuring universities' competitiveness (Figure 1).

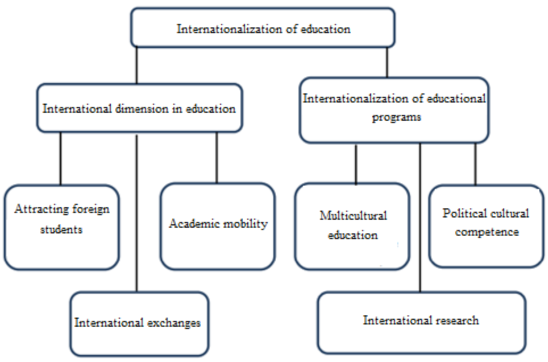

Figure 1 – Scheme of internationalization processes in education

Internationalization is a key element in achieving and maintaining a university's status in the global educational space, an effective tool for entering the community of international teachers and researchers committed to developing partnerships both within and outside the scientific community [49]. For national governments, Internationalization offers additional opportunities, such as: developing national higher education systems in line with a global perspective; training highly qualified personnel of international level with the necessary competencies for the society and economy of the future. Internationalization provides conditions for attracting investment in the national higher education system, for increasing national participation in the Internationalization of education.

4.1 Internationalization of Educational Programs

Internationalization is a long and difficult process that requires a balanced approach and taking into account national interests and traditions [4]. It is definitely necessary to participate in it in order to strengthen national positions and the prestige of education. The Bologna Process is the main line of development of higher education in modern Europe, which involves the construction of a single educational space, built on a number of mandatory principles (multilevel, ECTS, a single Diploma Supplement, mobility of teachers and students, a single quality assurance system). Self-isolation from the processes developing in a single European educational space today leads to negative consequences for any university, even a very strong one.

It should be understood that globalization is an objective reality that is dangerous and irresponsible to ignore. The Bologna Process is a part of globalization that cannot be resisted. Therefore, one should participate in it, despite a large number of accompanying problems. The changes mainly affected only structural restructuring, and the problems of the quality of education remained without proper understanding and solutions.

Other results of the modernization of the domestic education system include:

- Introduction of new state educational standards;
- Updating of educational and methodological complexes of disciplines;
- Active introduction of information technologies in educational practice, new specialties and academic disciplines in demand in the changed socio-economic conditions;
- Expansion of the autonomy of educational organizations;
- Increasing attention to liberal arts education;
- Development of a system of independent assessment of the quality of education, etc [5].

Thanks to participation in the Bologna Process, education becomes more competitive and meets globalization's real challenges. At the same time, it should be noted that the Bologna Process's significance is assessed differently by Ukrainian academic circles. The positive aspects of this participation include the following:

- The opportunity to confirm the status of a competitive, open, and efficient national educational system;
- Increasing the attractiveness of education for international students, creating programs implemented in foreign languages: an increasing number of Europeans are getting the opportunity to study Russian, get acquainted with the culture of the country, studying according to academic mobility programs;
- While studying at European universities, Ukrainian students get acquainted with the cultural values of European countries, the real conditions of life and work in the West, which to a greater extent allows them to assess their career prospects adequately;
- The ability to determine common for European countries, including Ukraine, requirements for qualifications, create pan-European subject associations of universities (networks of universities in areas of training), adapt educational programs to modern society's requirements.

As a result of participation in the Bologna Process, the Ukrainian higher education system acquires new features: students' knowledge begins to be assessed on a common European scale; university graduates can receive European international diplomas. But for this, it is necessary: to adapt the unified Ukrainian credit system to ECTS; provide students with the opportunity to recognize learning outcomes in two or more universities; to develop common, harmonized with European, approaches to quality control in education and to bring educational programs closer together.

It should be noted that Ukraine has not used all the opportunities to participate in the Bologna Process. The level of mobility is still low, and there are a number of objective reasons for this: financial, institutional, organizational, and often lack of awareness, which contradicts one of the key provisions of the Bologna Declaration. An important moment of European integration in the field of education is the transition to credit units [51]. To date, Ukrainian educational organizations have carried out a formal recalculation of the labor intensity of the elements of the educational program, expressed in hours, to the labor intensity, expressed in credit units, without linking credit units with the planned learning outcomes for the corresponding elements of training programs. This is fundamental for the design of full-fledged modular programs in ECTS format.

The credit system used in Ukraine for calculating the labor intensity of educational programs, neither formally nor in practice, fully corresponds to the European system of transfer and accumulation of credits. Ensuring the unity of the educational process and scientific research remains a problem area. There are difficulties with the employment of graduates, the implementation of the principles of the European international dimension concerning the development of multi-format education and the organization of the QMS, the real participation of students in the management of an educational organization, the development of a system of additional education, taking into account the strategy of "lifelong learning".

5 Conclusion

The transition to competency-based learning involves a long process of reflection, research, development, and scientifically sound and administratively balanced decisions [50]. In the implementation of this process, it is necessary to rely on a developed psychological-pedagogical theory of competency-based learning, which has yet to be developed. The complex of methods related to the assessment of competencies provides for the use of criterion-oriented indicators and methods for translating results into standard scales, the creation of banks of calibrated tasks, and educational statistics of results to form justified criteria for achieving learning goals. Back in the 2003 Berlin Communiqué, the task was set to create an agreed set of standards, procedures, and recommendations for quality assurance and an adequate system for guaranteeing the quality of vocational education and increasing the competitiveness of universities.

Automatic recognition of qualifications and free mobility of students largely depends on the international recognition of the quality of educational programs and the reliability of assessing the results of their development by graduates, and the most important condition for high-quality education is a systematic analysis of objective data on the control of training, confidence in its results, planning achievements that correspond to the capabilities and needs every personality. Recently, a combination of self-assessment data and independent external assessments has been widely used for this, a shift in emphasis from the traditional confirmation of the compliance of learning outcomes with standards to a preferential assessment of the increase in student achievement, the priority of strategic management decisions based on the analysis and forecasting of trends in the quality of education [17].

To assess the quality of education, the consideration of the combination of quantitative and qualitative assessments and the interdisciplinary nature of assessment processes, providing links between the planned and achieved educational results in the form of competencies, has been intensified. All this requires research, development, and testing, relying on international experience.

Literature:

1. Abhishek, Sh., Nagendra, K.M., Yashvir, S., Nishant, K.S., Sandeep, K.G. (2020). Effect of design parameters on performance and emissions of DI diesel engine running on biodiesel-diesel blends: *Taguchi and utility theory,* 281. Dated on December, 1, 2020. DOI: 10.1016/J.FUEL.2020.118765.

2. Akimova, N. & Akimova, Al. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics,* 24(1), 27-46. DOI: https://doi.org/10.31470/2309-1797-2018-24-1-27-46.

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

4. Aurelio, V.S. (2008). *Competence-based learning. A proposal for the assessment of generic competences.* Bilbao: University of Deusto.

5. Barber, M. Donnelly, S., & Rizvi, K. (2013). An avalanche is coming. *Higher education and the revolution ahead,* 72.

6. Bilan, S., Mishchuk, H., Bilan, Y., & Mishchuk, V. (2019). Empirical Study of Migration Caused by Well-being in Living and Working Environment. Paper presented at the Proceedings of the 34th International Business Information Management Association Conference, IBIMA 2020: Vision 2025. *Education Excellence and Management of Innovations through Sustainable Economic Competitive Advantage,* 11159-11169.

7. Bilan, S., Mishchuk, H., Samoliuk, N., & Ostasz, G. (2019). Effectiveness of Social Dialogue in the System of Sustainable Economic Development Factors. Paper presented at the Proceedings of the 34th International Business Information Management Association Conference, IBIMA 2020: Vision 2025. *Education Excellence and Management of Innovations through Sustainable Economic Competitive Advantage,* 13303-13313.

8. Bilan, Y., Mishchuk, H., Samoliuk, N., & Mishchuk, V. (2020). Gender discrimination and its links with compensations and benefits practices in enterprises. *Entrepreneurial Business and Economics Review,* 8(3), 189-204. DOI: https://doi .org/10.15678/EBER.2020.080311.

9. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of Covid-19 and its impact on the financial and economic situation of the state. *Financial and Credit Activity-Problems of Theory and Practice,* 1(36), 233-242. DOI: https://doi.org/10.18371/fcaptp.v1i36.227770

10. Bridgman, T., Cummings, S., & McLaughlin, C. (2016). Restating the case: How revisiting the development of the case method can help us think differently about the future of the business school. *Academy of Management Learning & Education,* 15, 724-741. DOI: https://doi.org/10.5465/amle.201 5.0291.

11. Bridgman, T., Cummings, S., & McLaughlin, C. (2016). Restating the case: How revisiting the development of the case method can help us think differently about the future of the business school. *Academy of Management Learning & Education,* 15, 724-741. DOI: https://doi.org/10.5465/ amle.2015.0291.

12. Bridgman, T., Cummings, S., & McLaughlin, C. (2016). Restating the case: How revisiting the development of the case method can help us think differently about the future of the business school. *Academy of Management Learning & Education,* 15, 724-741. DOI: https://doi.org/10.5465/ amle.2015.0291.

13. Crosier, D., Purser, L., & Smidt, H. (2007). *Trends V: Universities shaping the European Higher Education Area, An EUA.* Brussels: EUA.

14. De Boer, H. (2001). On Limitations and Consequences of Change: Dutch University Governance in Transition. *Tertiary Education and Management,* 7(2), 163–180.

15. Declan, K., Hyland, A., & Ryan, N. (2007). *Writing and Using Learning Outcomes: a Practical Guide Implementing Bologna in your institution.* Bologna Handbook, 3, 4–1. Available at: http://www.bolognahandbook.com/docs/downloa ds/C_3_4_1.pdf.

16. Deem, R., Mok, K.H., & Lucas, L. (2008). Transforming Higher Education in Whose Image? Exploring the Concept of the «World-Class» University in Europe and Asia». *Higher Education Policy,* 21, 83–97.

17. Giles, S-S. (2009). *Exchange Programs and Public Diplomacy.* Routledge Handbook of Public Diplomacy (ed. by Nancy Snow, Philip M. Taylor). New York: Routledge, 50–56.

18. Gumport, P.J. (2000). Academic restructuring: Organizational change and institutional imperatives. *Higher Education*, 39(1), 67-91.
19. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267-279. DOI: 10.21272/MMI.2017.3-25.
20. Henkel, M. (2000). *Academic Identities and Policy Change in Higher Education*. London: Jessica Kingsley.
21. Hibbert, P. & Cunliffe, A. (2015). Responsible management: Engaging moral reflexive practice through threshold concepts. *Journal of Business Ethics*, 127, 177-188. DOI: https://doi.org/10.1007/s10551-013-1993-7.
22. Isaieva, N., Akimova, Al., & Akimova, A. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*, 28(2), 56-81. DOI: 10.31470/2309-1797-2020-28-2-56-81.
23. Jarvis, A. (2018). *There is only so much uncertainty universities can take*. The Guardian.
24. Kalyayev, A., Efimov, G., Motornyy, V., Dzianyy, R. & Akimova, L. (2019). Global Security Governance: Conceptual Approaches and Practical Imperatives. Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019. *Education Excellence and Innovation Management through Vision 2020*. Dated on 10-11 April 2019, Spain, Granada, 4484-4495.
25. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), 56-62.
26. Kogan, M., Bauer, M., Bleiklie, I., & Henkel, M. (2000). *Transforming Higher Education-A Comparative Study*. London: Jessica Kingsley.
27. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. DOI: 10.14254/2071-789X.2020/13-3/3.
28. Levytska, S., Krynychnay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development. *Financial and credit activity: problems of theory and practice*, 25(2), 122–127. DOI: 10.18371/FCAPTP.V2I25.136476.
29. Levytska, S.O., Akimova, L.M., 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/FCAPTP.V2I33.206967.
30. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. DOI: 10.21272/MMI.2019.4-26.
31. Liudmyla, Akimova., Oleksandr, Akimov., & Olha, Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), Part 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
32. Liudmyla, Akimova., Oleksandr, Akimov., Iryna, Mihus., Yana, Koval., & Vasiliy, Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: https://doi.org/10.18371/fcaptp.v4i35.221969.
33. Liudmyla, Akimova., Olga, Osadcha., Vitalii, Bashtannyk., Natalia, Kondratska., & Catherine, Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice*, 32(1), 434–443. DOI: 10.18371/FCAPTP.V1I32.200606.
34. Liudmyla, Akimova., Olha, Osadcha., & Oleksandr, Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice*, 24(1), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
35. Liudmyla, Akimova., Svitlana, Levytska., Constantine, Pavlov., Volodymyr, Kupchak., & Marta, Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice*, 30(3), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
36. Liudmyla, Akimova., Victoria, Reinska., Oleksandr, Akimov., & Marta, Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
37. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
38. Maassen, P. (2000). The Changing Roles of Stakeholders in Dutch University Governance. *European Journal of Education*, 35(4), 449-464.
39. Mcdermott, E. (2017). *The top 7 management styles: Which ones are most effective?* Available at: https://www.workzone.com/blog/management-styles/.
40. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. DOI:10.14254/2071-789X.2020/13-2/19.
41. Osadcha, O., Akimova, A., Hbur, Z., & Krylova, I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 27(4), 193-200. DOI: 10.18371/FCAPTP.V4I27.154194.
42. Pfeffer, J. & Salancik, G. R. (1978). *The External Control of Organizations-A Resource Dependence Perspective*. New York: Harper & Row.
43. Prado, Y.C. (2008). World Regionalization of Higher Education: Policy Proposals for International Organizations. *Higher Education Policy*, 21, 111–120.
44. Robbin, T. (2018). *Certainty in uncertain times. 6 Mandates for designing the life you want.* Robbin Research International Inc.
45. Shamne, A., Dotsevych, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. DOI: 10.31470/2309-1797-2019-25-1-384-408.
46. Shytyk, L. & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. DOI: https://doi.org/10.31470/2309-1797-2020-27-2-361-384.
47. Schleicher, A. & Ramos, G. (2016). Global competency for an inclusive world. OECD, Express/Normal: Academic, 44.
48. Skliarenko, O., Akimova, Al., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2), 321-340. DOI: 10.31470/2309-1797-2019-26-2-321-340.
49. Stensaker, B. (2000). Quality as Discourse: An Analysis of External Audit Reports in Sweden 1995–1998. *Tertiary Education and Management*, 6(4), 305–317.
50. Tari, J.J., & Dick, G. (2016). Trends in quality management research in higher education institutions. *Journal of Service Theory and Practice*, 26(3), 273-296. DOI: https://doi.org/10.1108/JSTP-10-2014-0230.
51. Weiss, D.J. (2004). Computerized adaptive testing for effective and efficient measurement in counseling and education. *Measurement and Evaluation in Counseling and Development*, 70–84.
52. Yakymchuk, A., Valyukh, A., & Akimova, L. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), P. 1, 170-178. DOI: 10.25140/2410-9576-2017-1-3(11)-170-178.
53. Yakymchuk, A., Akimova, L., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), P. 2, 170-177.

DOI: 10.25140/2410-9576-2017-2-2(10)-170-177.
54. Yakymchuк, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia,* 1(9), P. 2. 70-75. DOI: 10.25140/2410-9576-2017-2-1(9)-70-75.
55. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice,* 2(33), 452-462. DOI: https://doi.org/10.18371/fcaptp.v2i33.207230.
56. Zahorskyi, V., Lipentsev, A., Yurystovska, N., Mazii, N., & Akimov, O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. DOI: https://doi.org/10.18371/fcaptp.v3i30.179717.

Primary Paper Section: A

Secondary Paper Section: AE, AH, AM

PROBLEMS OF TRANSITION FROM STATE TO PUBLIC MANAGEMENT OF THE QUALITY OF HIGHER EDUCATION IN UKRAINE

[a]OLENA KRYVTSOVA, [b]VALENTYNA KRYVTSOVA, [c]ALLA BASHTANNYK, [d]HANNA PANCHENKO, [e]NATALIA KADUK, [f]MAIIA NIKOLAIEVA

[a,b,d]Odessa Regional Institute for Public Administration of the National Academy for Public Administration under the President of Ukraine, 22, Henuezka Str., 65009, Odessa, Ukraine
[c]National School of Judges of Ukraine, 120 A, Zhylyanska Str., 01032, Kyiv, Ukraine
[e, f]Odessa I. I. Mechnikov National University, 2, Dvoryanskaya Str., 65082, Odessa, Ukraine.
email: [a]Lnpany21@yahoo.com, [b]vkrivtsova12@ukr.net, [c]agba31181@gmail.com, [d]annapaalex14@gmail.com, [e]kaduk.nataa@ukr.net, [f]nikolaevva.mayya@onu.edu.ua

Abstract: The article aims at showing crucial importance of public' active engagement in the assessment and management of quality of higher education in Ukraine. The study is based on comparative method of different authors' opinions and practices of management of the quality of higher education in various countries. It is shown that the mechanism of successful convergence of state and public management of the quality of higher education can be the concept of complement, which consists in supplementing the procedures of state accreditation with procedures for public and professional assessment, in particular, of non-disciplinary aspects of the university's activities that affect the improvement of the quality of higher education, but are not an object of state standardization. At the same time, an important issue is the recognition of the legitimacy of the procedures used and the methods of their implementation, the forms of presentation of the results of assessment procedures. It is assumed that the implementation of the proposed recommendations will allow harmonizing the interests of all stakeholders in the quality management of higher education.

Keywords: Assessment, Higher education, Management, New public, Quality, Quality management.

1 Introduction

The search for a new model of sustainable development of society inevitably leads to awareness of the leading role of education, which acts as the main resource and mechanism for the reproduction and development of social intelligence. The relevance of the issue of the formation of educational systems, 'spaces' adapted to the existing environment is obvious today. The solution of these issues is considered in the context of the advanced development of human quality, the quality of educational systems in society and the quality of public intelligence.

The turn to the problem of the quality of education in the 90s is not accidental: it is an indicator of the shifts taking place in the quality of human existence. Increasingly more often it sounds in the reports at the congresses of the European Organization for Quality [1, 4]. Thus, Seyfried and Pohlenz (2018) note that quality in education is not only learning outcomes, but also a system, model, organization and procedures that ensure that students receive comprehensive personal and social development, enabling them to meet their needs and allowing them to contribute to progress and improvement of society as a whole [47]. At the UNESCO World Conference on Higher Education, it was noted that one of the main tasks of higher education is to ensure the quality of training of specialists.

This problem is no less important for Ukraine. Ukraine's entry into the structures of the European Union presupposes the application of European quality standards, which, of course, also applies to higher education. Reforming the Ukrainian educational system determines one of the urgent tasks of the problem of creating a domestic system for assessing and ensuring the quality of higher education.Yuzyk et al. [62] note in their work thatthe state of the education system largely determines the future of the country, since namely education lays the foundation for the development of the productive forces of society both the means of production and the personal factor of production [2, 5, 14]. Human capital is the most important element of national wealth, and investments in it give a high return, first of all, through the growth of technical innovations and an increase in labor productivity. This problem is reflected in other works as well. Solanki [55] drew attention to the following: "The problem of the quality of education has always existed. Now it has become extremely aggravated all over the world [44, 52, 53, 56]. At the same time, there are no clear criteria for the concept of "quality of education". There can be hundreds of indicators.

The most important task of the education sector is to meet the educational needs of society in general and each student in particular. The needs of society are to have people ready to develop designs and technologies, to produce, organize and manage, to train new generations, to ensure the existence and development of human and society [12]. The student's needs are to have a guaranteed profession and a level of knowledge sufficient to realize his abilities, advance up the hierarchical ladder, prestige, earn a certain income, etc. The educational needs of each subject are different, therefore, the wider the range of educational services, the greater the opportunity for educational services consumer of to find an image of his need.

Effective strategic management of higher education today is only possible if it is imbued with the ideology of quality. Without an integrated approach to solving issues of planning, quality assurance and quality management, it is impossible to further improve the activities of individual universities and the higher education system as a whole [16, 22, 39]. The above defines the crucial importance of a quality management system [40, 50].

Of course, external control carried out by state bodies or expert commissions has a lot of positive features: it is mandatory for all educational institutions, is carried out centrally under the supervision of competent persons after a certain period of time, has regulatory developments and scientific justification [24-27, 57]. However, in our opinion, the episodic collection of quantitative indicators does not allow identifying the existing problems and achievements of the university, carrying out constant planning to improve the quality of education. In addition, external assessment bodies do not take into account the individual characteristics of an individual university when developing criteria for evaluating higher education institutions. Meanwhile, in the knowledge economy, the quality management system should be considered as a system of collective self-regulation to maintain a balance between the rights of educational institutions to academic freedom and their responsibility to the state and society, which is possible during the transition to a new level of quality management through public management of the quality of higher education.

2 Literature Review

Recently, the growing public interest in education contributes to the shift of the concept of "quality of higher education" from the field of research in the pedagogical science to the branch of public administration, and also highlights it as a subject of research in wide scientific, public, and professional circles [7-9]. The authors agree that a characteristic of the quality of education is its compliance with goals, requirements, and norms. Disagreements between researchers begin in the questions of who makes these requirements, what is their composition and content of the assessment of universities, and whose assessment is a priority and more influential for society [10]. That is, the solutions to the problem of developing the theoretical, methodological, and practical foundations of the mechanisms of interaction between the state and public-professional assessment of the quality of higher education are being actualized.

In addition, many authors identify the main triad of components of the quality of education: conditions, process, and result of educational activity. In the work of Becket and Brookes [6], the authors refer to the conditions of the educational process: the type of educational institution, the professional level of the teaching staff, the peculiarities of the student population, educational and methodological, regulatory, material and technical, as well as financial support of the educational process. Shah [48] additionally highlights the internal and external components of the quality of education. The first includes the conditions, process, and result of educational activity, while the result is understood only as the quality of knowledge, skills, and abilities of the student. The latter reflect the compliance of internal components with the needs of the state, the requests of students and their parents, certain social groups, the compliance of education with state standards, the image of an educational institution that guarantees a stable high quality of education.

Currently, educational organizations use the following basic principles of the well-known system of total quality management (TQM) [13, 15, 18, 21]:

- Active quality management by the administration of the educational organization;
- Organization of the activities of the educational organization based on the requests of employers and the reactions of society;
- The choice of a strategy and policy in the field of quality, aimed at continuous improvement and achievement of results that ensure the stable operation of the educational organization [17, 19, 20];
- Creation of quality systems, taking into account the recommendations of the international standards ISO 9000, supplemented by the experience of the best educational organizations [31-36];
- Continuous professional development of personnel and their involvement in the work to improve the quality of educational services provided;
- Provision of necessary resources with minimum reserves and rational use [23, 30];
- Information and analytical support of work in the field of quality [28, 29];
- Effective management of all processes occurring at the university;
- Implementation of certification of educational services and quality systems, monitoring and implementation of current legislation in the field of quality.

Quality management methods have always been based on different approaches. For example, systemological (functional-systemological) approach is developed in the studies of Nair, Webster, and Mertova [43]. According to his concept, the processes occurring in educational institutions of any scale and type are identified with controlled dynamic processes obeying general laws. At the same time, educational organizations themselves are generally considered as adaptive systems for assessing and managing the quality of education with feedback and with all the systemological attributes inherent in functional systems. The main attributes of educational organizations include mission, goal (program), structure, process (algorithm) and quality (efficiency) of functioning.

Within the framework of this concept, the concept of "quality of education" is not just some abstract, not measurable content (inherent in the subject-content approach), but it is quite functionally connected with all parameters of the system and the measurable (diagnosed) characteristic of the functioning of the educational organization. The quality of such functioning is presented as the degree of realization of the main goal, which is the achievement of a given (normative) level of preparedness by students [38].

In general, the analysis of various models of quality management systems showed that 'technological' solutions for quality management in higher educationorganization should be focused on the following [46]:

- Designing of a mission and strategy for the development of an educational organization;
- Creation of a new dynamic organizational structure of management, including the definition of the components of this structure and their position relative to each other, the establishment of the relationship of components and ensuring the implementation of the "development" strategy and interaction;
- The transition from the subordination principle of the organization of management to the dominance of the organization of the horizontal coordination type, combining equal and equally dependent components on the basis of self-organization and self-development;
- The optimal combination of functional-linear quality management structures with a situational approach to management [37, 41];
- Ensuring the integrity of management functions within the management cycle;
- Targeting of control actions, definition of objects and subjects of management, clear delineation of powers, rights, duties and responsibilities of subjects of management [42, 45, 49];
- Strengthening the elements of monitoring, analysis and evaluation of the results of the educational process, the construction of justified criteria and assessment indicators;
- A combination of various types of material and social motivation, as well as volitional management, organizational impact, economic, educational, organizational and administrative, psychological and pedagogical management methods.

At the same time, ensuring a comparable quality of education through the introduction of mutually recognized quality assessment systems is one of the conditions for the convergence of European countries in the formation of a single European educational space [51, 54]. The quality assessment systems existing in the world can be conditionally divided into two models.

The first model of the higher education assessment system is "French", based on external assessment of the university from the point of view of its responsibility to society and the state, through attestation, accreditation, and inspection [12]. Such a model is used in the Scandinavian countries, the Czech Republic, Latvia, Estonia and other countries, where state bodies formulate the goals of the assessment, determine the most important aspects of the assessment, and make decisions in the organization of the educational process. The self-assessment of the institution is given a nominal value, since the main focus is on conducting effective external assessment.

In France, for example, external monitoring of the activities of higher education institutions is carried out by the National Committee for the Assessment of Higher Education Institutions. The main task of the committee is to assess periodically and objectively specific universities and the situation in higher education in the country as a whole. The results of the assessment are informative and advisory in nature, presented in the form of annual reports sent first to the president, parliament and government, and then to the general public in the form of publications [15]. In France, unlike many other countries, there is no accreditation of educational institutions and educational programs. All state universities are considered accredited; however, they must have the right to carry out training and issue state diplomas. This right is confirmed by the Ministry of National Education in the form of publications [38].

In the Scandinavian countries (Sweden, Norway, Finland), higher education assessment systems are determined by the government. In Norway, the focus is on the evaluation of the educational process itself and the curriculum. In Denmark, the audit is carried out by external organizations funded by the government. At the same time, the self-assessment of higher education institutions is also based on information received not by the educational institution itself, but by external experts [38].

In the USA and Great Britain, where the decentralization of management took place a long time ago, the quality of university degrees is assessed by the market. The basis of the Anglo-American system for assessing the quality of higher education is determined by the correspondence of the characteristics of college and university graduates to the needs of the labor market

[4]. This procedure is based on self-assessment based on pedagogical science, sociology, economics, demography, statistics, research on the prospects of employment, feedback from employers, the level of dependence of average earnings on educational qualifications, etc. However, the main arbiters of assessing the quality of training are professional associations of specialists in universities, which primarily control the curriculum, and the final control consists in rather tough professional tests with the aim of legalizing the right for independent performance of professional functions by a bachelor or master. As a result of a comprehensive expert rating assessment, the first universities in the ranking are determined and published.

3 Materials and Methods

The unification of Ukraine with European countries by the Bologna Agreement requires the search for unified mechanisms of state and public management of the quality of higher education, the introduction of certain changes agreed with the European community and the search for the optimal ones from the existing ones, and, if necessary, create new ones on the basis of generally accepted in Europe norms and rules that would ensure the implementation of the main tasks of building open European higher education area. This is what is lacking today in the national science and practice of public administration.

In the context of the actualization of the development of methodological, theoretical and practical foundations of the mechanisms of interaction between state and public-professional assessment of the quality of higher education, scientific interest in quality management of foreign higher education acquires not cognitive but rather practical character [59-61]. It seems advisable to study foreign experience also in order to integrate the approaches used in the world to the creation of structures (and, along with them, procedures, criteria, indicators), the functioning of which would be aimed at improving the mechanisms of state and public-professional assessment of universities, ensuring the consistency of the process of obtaining and evaluating objective data.

In the context of the problem under study, we believe that specific goals, as well as each of the forms of assessing the quality of higher education in the United States, are important for the science and practice of state management of the quality of higher education in Ukraine. In particular, institutional accreditation provides for ensuring the integrity, autonomy and academic freedom of universities, their protection from harmful external interventions for higher education. With the help of a rating assessment, which is not directly related to accreditation, but contributes to an increase in interest in the country's leading universities from investors and the public, state and non-state financial resources, the best applicants and teachers are attracted to universities. The testing tool is to control and manage school programs by the state administration, as well as the selection of applicants to universities according to their desire and capabilities.

Obtaining accreditation by university in the United States, despite its private and voluntary nature, means full recognition and confidence in it of both government bodies and the public, that is, it has a public-state nature and is based on the balance of the main interested forces (stakeholders) in society at the national level and the regional level between various state and public bodies [4]. This procedure became known for a certain norm of relations between universities, society and the state, the balance of their rights and obligations, a certain autonomy and their corresponding responsibility [4].

The accreditation results are widely covered in the mass media, as well as in annual directories. As the results of scientific research show, in modern European monitoring systems, there are three approaches based on internal and external assessments:

1) Control is carried out by a state agency in order to verify the achievement of its goal by the state educational policy in the field of higher education and the use of university budget funds;
2) Funding and assessment of the quality of higher education is carried out at the initiative of the academic community with the main purpose of control to establish a rating or public reputation of the university among others and improve the quality of educational services, in particular, the educational process;
3) A mixed approach, in which the controller is a completely autonomous organization, which is created on the initiative of the state and is financed by it [58]. At the same time, internal assessment (self-assessment) is carried out, as a rule, by employees of universities, it can cover the entire activity of the university or its individual aspects; the result of it is an extended reference or report. External assessment is carried out by independent experts or groups from the teaching staff of other higher education institutions (environmental control). A prerequisite for its implementation is the use of internal and external documents, a self-assessment report and other informational database of universities. The examination report can be distributed among university employees and the public in any way: from informing a certain circle of people to publication through the media and communications.

In Great Britain, the procedures, forms of their implementation, and criteria for the quality of higher education are in constant development; they cannot but influence the mechanism of formation and correlation of its state and public-professional assessment. Some researchers believe that in Great Britain the state and the public practically do not interfere in the procedure for assessing the quality of higher education [3]. However, a deeper analysis suggests another situation: the mechanisms for assessing the quality of higher education provide for the implementation of two-way processes of internal and external assessment.

A feature of these mechanisms is that the external assessment of the activities of the university is carried out by the state and the main influence on them is carried out indirectly through the funding mechanism. True, the social and legal status of universities often causes certain difficulties in the operation of these mechanisms [6]. A study of the participation of various organizations in the quality assurance of higher education in the UK showed that the leading institution for quality assurance in higher education is the Quality Assurance Agency for Higher Education, established in 1997. It is independent body funded by universities and colleges, the English and Welsh Councils for Higher Education Funding. Its mission is to ensure confidence in the quality of services provided by higher education institutions and to guarantee the improvement of higher education quality standards. The Agency's board consists of 14 people, four of whom are representatives of universities, another four are appointed by the funding bodies, and six are independent directors with experience in economics, industry, trade, among whom an observer from the government of the country is obligatory [18].

In Holland, profound reforms of the system of assessing universities, the quality of their educational activities and scientific research began in the first half of the 1980s. The scientists of the Netherlands, after a corresponding study, found it inappropriate to completely borrow from the United States and Canada a decentralized non-governmental system for the comprehensive assessment of universities and other universities by territorial public bodies, as well as the practice of evaluating curricula by commissions that form national professional associations [48]. Since 1985, there has been a clear distribution of powers in the country in the field of monitoring the quality of higher education: the Higher Education Inspectorate (part of the Ministry of Education) generally assesses the state of higher education in the country and the situation with monitoring its quality; the Netherlands Universities Cooperation Association an independent and funded body made up of many observer committees of six people for each discipline or branch of expertise carries out in-depth external university assessment process [63, 64]. A similar body, the Council of Non-University Formations, carries out the same assessment of non-university type institutions. Among the important features of the Dutch system for assessing the quality of universities, researchers note belonging of at least one expert a foreigner who speaks Dutch and has a good command of the information base about the system of higher education in the Netherlands to each of the expert groups that assess the quality of the educational process and research work [55].

Appropriate and noteworthy are requirements for the curriculum of universities, for the acceptance of which the following conditionsare considered necessary: the creation (by the academic community) of a high level of critical self-esteem; their assessment by external experts, including private entrepreneurs; obtaining an assessment from the public, which takes into account the most important and promising qualities of graduates; internal and external peer review and assessment, periodic renewal, etc. Considering the above, representatives of higher education government bodies in developed countries abandoned detailed inspections in the hope of increasing the level of self-accountability to the general public, which requires less burden on the budget and is consistent with democratic principles and expansion of self-government.

4 Results and Discussion

Analysis of foreign practice of successful convergence of state and public management of the quality of higher education shows that the complement mechanism consists in supplementing the state accreditation procedures with procedures for public and professional assessment of non-disciplinary aspects of the university's activities that affect the improvement of the quality of higher education, but is not an object of state standardization. Non-disciplinary aspects are the effectiveness of research activities, educational and methodological work, personnel policy; the impact of educational technologies on the content and quality of educational programs; interaction of universities with employers; assessment of the organization and management of the university; determination of trends in the development of the university, etc.

A decisive role in the interaction of the state and public-professional system for assessing the quality of higher education should be assigned to the quality assurance agencies of higher education and accreditation agencies that are able to carry out both program and institutional audits, develop strategic goals and tactics for the development of the university, special recommendations for them, and the like. The main thing that Ukraine needs to achieve on the path of developing a state-public mechanism for managing the quality of higher education is the recognition of the legitimacy of the procedures and methods of their implementation, the forms of presentation of the results of assessment procedures by all parties participating in this mechanism: universities, consumers of educational services, public administration bodies in education, employers, public entities, the state itself as a conductor of educational policy, which will allow harmonizing the interests of all stakeholders in managing the quality of higher education.

It should be noted that the entire procedure for conducting public and professional accreditation should be based solely on friendly relations between the expert commission and representatives of the university. This is due to the fact that it is voluntary and is aimed not at identifying violations in order to “punish” the university management, but to identify shortcomings and give recommendations to the university management to eliminate them in order to improve the quality of training specialists for this educational program. During its work at the university, the expert commission can hold meetings with students, faculty (in the absence of leadership), alumni, as well as with employers. In addition, the members of the commission must assess the availability of a quality management system in the university and its effectiveness, in relation to the overall strategy and business processes. The result of the work of the expert commission should be a report, like an independent audit report, which reflects the opinion of the commission on the strengths and weaknesses of the university, on the basis of which the accreditation agency can make a decision on whether the university should pass public and professional accreditation. Further, these voluntary procedures can take the shape of special standards for higher educational organizations and give them possibility to draw up integrated reporting.

5 Conclusion

In general, the study clearly shows that during the transition from state to public management of the quality of higher education, Ukrainian universities will have the following opportunities:

- To demonstrate commitment to the quality of educational services and training of specialists;
- To obtain independent assessment of the quality of educational programs and training of specialists;
- To get recommendations for improving educational programs;
- To declare publicly the high level of quality of training of specialists;
- To increase competitiveness in Ukrainianand global market of educational services;
- To win and strengthen their positions in the international market of educational services;
- To provide and improve the employment of graduates.

In conclusion, let us note the main reasons that may interest a university in passing public and professional accreditation: the opportunity to strengthen the reputation and increase the attractiveness of educational services; the opportunity to get a professional assessment of their own activities. At the same time, the involvement of experts from professional fields creates conditions for the identification and dissemination of best practices, innovations and significant positive achievements.

Literature:

1. Abhishek, Sh., Nagendra, K.M., Yashvir, S., Nishant, K.S., Sandeep, K.G. (2020). Effect of design parameters on performance and emissions of DI diesel engine running on biodiesel-diesel blends: *Taguchi and utility theory*, 281. Dated on December, 1, 2020. DOI: 10.1016/J.FUEL.2020.118765.
2. Akimova, N. & Akimova, Al. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics,* 24(1), 27-46. DOI: https://doi.org/10.31470/2309-1797-2018-24-1-27-46.
3. Ala-Vahala, T. & Saarinen, T. (2013). Audits of quality assurance systems of higher education institutions in Finland. *Project: Quality Discourses in Higher Education*. DOI:10.1016/B978-1-84334-676-0.50012-1.
4. American Council on Education. (2015). *International higher education partnerships: A global review of standards and practices*. Washington, DC.
5. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations,* 2, 206-220. DOI: 10.21272/MMI.2020.2-15.
6. Becket, N. n& Brookes, M. (2008). Quality Management Practice in Higher Education-What Quality Are We Actually Enhancing? *Journal of Hospitality, Leisure, Sport & Tourism Education,* 7, 40-54.
7. Bilan, S., Mishchuk, H., Bilan, Y., & Mishchuk, V. (2019). Empirical Study of Migration Caused by Well-being in Living and Working Environment. Paper presented at the Proceedings of the 34th International Business Information Management Association Conference, IBIMA 2020: Vision 2025. *Education Excellence and Management of Innovations through Sustainable Economic Competitive Advantage,* 11159-11169.
8. Bilan, S., Mishchuk, H., Samoliuk, N., & Ostasz, G. (2019). Effectiveness of Social Dialogue in the System of Sustainable Economic Development Factors. Paper presented at the Proceedings of the 34th International Business Information Management Association Conference, IBIMA 2020: Vision

2025. *Education Excellence and Management of Innovations through Sustainable Economic Competitive Advantage,* 13303-13313.
9. Bilan, Y., Mishchuk, H., Samoliuk, N., & Mishchuk, V. (2020). Gender discrimination and its links with compensations and benefits practices in enterprises. *Entrepreneurial Business and Economics Review*, 8(3), 189-204. DOI: https://doi.org/10.15678/EBER.2020.080311.
10. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of Covid-19 and its impact on the financial and economic situation of the state. *Financial and Credit Activity-Problems of Theory and Practice,* 1(36), 233-242. https://doi.org/10.18371/fcaptp.v1i36.227770.
11. Broucker, B., De Wit, K., & Leisyte, L. (2015). *New Public Management or New Public Governance for the Higher Education sector? An international comparison*. EGPA Annual Conference 2015, 26-28 August – Toulouse, France, PSG VIII: Public Governance of Societal Sectors.
12. Central European University. (2016). *Quality Assurance in Higher Education*. Yehuda Elkana Center for Higher Education, Budapest, Hungary.
13. Gougoulakis, P. (2016). *New Public Management Regime and Quality in Higher Education*. DOI:10.12681/sas.10265.
14. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations,* 3, 267 – 279. DOI: 10.21272/MMI.2017.3-25.
15. Hénard, F. & Mitterle, A. (2016). *Governance and quality guidelines in higher education*. OECD.
16. Hreben S., Mihus I., Parashchenko L., Laptiev S., & Alkema V. (2019). The mechanism of financial control over the allocation of budgetary funds depending on the results of scientific activity of a higher education institution. *Financial and credit activity: problems of theory and practice*, 4(31), 446-476. DOI: https://doi.org/10.18371/fcaptp.v4i31.190998.
17. Isaieva, N., Akimova, Al., & Akimova, A. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics,* 28(2), 56-81. DOI: 10.31470/2309-1797-2020-28-2-56-81.
18. Jha, M. & Prasad, R. (2013). Quality Measures in Higher Education: A Review and Conceptual Model. *Journal of Research in Business and Management,* 3, 23-40.
19. Kalyayev, A., Efimov, G., Motornyy, V., Dzianyy, R. & Akimova, L. (2019). Global Security Governance: Conceptual Approaches and Practical Imperatives. Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019. *Education Excellence and Innovation Management through Vision 2020*. Dated on 10-11 April 2019, Spain, Granada, 4484-4495.
20. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), 56-62.
21. Kettunen, J. (2012). External and internal quality audits in higher education. *TQM Journal,* 24(6), 518-528. DOI:10.1108/17542731211270089.
22. Korystin, O., Mihus, I., Svyrydiuk, N., Likhovitskyy, Y., & Mitina, O. (2020). Money laundering: macroeconomic assessment methods and current trend in Ukraine. *Financial and credit activity: problems of theory and practice,* 1(32), 341-350. DOI: http://dx.doi.org/10.18371/fcaptp.v1i32.200865.
23. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. DOI: 10.14254/2071-789X.2020/13-3/3.
24. Kryshtanovych, M., Dzanyy, R., Topalova, E., Tokhtarova, I., & Pirozhenko, N. (2020). Challengers to Conceptual Understanding of Sustainable Development Regarding Decentralization of Power and Responsibility in the Conditions of the Postmodern Society. *Postmodern Openings,* 11(3), 257-268. DOI: https://doi.org/10.18662/po/11.3/212.
25. Kryshtanovych, M., Gavrysh, I., Kholtobina, O., Melnychuk, I., & Salnikova, N. (2020) Prospects, Problems and Ways to Improve Distance Learning of Students of Higher Educational Institutions. *Revista Romaneasca pentru Educatie Multidimensionala*. 12(2), 348-364 DOI: https://doi.org/10.18662/rrem/12.2/282.
26. Kryshtanovych, M., Kryshtanovych, S., Stechkevych, O., Ivanytska, O., & Huzii, I. (2020). Prospects for the Development of Inclusive Education using Scientific and Mentoring Methodsunder the Conditions of Post-Pandemic Society. *Postmodern Openings*, 11(2), 73-88. DOI: https://doi.org/10.18662/po/11.2/160.
27. Kryshtanovych, M., Petrovskyi, P., Khomyshyn, I., Bezena, I., & Serdechna, I. (2020) Peculiarities of Implementing Governance in the System of Social Security. *Business, Management and Education.* 18(1), 142-156. DOI: https://doi.org/10.3846/bme.2020.12177.
28. Levytska, S., Krynychnay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development. *Financial and credit activity: problems of theory and practice,* 25(2), 122–127. DOI: 10.18371/FCAPTP.V2I25.136476.
29. Levytska, S.O., Akimova, L.M., 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/FCAPTP.V2I33.206967.
30. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations,* 4, 336-352. DOI: 10.21272/MMI.2019.4-26.
31. Liudmyla, Akimova., Oleksandr, Akimov., & Olha, Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), Part 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
32. Liudmyla, Akimova., Oleksandr, Akimov., Iryna, Mihus., Yana, Koval., & Vasiliy, Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice,* 4(35), 180-190. DOI: https://doi.org/10.18371/fcaptp.v4i35.221969.
33. Liudmyla, Akimova., Olga, Osadcha., Vitalii, Bashtannyk., Natalia, Kondratska., & Catherine, Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice,* 1(32), 434–443. DOI: 10.18371/FCAPTP.V1I32.200606.
34. Liudmyla, Akimova., Olha, Osadcha., & Oleksandr, Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice,* 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
35. Liudmyla, Akimova., Svitlana, Levytska., Constantine, Pavlov., Volodymyr, Kupchak., & Marta, Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice,* 3(30), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
36. Liudmyla, Akimova., Victoria, Reinska., Oleksandr, Akimov., & Marta, Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice,* 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
37. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551- 5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
38. Mazumder, Q. (2017). *Quality in Higher Education: Global Approaches to Improve Sustainable Quality*. Pen & Publish.
39. Mihus, I., Andrienko, V., Molodets'kyy, S., & Blikhar, M. (2018). The process of forecasting bankruptcy and raiding as a

tool of public monitoring financial security state of Ukraine. *Financial and credit activity: problems of theory and practice*, 1(24), 267-274. DOI: https://doi.org/10.18371/fcaptp.v1i24.128545.
40. Mihus, I.P., Haman, P.I., Andriyenko, M.V., & Koval, Y.S. (2019). The state of economic security of Ukrainian banking institutions and the effect of economic reforms on formation of anti-crisis measures. *Financial and credit activity: problems of theory and practice*, 2(29), 32-43. DOI: https://doi.org/10.18371/fcaptp.v2i29.171997.
41. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. DOI:10.14254/2071-789X.2020/13-2/19.
42. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduiev, M., Romaniuk N., & Akimov, O. (2021) Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), 33-37.
43. Nair, C., Webster, L., & Mertova, P. (2010). *Leadership and Management of Quality in Higher Education*. Chandos Publishing.
44. Noaman, A.Y., Ragab, A.H.M., Madbouly, A.I., Khedra, A.M., & Fayoumi, A.G. (2015). Higher education qualityassessment model: Towards achieving educational quality standard. *Studies in Higher Education*, 42, 23–46.
45. Osadcha, O., Akimova, A., Hbur, Z., & Krylova, I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 27(4), 193–200. DOI: 10.18371/FCAPTP.V4I27.154194.
46. Sadler, R. (2012). Assessment, evaluation and quality assurance: Implications for integrity in reporting academic achievement in higher education. *Education Inquiry*, 3, 201-216.
47. Seyfried, M. & Pohlenz, P. (2018). Assessing quality assurance in higher education: Quality managers' perceptions of effectiveness. *European Journal of Higher Education*, 8, 258-271.
48. Shah, M. & Nair, C. (2013). *External Quality Audit: Has It Improved Quality Assurance in Universities?* Chandos Publishing.
49. Shamne, A., Dotsevych, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. DOI: 10.31470/2309-1797-2019-25-1-384-408.
50. Shemayeva, L., Mihus, I., Shemayev, V., Shemayev, V., & Melnyk, L. (2020). Application of the model of cross-optimization of financial and material flows in the mechanism of provision of financial security. *Financial and credit activity: problems of theory and practice*, 33(2), 400-410. DOI: http://dx.doi.org/10.18371/fcaptp.v2i33.207078.
51. Shytyk, L. & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics,* 27(2), 361-384. DOI: https://doi.org/10.31470/2309-1797-2020-27-2-361-384.
52. Schindler, L., Puls-Elvidge, S., Welzant, H., & Crawford, L. (2015). Definitions of Quality in Higher Education: A Synthesis of the Literature. *Higher Learning Research Communications*, 5(3), 3-13. DOI:10.18870/hlrc.v5i3.244.
53. Schuiyun, L. (2019). *External Higher Education Quality Assurance in China*. Routledge.
54. Skliarenko, O., Akimova, Al., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2), 321-340. DOI: 10.31470/2309-1797-2019-26-2-321-340.
55. Solanki, L. (2018). *Total Quality Management in Institutions of Higher Education*. Scholars World.
56. Sych, O. (2018). The responsibility of the state for the quality of higher education in the context of its reforming: the basic principles. *International Scientific Journal of Universities and Leadership*, 1(5), DOI: https://doi.org/10.31874/2520-6702-2018-5-1-48-61.
57. Sylkin, O., Kryshtanovych, M., Bekh, Y., & Riabeka, O. (2020). Methodology of forming model for assessing the level financial security. *Management Theory and Studies for Rural Business and Infrastructure Development*, 42(3), 391-398. DOI: https://doi.org/10.15544/mts.2020.39.
58. Vykydal, D., Folta, M., & Nenadá, J. (2020). A Study of Quality Assessment in Higher Education within the Context of Sustainable Development: A Case Study from Czech Republic. *Sustainability*, 12, 1-22.
59. Yakymchuk, A., Valyukh, A., & Akimova, L. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), P. 1, 170-178. DOI: 10.25140/2410-9576-2017-1-3(11)-170-178.
60. Yakymchuk, A., Akimova, L., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), P. 2, 170-177. DOI: 10.25140/2410-9576-2017-2-2(10)-170-177.
61. Yakymchuк, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), P. 2. 70-75. DOI: 10.25140/2410-9576-2017-2-1(9)-70-75.
62. Yuzyk, O., Mazaikina, I., Bilanich, H., & Yuzyk, M. (2019). Quality of Higher Education in Ukraine and Poland: Comparative Aspects. *Comparative Professional Pedagogy*, 9(1), 66-74.
63. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. DOI: https://doi.org/10.18371/fcaptp.v2i33.207230.
64. Zahorskyi, V., Lipentsev, A., Yurystovska, N., Mazii, N., & Akimov, O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. DOI: https://doi.org/10.18371/fcaptp.v3i30.179717.

Primary Paper Section: A

Secondary Paper Section: AE, AH, AM

ENHANCING CROSS-CULTURAL COMPETENCE OF STUDENTS UNDER CONDITIONS OF LIMITED SOCIAL COMMUNICATION

[a]IVAN BAKHOV, [b]TETYANA BYRKOVYCH, [c]OLENA MAKARCHUK, [d]ANASTASIA VARYVONCHYK, [e]LESIA TURCHAK, [f]RUSLANA SOICHUK

[a]Interregional Academy of Personnel Management 2, Frometivska Str., 01039, Kyiv, Ukraine
[b,e]Kyiv National University of Culture and Arts, 36, Yavhen Konovalets Str., 01601, Kyiv, Ukraine
[c]NU Lviv Politekhnika, 12, Stepana Bandery Str., 79000, Lviv, Ukraine
[d]Kyiv Borys Grynchenko University 18/2, Bulvarno-Kudryavska Str., 04053, Kyiv, Ukraine
[f]Inclusive and Higher Education Pedagogy Rivne State University of the Humanities, 12, Bandera Str., 33028, Rivne, Ukraine
email: [a]i.bakhovv9@gmail.com, [b]byrkovychtetianaa@gmail.com, [c]olena.makarchukk@gmail.com, [d]varivonchikk@ukr.net, [e]lessitt@ukr.net, [f]ruslanalsoichukk@gmail.com

Abstract: The article examines topical issues of modern higher education in the context of a competence-based approach in cross-cultural education. Author analyzes and proposes the possibilities of forming cross-cultural competence of students in the context of intercultural communication on the basis of pedagogical technologies of personality-oriented adult learning – the Kolb cycle. The maximum involvement of personal experience, in a theoretical framework and on the basis of a cyclical approach, which implies an increase in the efficiency of reflection at each new cycle, is aimed at mastering by students the verbal and non-verbal models of behavior adopted in a different linguocultural community, students' awareness of the national-specific features of the perception of the world by foreign representatives, the formation of the appropriate flexible skills of cross-cultural communication, which in general leads to the formation of intercultural competence.

Keywords: Action learning, Cross-cultural competence, Kolb cycle, Limited-social communication, Practice.

1 Introduction

As a result of the rapid development of intercultural communication and global transformations taking place in the world since the late 90s, there is a need to form a personality with a new set of qualities and competencies that are urgently needed for rational functioning in a multicultural world. Today, it is no longer enough to be just a specialist who knows what he is doing to successfully fulfill his professional duties. Knowledge and understanding of other cultures are also necessary for the successful solution of the tasks. This knowledge will help keep track of new achievements, developments in the world, participate in international symposia, conferences, establish friendly relations, work in transnational teams. One of the fundamental directions of professional training of students of a non-linguistic university is the formation of intercultural competence, the integral quality of the personality of a future specialist in the field of intercultural communication [5].

Intercultural competence is determined by the level of intercultural knowledge, the ability to act as a mediator between representatives of one's own and foreign-language cultures, to determine the reasons for the violation of intercultural communication and to effectively eliminate misunderstandings and conflict situations caused by intercultural differences on the basis of emotional and value relationships. It is equally important not only to know one or another language, to understand spoken and written speech, to express one's thoughts in a foreign language, but also to be able to establish contact with carriers of a different culture, to reach mutual understanding with foreign colleagues working in the same field, but representing another society. In this, mastering the skills of intercultural communication and the ability to successfully apply them in practice can help.

At the same time, there is a lack of theoretical developments in this area [2]. Pedagogical conditions, means, methods for the development of intercultural competence, taking into account modern requirements when teaching students in extracurricular activities are insufficiently developed. At the socio-pedagogical level, there is an urgent need to increase the level of students' proficiency in a cross-cultural knowledge and the search for effective means of developing intercultural competence. This indicates the relevance of research on this topic.

2 Literature Review

Intercultural communicative competence can be represented as an idealized conceptual model. The basis for the construction of the conceptual model was the theory of the integral social and professional competence of a specialist, offered by Chiu et al. (2013), in which the competencies of cooperation and communication with representatives of native and other cultures are included in the social block of competencies. The proposed conceptual model of intercultural communicative competence is an integrative entity, consisting of a subset of competencies [14].

To develop a method for the formation of intercultural competence, it is important to determine its structure, which most often includes cognitive (knowledge about the culture of the country of the target language); affective (interested attitude to the culture of the country of the target language, openness and readiness to enter into intercultural interaction); strategic (the ability to correctly interpret the information received in the process of intercultural communication, see the general and the different, critically assess the interlocutor from the standpoint of his system of values, as well as the verbal, educational and research methods of the student's activity) components [8, 10].

It should be noted that, speaking about the affective component of intercultural competence, it should be noted that, in the process of intercultural interaction, there are various types of it, ranging from alienation and isolation in one's own cultural environment, to assimilation, i.e., rejection of own traditions and complete and unconditional assimilation of the values of a different cultural environment [1]. Avoiding extremes in resolving the issue of intercultural interaction, and following the logic of the development of the world trend towards internationalization in the interaction of cultures, one should be guided by the following philosophical principle: the development of universal human content in each national culture while maintaining the forms and ways of expressing this content traditional for each people [4]. The most productive way of intercultural interaction at the present stage is the "dialogue of cultures". "The attitude of culture to culture as to equal rights, equal for all its differences and interesting, necessary, desired precisely in its dissimilarity, in its uniqueness," researchers call the "dialogue of cultures" [48, p. 36].

In connection with the multicomponent nature of the concept of "intercultural competence", the question arises about the effective way of its formation among university students in conditions of limited social communication with representatives of other cultures [3, 6]. Accordingly, the construction of the educational process requires special attention in order to ensure the maximum coverage of all the necessary components of intercultural competence.

Speaking about intercultural communicative competence, it should be noted that competence is a personal characteristic that has its own psychological foundation, while communicative competence is a complex system of skills and abilities that ensure the productive application of knowledge necessary for intercultural communication.

Mukharlyamova et al. (2018) distinguish the following main features of intercultural competence [42]:

- Openness to knowledge of a foreign culture and perception of psychological, social, and other intercultural differences [15, 18, 22];

- Psychological disposition to cooperate with representatives of another culture;
- The ability to distinguish between the collective and the individual in the communicative behavior of representatives of other cultures;
- The ability to overcome social, ethnic, and cultural stereotypes [45, 46, 49];
- Possession of a set of communication tools and their correct choice depending on the communication situation;
- Compliance with etiquette rules in the communication process.

It should be borne in mind that intercultural communicative competence presupposes the obligatory presence of a wide range of socio-cultural knowledge that provides a positive attitude towards the language and culture of other peoples, awareness of the values of one's own and another culture, the similarities and differences between them, as well as the ability of participants to effectively engage in the dialogue of cultures. Participants in intercultural communication need to have communication skills, as well as language competence skills, the most important part of which is speech literacy.

In the scientific literature, it is noted that intercultural competence is based on knowledge and skills, the ability to carry out intercultural communication by creating a common meaning for the communicants of what is happening and to achieve a result of communication that is positive for both parties [47]. It is also defined as a set of knowledge, skills and abilities with the help of which an individual can successfully communicate with representatives of other cultures, both at the ordinary and at the professional level [48], a complex phenomenon formed by humanistic values, positive ethnic self-identification and tolerance of the individual, the system knowledge in the field of cultures and their interaction [39].

The formation of intercultural communicative competence is based on building a tolerant attitude and ethnorelativism, recognizing the presence and overcoming ethnocentrism and ethno-stereotypes. When building intercultural communication, it is necessary to remember that the most successful strategy for achieving intercultural competence is integration the preservation of one's own cultural identity along with mastering the culture of other peoples.

In the formation of intercultural competence, different authors speak in favor of using different models. For example, Zhao et al. (2012) offer a model of the formation of intercultural communicative competence for universities of a non-philological profile, consisting of two interrelated stages, which they conventionally call “inculturation” and “acculturation” [58].

According to Zhao et al., the concept of “inculturation” implies the development of an individual's understanding of the world and behavior inherent in any culture, as a result of which his cognitive, emotional, and behavioral similarity with representatives of this culture and difference from representatives of other cultures is formed; while the term “acculturation” is used to denote the process and result of the mutual influence of different cultures, in which all or part of the representatives of one culture adopt the norms, values, and traditions of another [11, 12]. The technological component of the model for the formation of intercultural communicative competence, according to Zhao et al., is based on the problematic approach and the problem-dialogical method as a means that develops the personality of the student [58].

The role of the Internet as an educational environment in the formation of intercultural communicative competence should be especially noted. A modern teacher cannot but introduce into the educational process the latest achievements of information and communication technologies, such as e-mail, Skype, blogs, social networks, etc. Communication with peers from other countries helps to expand horizons and form intercultural communicative competence. At the same time, it is very important to pay attention not only to the exchange of simple information, but also to adequate discussion, analysis and reflection on various problems of our time in a foreign language.

In the process of forming intercultural communicative competence using the Internet, teachers teach students to respond to information and messages in writing and orally, expressing their thoughts correctly and competently; critically and respectfully evaluate the material, defend own point of view; use self-education and work independently [27, 36, 42].

The ultimate goal of cross-cultural learning is to navigate freely in a foreign language environment, and this is greatly facilitated by interactive teaching methods. The fundamentals of the methodology for organizing interactive learning include the following provisions [51]:

- Finding a problematic formulation of the topic of the lesson;
- Organization of an educational space conducive to dialogue;
- Motivational readiness of students and teachers for joint efforts in the learning process [53-55].;
- The creation of special situations that encourage students to integrate efforts to solve the problem;
- Development and adoption of rules for educational cooperation for students and teachers;
- The use of “supportive” communication techniques (benevolent intonation, the ability to ask constructive questions, etc.);
- Optimization of the system for evaluating the process and the result of joint activities [56, 57];
- Development of group and interpersonal skills of analysis and introspection [58].

It should be noted that along with intercultural communicative competence, such subcompetencies are formed as linguistic, debates, socio-cultural, social and self-educational. Each participant in international contacts quickly realizes that knowledge of a foreign language is not enough for full-fledged intercultural understanding knowledge of the whole complex of forms of behavior, psychology, culture, and history of their communication partners is required [47]. Finally, knowledge of the mechanism of the communication process itself is required in order to predict the possibility of misunderstanding of communication partners. Language is effective, but not the only tool for human communication. As a rule, feelings, moods, and experiences are transmitted by means of non-verbal communication, which also needs to be taught to future specialists. One must not forget about paraverbal means of communication, such as intonation, facial expressions, gestures, etc.

Thus, an important task of modern higher institutions is to create favorable conditions for the formation of intercultural competence of future specialists and the use of modern computer information technologies in full, in frames of paradigm of the learning process in a globalized environment.

3 Materials and Methods

From the standpoint of a culturological approach, the main goal of modern education is proclaimed the upbringing of a “person of culture” [20], and the content of education is focused, firstly, on universal human values that form the basis of any culture, secondly, on national cultural values, and thirdly, dialogue as the most important way of existence and interaction of cultures.

For the purposes of this study, it seems expedient to develop a model of the process of forming the intercultural competence of students (especially, in non-linguistic specialties) in conditions of limited social communication, including three stages: content, value-target, and productive-evaluative.

The content (substantive) stage is focused on the formation of students' ideas about the information space of intercultural communication, knowledge of the characteristics of different cultures, their traditions, customs, cultural values, the development of the ability to integrate national spirituality into another culture through a foreign language; provides an understanding of differences in ethical requirements for communication, rules of conduct, lifestyle; stimulates the development of students' abilities to critically comprehend the information received and build it into their own picture of the world; makes it possible to get ideas not only about language and culture, but also about the very process of intercultural communication.

The result of the content stage is the understanding of the possibilities of intercultural communication by future specialists, their comprehension of the need to exchange between communicants of various kinds of knowledge, information, messages, opinions, ideas, solutions to achieve professional practical goals, as well as for the process of professional communication; the ability to respectfully and tolerantly perceive cultural differences, take care of cultural values, build an equivalent conflict-free intercultural interaction.

The means of the content stage are pedagogical situations based on media texts, intercultural and communicative tasks, dialogical means (discussions, dialogues, projective interviews, testing, questionnaires, interviews) that contribute to the development of students' ideas about the ways of building interpersonal relationships, entering the information space of intercultural communication in native and foreign languages.

The value-target stage is focused on fostering in students a special attitude towards the interlocutor and the process of professional communication; it forms an understanding of the importance of emotional accompaniment of communication, dialogue of cultures; contributes to the development of a tolerant attitude towards cultural differences, a value attitude towards the community of native mentality and national traditions. It implies the development of empathy for a foreign cultural personality, the ability of emotional stability; overcoming and avoiding conflicts, professional cooperation in the intercultural educational space.

The result of the value-oriented stage is the mastery by students of the methods of constructing intercultural interaction on the basis of cooperation, tolerance and value attitudes towards national traditions; the ability to see the similarities and differences between participants in intercultural communication, to establish constructive relationships with representatives of different cultures.

The means of the value-oriented stage are pedagogical situations based on media texts, intercultural communication tasks, imitation tools (business games imitation, role-playing) aimed at playing the roles of future communicants [13, 17, 19].

The productive-evaluative stage is aimed at developing students' skills of constructive conflict-free communication with people of different cultures (countries or continents), acquiring own cultural identity, the qualities of an intercultural personality, self-regulation abilities, and the ability to correctly respond to changes in the behavior of partners in communicative situations.

The result of the productive-evaluative stage is the mastery of design techniques, the construction of intercultural constructive interaction (in particular, in a foreign language) with representatives of different cultures, the application of professional knowledge and skills for the implementation of intercultural communication; the ability to use various techniques, tactics, and strategies of verbal and non-verbal communication to achieve mutual understanding, depending on the specific communicative situation and in accordance with socio-cultural norms; the ability to comprehend and reflect on the motives of activities and actions of communication participants, assessment and reassessment of their abilities, the quality of language readiness, regulation of own behavior based on awareness of own cultural identity.

The means of the productive and evaluative stage are pedagogical situations based on media texts and intercultural communication tasks, analytical tools (problem situations, project activities, interactive forms, trainings), the content of which is related to dialogue, building intercultural constructive relationships in a foreign language with representatives of different cultures, which vary in mutual understanding [21, 23, 24].

Thus, the educational space of the university will serve as an innovative platform for building a new model of the process of forming the intercultural competence of students, allowing a specialist to establish constructive intercultural relationships with partners in intercultural dialogue and representatives of a foreign cultural society, which is a new perspective for improving the quality of the educational process in the context of professional training at the university.

4 Results and Discussion

Theoretical analysis and conceptual synthesis suggested that the process of forming intercultural competence of university students has at least three stages of development:

- Stage I - intercultural value orientation;
- Stage II - intercultural value self-determination;
- Stage III - intercultural value interaction.

This classification corresponds to the methodology presented above for distinguishing the content, value-target, and productive-evaluative stages of the process of forming students' intercultural competence. Such a staged process can be implemented on the basis of the Kolb cycle method a well-proven and widely used method of adult education in corporate training [25, 26]. This is a learning model based on the gradual formation of mental actions. According to Kolb's model, the training of an adult must necessarily include four stages [7]:

1. Getting specific experience.
2. Analysis of this experience.
3. Theoretical substantiation of the knowledge gained.
4. Testing of new concepts in practice.

The last stage forms a new experience, and the cycle develops again, forming a kind of spiral. Kolb argued that learning does not have an initial stage, but more often than not, adults begin learning with a specific experience. Many experts use the Kolb cycle as the basis for Action Learning [52]. The stages of the Kolb cycle are shown in the table below.

Table1: Kolb cycle stages

Stage name	**Essence**	**Result**
Experience	The student tries to do in practice something that should be learned, and does as he can now, regardless of whether his skills are sufficient.	Understanding of the need for further training (did not work out or did not work out well).
Analysis	Analysis of the pros and cons of the experience gained, conclusions about what was done successfully, and what could have been done better or differently	Preparedness for the need for change and training, in some cases full or partial knowledge of how to act correctly.
Theory	Gaining theoretical knowledge on how to act correctly, in conjunction with the acquired experience and its analysis.	The correct algorithms for actions for the future have been obtained.
Fixing	Development of theory, translation of knowledge into skills and abilities, correction by the teacher	The necessary skills are fully or partially worked out and consolidated.

The structure of training using the Kolb cycle includes the following stages [9]:

1. Motivation of students: 10% of the time of the lesson.
2. Consolidation and repetition of the passed material: 20% of the lesson time [29-34].
3. Learning new material: 50% of the lesson time.

4. Analysis and feedback: 10% of the lesson time.
5. Summing up: 10% of the lesson time.

In this case, the teacher himself can adjust the duration of each of the stages. The key point is precisely the presence of each of the stages. Violation of the cycle (in fact, the logic of the lesson) impedes the consolidation of skills. Often, mistakes are related to the fact that the “Experience” stage presupposes one content, and the “Theory” stage presupposes something else [28, 35]. This discrepancy confuses students. In other words, students do not understand why they solved a given example or problem, why it is useful and how the work done has to do with the topic of the lesson. As a result, there are negative emotions, rejection of the lesson material, and even the teacher's personality [16].

When implementing the Kolb cycle, it is important to adhere to several rules:

- Stop at the stage “Reflection”;
- Analyze passed material [44];
- When analyzing the material, provide the first word to students [37, 38, 40];
- Enable students to formulate conclusions;
- Remember that reflection is a bridge to the theoretical block [41, 43, 50].

Learning based on Kolb's principle really allows transferring skills and knowledge effectively to students, helps to build a logical structure of learning, and motivates students to learn new material.

Research conducted in the United States in the 1980s (National Training Laboratories in Bethel, Maine) summarized data on the effectiveness of various methods of teaching adults. The following data were obtained on the percentage effectiveness of the following methods [51]: Lecture – 5%, Reading – 10%, Use of video and audio materials – 20%, Demonstration – 30%, Discussion groups – 50%, Practical actions – 70%, Teaching others, immediate application of knowledge – 90 %.

One should pay attention to the bottom three points that relate to interactive teaching methods. It is the active practical application of the knowledge gained that works best in teaching adults, and it is this that forms the basis of the Kolb method. At the last stage of the cycle, the obtained theoretical model or concept is tested in practice, the student checks its effectiveness and practicality. This stage of practice is widely represented by the application of the knowledge gained by the participants in the course of solving cases and performing exercises on the topic, which is indispensable in conditions of limited social communication.

In conclusion, it should be noted that the Kolb cycle is one of the most optimal methods of university education within the framework of the competence-based approach, which means a gradual reorientation of the dominant educational paradigm with the predominant translation of knowledge, the formation of skills to create conditions for mastering a set of competencies, meaning the potential, the ability of a graduate to and sustainable life in the conditions of modern socio-political, market-economic, information and communication saturated space.

5 Conclusion

Currently, due to the expansion of intercultural relationships and the internationalization of many sectors of economic and social activity, as well as the development of modern information computer technologies, the need for intercultural dialogue is especially growing. In the process of globalization, there is a growing need for tolerant specialists who can quickly adapt and integrate in the modern world, effectively interacting with representatives of different cultures.

In these conditions, the question arises about the priority professional competencies of a modern specialist. One of the obligatory ones can be called intercultural communicative competence, which creates the basis for professional mobility, adaptation to rapidly changing living conditions, participation in world achievements, and the development of professional self-realization. In this sense, the solution to the problem of the formation of intercultural communicative competence of future specialists in modern universities seems to be relevant and in demand.

Taking into account that the model of intercultural communicative competence is an integrative formation, consisting of a subset of competencies, in conditions of limited social communication with representatives of other cultures, it seems appropriate to use the Kolb cycle method, with a maximum focus on the practical part of the course, for maximum consolidation of the studied material and gradual formation and improvement of the cross-cultural competence of students with a cyclical repetition of the stages (modules) of the course.

Literature:

1. Abhishek, Sh., Nagendra, K.M., Yashvir, S., Nishant, K.S., Sandeep, K.G. (2020). Effect of design parameters on performance and emissions of DI diesel engine running on biodiesel-diesel blends: *Taguchi and utility theory,* 281. Dated on December, 1, 2020. DOI: 10.1016/J.FUEL.2020.118765.
2. Akimova, N. & Akimova, Al. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. DOI: https://doi.org/10.31470/2309-1797-2018-24-1-27-46.
3. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations,* 2, 206-220. DOI: 10.21272/MMI.2020.2-15.
4. Becirovic, S. (2012). The Role of Intercultural Education in FosteringCross-Cultural Understanding. *Epiphany,* 5(1), 138-156.
5. Berardo, K., Deardorff, D., & Trompenaars, F. (2012). *Building Cultural Competence: Innovative Activities and Models*. Sterling: Stylus Publishing.
6. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of Covid-19 and its impact on the financial and economic situation of the state. *Financial and Credit Activity-Problems of Theory and Practice,* 1(36), 233-242. https://doi.org/10.18371/fcaptp.v1i36.227770.
7. Brockett, R.G. (2014). *Teaching Adults: A Practical Guide for New Teachers*. Jossey-Bass.
8. Deardorff, D.K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal Studies in International Education,* 19(3), 241-266.
9. Dennison, P. (2009). Reflective practice: The enduring influence of Kolb’s Experiential Learning Theory. *Compass: The Journal of Learning and Teaching at the University of Greenwich,* 1, 1-6.
10. Dolan, S. & Kawamura, K. (2015). *Cross Cultural Competence: A Field Guide for Developing Global Leaders and Managers*. Bingley: Emerald Group Publishing.
11. Dubovik, K.E., Hornyk, V.G., Shpachuk, V.V., & Kravchenko, S.O. (2019) Organizational and Legal Mechanism of State Financial Control in Ukraine. Financial and Credit Activity: Problems of Theory and Practice. Financial and credit activity: problems of theory and practice, 3(30), 345-350. DOI: https://doi.org/10.18371/fcaptp.v3i30.179711.
12. Gomez-Galan, J. (2016). *Educational Research in Higher Education: Methods and Experiences (River Publishers Series in Innovation and Change in Education - Cross-cultural Perspective).* Gistrup, Denmark: River Publishers.
13. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations,* 3, 267-279. DOI: 10.21272/MMI.2017.3-25.
14. Chiu, C., Lonner, W., Matsumoto, D., & Ward, C. (2013). Cross-Cultural Competence: Theory, Research, and Application. *Journal of Cross-Cultural Psychology,* 44(6), 843-848.
15. Isaieva, N., Akimova, Al., & Akimova, A. (2020). Categorization of Personality Traumatic Experience in Chinese Women’s Diary Narrative: The Frame-Scenario Model.

Psycholinguistics, 28(2), 56-81. DOI: 10.31470/2309-1797-2020-28-2-56-81.
16. Jarvis, P. (2004). *Adult Education and Lifelong Learning: Theory and Practice (3rd edition)*. London: Routledge Falmer.
17. Kalyayev, A., Efimov, G., Motornyy, V., Dzianyy, R. & Akimova, L. (2019). Global Security Governance: Conceptual Approaches and Practical Imperatives. Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019. *Education Excellence and Innovation Management through Vision 2020*. Dated on 10-11 April 2019, Spain, Granada, 4484-4495.
18. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), 56-62.
19. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. DOI: 10.14254/2071-789X.2020/13-3/3.
20. Kratzke, C. & Bertolo, M. (2013). Enhancing students' cultural competence using cross-cultural experiential learning. *Journal of Cultural Diversity,* 20(3), 107-111.
21. Kryshtanovych, M., Dzanyy, R., Topalova, E., Tokhtarova, I., & Pirozhenko, N. (2020). Challengers to Conceptual Understanding of Sustainable Development Regarding Decentralization of Power and Responsibility in the Conditions of the Postmodern Society. *Postmodern Openings,* 11(3), 257-268. DOI: https://doi.org/10.18662/po/11.3/212.
22. Kryshtanovych, M., Gavrysh, I., Kholtobina, O., Melnychuk, I., & Salnikova, N. (2020) Prospects, Problems and Ways to Improve Distance Learning of Students of Higher Educational Institutions. *Revista Romaneasca pentru Educatie Multidimensionala*. 12(2), 348-364 DOI: https://doi.org/10.18662/rrem/12.2/282.
23. Kryshtanovych, M., Kryshtanovych, S., Stechkevych, O., Ivanytska, O., & Huzii, I. (2020). Prospects for the Development of Inclusive Education using Scientific and Mentoring Methodsunder the Conditions of Post-Pandemic Society. *Postmodern Openings*, 11(2), 73-88. DOI: https://doi.org/10.18662/po/11.2/160.
24. Kryshtanovych, M., Petrovskyi, P., Khomyshyn, I., Bezena, I., & Serdechna, I. (2020) Peculiarities of Implementing Governance in the System of Social Security. *Business, Management and Education.* 18(1), 142-156. DOI: https://doi.org/10.3846/bme.2020.12177.
25. Levytska, S., Krynychnay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development. *Financial and credit activity: problems of theory and practice,* 25(2), 122–127. DOI: 10.18371/FCAPTP.V2I25.136476.
26. Levytska, S.O., Akimova, L.M., 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/FCAPTP.V2I33.206967.
27. Lewis, R. (2007). *Guide International competence*. Frankfurt, Main: Campus Verlag.
28. 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.
29. Liudmyla, Akimova., Oleksandr, Akimov., & Olha, Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), P. 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
30. Liudmyla, Akimova., Oleksandr, Akimov., Iryna, Mihus., Yana, Koval., & Vasiliy, Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice,* 4(35), 180-190. DOI: https://doi.org/10.18371/fcaptp.v4i35.221969.
31. Liudmyla, Akimova., Olga, Osadcha., Vitalii, Bashtannyk., Natalia, Kondratska., & Catherine, Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice,* 32(1), 434–443. DOI: 10.18371/FCAPTP.V1I32.200606.
32. Liudmyla, Akimova., Olha, Osadcha., & Oleksandr, Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice,* 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
33. Liudmyla, Akimova., Svitlana, Levytska., Constantine, Pavlov., Volodymyr, Kupchak., & Marta, Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice,* 30(3), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
34. Liudmyla, Akimova., Victoria, Reinska., Oleksandr, Akimov., & Marta, Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice,* 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
35. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551- 5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
36. Maletzke, G. (2013). *Intercultural Communication. For interaction between people of differentcultures*. Opladen: West German publishing house.
37. Mihus, I., Andrienko, V., Molodets'kyy, S., & Blikhar, M. (2018). The process of forecasting bankruptcy and raiding as a tool of public monitoring financial security state of Ukraine. *Financial and credit activity: problems of theory and practice,* 1(24), 267-274. DOI: https://doi.org/10.18371/fcaptp.v1i24.128545.
38. Mihus, I.P., Haman, P.I., Andriyenko, M.V., & Koval, Y.S. (2019). The state of economic security of Ukrainian banking institutions and the effect of economic reforms on formation of anti-crisis measures. *Financial and credit activity: problems of theory and practice*, 2(29), 32-43. DOI: https://doi.org/10.18371/fcaptp.v2i29.171997.
39. Mikhaylov, N. (2014). International Business Students' Cross-Cultural Competence Development: The Influence of the Educational Environment. *SAGE Open, October-December*, 1-15.
40. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology,* 13(2), 289-303. DOI:10.14254/2071-789X.2020/13-2/19.
41. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduiev, M., Romaniuk N., & Akimov, O. (2021) Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research,* 11(1), 33-37.
42. Mukharlyamova, L., Konopleva, N., Galimzyanova, I., & Berezhnaya, I. (2018). Formation of the Intercultural Communicative Competence of Students in Process of Learning Foreign Languages. *Journal of History Culture and Art Research*, 7(4), 230-236.
43. Osadcha, O., Akimova, A., Hbur, Z., & Krylova, I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice,* 27(4), 193-200. DOI: 10.18371/FCAPTP.V4I27.154194.
44. Rakhimova, A. (2017). Sociocultural competence as one of thecore competencies of the individual. *Revista Espacios,* 38(45), 34-39.
45. Shamne, A., Dotsevych, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. DOI: 10.31470/2309-1797-2019-25-1-384-408.
46. Shytyk, L. & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics,* 27(2), 361-384. DOI: https://doi.org/10.31470/2309-1797-2020-27-2-361-384.

47. Schenker, T. (2013). Intercultural Competence and Cultural Learning Through Telecollaboration. *Calico Journal*, 29(3), 449-470.
48. Sinicrope C., Norris J., & Watanabe Y. (2007). Understanding and assessing intercultural competence: A summary of theory, research, and practice. *Second Language Studies*, 26(1), 1-58.
49. Skliarenko, O., Akimova, Al., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2), 321-340. DOI: 10.31470/2309-1797-2019-26-2-321-340.
50. Sylkin, O., Kryshtanovych, M., Bekh, Y., & Riabeka, O. (2020). Methodology of forming model for assessing the level financial security. *Management Theory and Studies for Rural Business and Infrastructure Development*, 42(3), 391-398. https://doi.org/10.15544/mts.2020.39
51. Vanlaere, L.V., Coucke, T., & Gastinans, C. (2010). Experiential learning of empathy in a care-ethics lab. *Nurse Ethics*, 17(3), 325-336.
52. Vince, R. (1998). Behind and Beyond Kolb's Learning Cycle. *Journal of Management Education*, 22(3), 304-319.
53. Yakymchuk, A., Valyukh, A., & Akimova, L. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), P. 1, 170-178. DOI: 10.25140/2410-9576-2017-1-3(11)-170-178.
54. Yakymchuk, A., Akimova, L., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), P. 2, 170-177. DOI: 10.25140/2410-9576-2017-2-2(10)-170-177.
55. Yakymchuк, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia,* 1(9), P. 2. 70-75. DOI: 10.25140/2410-9576-2017-2-1(9)-70-75.
56. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. DOI: https://doi.org/10.18371/fcaptp.v2i33.207230.
57. Zahorskyi, V., Lipentsev, A., Yurystovska, N., Mazii, N., & Akimov, O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. DOI: https://doi.org/10.18371/fcaptp.v3i30.179717.
58. Zhao, Y., Commander, N., Gallagher,P., & You, Y. (2012). Promoting cross-cultural understanding of education through online discussions. *Procedia - Social and Behavioral Sciences,* 46, 4632-4642.

Primary Paper Section: A

Secondary Paper Section: AM

MECHANISMS OF INTERACTION BETWEEN THE STATE AND TERRITORIAL COMMUNITIES IN THE MANAGEMENT OF ASSETS

[a]VIKTORIIA FILIPPOVA, [b]IVAN LOPUSHYNSKYI, [c]OLEKSANDR ARTEMYEV, [d]USTIN MALTSEV, [e]MAKARII SIKORSKYI, [f]OLEH ANDRIEVSKYI

[a,b,c,d,e]Kherson National Technical University, 24, Berislavskoye shosse, 73008, Kherson, Ukraine
[f]National Academy for Public Administration under the President of Ukraine, 20, Antona Tsedika Str., 03057, Kyiv, Ukraine
email: [a]filippova_vdd@ukr.net, [b]doctordumetauaa@meta.ua, [c]artemyevass@gmail.com, [d]ystin.ma@svetinform.com, [e]makar.sikorskyii@gmail.com, [f]anderr@meta.ua

Abstract: The article shows that Ukraine today faces many issues and problems that it must solve in order to revive the potential of the maritime complex. Despite the fact that today there is no uniform understanding of the forms and models of public-private partnership, it seems possible to use the already developed models and practices of such a partnership for successful interaction between the state and territorial communities in the management of assets. The corresponding case for demonstrating such a possibility is presented on the example of the sea economic complex of Ukraine, which is currently in a state of very tangible entropy and setback. It is proposed to use the public-private partnership contractual model in order to ensure a balance of interests of all stakeholders.

Keywords: Assets, Infrastructure, Public-private partnership, Sea economic complex, Territorial communities.

1 Introduction

After the collapse of the USSR, the sea economy complex of Ukraine inherited 27% of the all-Union sea merchant fleet in terms of tonnage, 25% of the main production capacities for shipbuilding. More than 700 vessels of the marine fleet for various purposes, numerous vessels and floating fish processing complexes of the oceanic fish fleet, research and design institutes, higher and secondary educational institutions belonging to the USSR Ministry of Marine Fleet, as well as the property of branch enterprises of the All-Union sea economic complex have passed under the jurisdiction of our country. In terms of the volume and functional scope of the economic cycles of the sea economic complex of Ukraine (sea transport, sea and oceanic fishing, shipbuilding and ship repair, port-based industrial processing of cargo in ports, foreign economic activity), the country became one of the largest maritime power in the world, entering the top ten countries of the maritime industry.

The inherited enormous potential of the maritime economic complex obliged the maritime sector to become a source of economic growth in the country, a powerful stimulus for the development of other types of economic activity. For this, it was necessary to pursue an effective maritime state policy.

However, the inability of the country's leadership in the first years of independence to assess all the possibilities and advantages of the “inheritance” received, lack of professionalism and absence of understanding of the role of the state in managing this complex intersectoral formation, in which various types and forms of economic activity are combined and interact, predetermined the fate of the most powerful marine economic complex [2]. This was ‘complemented’ by objective and subjective problems in the development and operation of its assets, which led to the adoption of economically incorrect, unrealizable decisions (both at the state level and at the level of enterprises) to create a regulatory and legal framework for the functioning of the country's maritime economic complex.

As a result, to date, the sea merchant and passenger fleet has been almost completely lost, the shipbuilding and ship-repair bases have been brought to a complete decline, and there are only miserable remnants of the fishing fleet. In fact, only seaports continue to function in a more or less acceptable economic and operational state [3, 11].

The management of such huge capital-intensive assets of the maritime industry in the new economic conditions of the transition period required from the authorities a qualitatively new approach to creating conditions for their effective functioning for the benefit of the country [5-7]. However, these problems and questions practically fell out of sight of the power structures. Meanwhile, the world has accumulated significant successful experience of effective interaction between the state and territorial communities in asset management, including the maritime complex.

One of the conditions for the socio-economic development of the country and its regions is the formation and development of civil society institutions, effective interaction of government bodies, non-profit organizations [10]. However, the most important function of civil society institutions involvement (in various forms) of government in municipalities, cities, regions, control over the activities of executive authorities, assistance to self-organization of citizens is still underdeveloped [4, 9, 12]. The system of interconnection between state and municipal authorities and civil society institutions, including territorial communities, is not the end point of the consolidation process, but dynamically developing socio-economic and socio-political mechanisms and technologies that require detailed study at the present stage.

Meanwhile, projects using the public-private partnership (PPP) mechanism in Ukraine are often prepared in a hurry, in the absence of sufficient funding and expert assistance. This is a serious mistake. PPP projects should be strategic priority projects that are part of sectoral strategy and economic policy. Taking into account the fact that the maritime complex is of strategic importance in the context of general national security, the mechanisms of interaction between the state and territorial communities in the management of its assets are one of the most urgent topics today.

2 Literature Review

In modern socio-economic policy, problems, the solution of which is at the junction of various functions and subjects of their implementation, are becoming increasingly important. This, in turn, entails changes in the organization of relations between the state apparatus and the business community [16, 19, 20]. So, in the UK, in connection with the rapid development of partnerships, a new special area of economic activity has emerged, called “state civil contracts and concessions” [13]. Within the framework of this activity, government officials acted as a kind of businessmen buyers of private sector services and developers of rules and norms of behavior adequate to the conditions of market development of their institutions and activities [1]. To work out conceptual issues of partnerships, the government and departments began to create consulting companies, as well as controlling organizations. At the state level, it was essentially recognized that there are areas where the private sector works best, and the state, for its part, has a need to conclude appropriate contracts with it [13].

In the countries of the European Union, certain aspects of PPP are in charge of the ministries of economy, finance, individual infrastructure ministries, regional development ministries, defense, internal affairs, education and health. In the US, these issues are in charge of the ministries of economy, finance, defense, in Canada the ministry of finance, in Australia – the ministry of provinces [48, 53].

A special problem for the successful development of PPPs is the effective allocation of rights, duties, and areas of responsibility between private partners and the state. Experience shows that tasks of partnerships are most effectively resolved when the state is responsible for issues of general planning and administrative procedures, as well as determining actions in force majeure circumstances [20-23]. In turn, the scope of authority and responsibility of the private sector includes issues of detailed planning, construction of facilities, financing and operational management of their activities.

A certain PPP practice has already developed in Ukraine. Projects are implemented mainly at the regional level. First, this is due to the redistribution of financial flows in favor of these deeper links of the social structure [25-28, 52]. Secondly, such a decentralization of the scope of partnership relations helps to expand the circle of individuals and organizations directly interested in the development and implementation of relevant programs [29-31]. On the whole, the influence of civil society on the organization of public law relations by the state and the effective realization of public interests is increasing [32-37]. This opens up opportunities for significant savings in budgetary funds by reducing the direct participation of the state in the production of public services by transferring it into the hands of a private partner.

Public-private partnership is undoubtedly the most important topic, which is currently being discussed a lot at different levels [38]. However, there is currently no single definition that reveals the essence of this concept, and a single understanding of the essence of this phenomenon neither in the national nor in the regional legislative framework, and theoretical literature in Ukraine. However, there is no common understanding of public-private partnership in the world economic and legal literature.

In fact, public-private partnership is implemented in relations and projects that are quite specific in their quality and structure, which imply a qualitatively completely different model of interaction between the state, society, and business, because they are determined by a specific system of legal, financial, economic, and other relations, formal and informal norms, rules of conduct, customs, traditions and other institutions, as well as associated institutional constraints [39-42].

Within the framework of the modernist approach to the construction of theories of public administration, there are, perhaps, two main points of view in the Western scientific literature [22, 43]. The first of them reflects the idea of the state as an instrument for the implementation of the interests of the ruling class, when the state is an agent of a group or class [8, 44]. The second - proclaims the neutrality of the state and its service for the benefit of the whole society [14, 45]. At the same time, regarding the partnership between the state and business, some argue that public-private partnerships are structures that are created under the auspices and with the participation of the state in the interests of the dominant class, while others believe that public-private partnership is a mechanism that allows taking into account and balance the interests of a broad range of social groups and the market entities realizing their economic interests [17, 19, 47]. The second approach seems to be more appropriate for the welfare state and the new economy.

At the same time, other researchers believe that PPP is a mechanism that contributes to the harmonious development of the economy, the coordination of the interests of the public and private sectors of the economy and households, and, thereby, guarantees the protection of the interests of various sectors of society [49-51]. Such researchers argue that for local authorities, PPP can be an effective means of implementing a progressive policy for the development of the territory [54]. Since public-private partnerships are based on real projects and are implemented by state (municipal) authorities in conjunction with private companies for the benefit of society; the view on PPP as a development tool in the interests of various groups of society as a whole adjoins this assessment.

In addition, it should be noted that, for example, infrastructure projects have a significant positive social impact. According to the studies, the growth of investments in infrastructure has the greatest impact on the well-being of the poor, whose income level increases faster with the improvement of infrastructure provision than the general income of the population grows [46, 57-59]. In turn, the role of involving the resource of the maritime complex in this process is important the development and effective use of its functional components can boost the development of coastal areas (which in many respects belong to depressed regions), creating positive synergies across the country by increasing standard of living in coastal regions, intensification of tourism, stimulation of entrepreneurship [60, 61]. Meanwhile, the mechanisms of PPP implementation in the management of assets of the marine complex imply active participation of territorial communities in assets management.

3 Materials and Methods

To determine possible and potentially effective mechanisms of interaction between the state and territorial communities in the management of assets, in particular, in the maritime complex, their different variants should be considered. According to Wojewnik-Filipkowska and Wegrzyn [55], given the variety of forms of PPP and based on the goals of partnership interaction, as well as socio-economic problems being solved, the following PPP models are distinguished:

1. Organizational model concession agreements between the copyright holder and the user.
2. Financing model includes commercial rent, lease, leasing, pre-financing and pooled project financing.
3. The model of cooperation assumes various forms and methods of integrating the efforts of partners in partnerships who are responsible for the individual stages of reproduction and the creation of new use value.

Vries and Yehoue [53], examining the economic nature of PPP, divide models of interaction between the public and private sectors into institutional and contractual. The implementation of the institutional PPP model is carried out on the basis of joint participation in the capital of a private company or other equity participation through the creation of joint ventures in various organizational and legal forms. The contractual PPP model is implemented on the basis of contractual relations (contracts for management, construction, operation of facilities, lease, concession, etc.). In our opinion, the contract model seems to be more optimal, since it allows taking into account the balance of interests of the maximum number of stakeholders.

Practice shows that when implementing PPP projects, as a rule, budgetary costs per unit of an object will be higher compared to the classical approach within the framework of contractual relations between the public and private sectors [15, 56]. At the same time, this is offset by the following advantages of PPP:

1. Expansion of resource opportunities through the involvement of private capital in the reproduction of public goods. It should be noted that due to the lack of budgetary funds, it is not always possible to implement key projects aimed at socio-economic development. In these conditions, PPP is the mechanism that ensures the attraction of additional financial sources in solving urgent infrastructure problems. At the same time, the return of financial investments is not made in the full amount of their value at one time, but in parts over a certain period of time.
2. Guarantee of direct and final results due to the interest of the private partner in optimizing the costs and timing of completion of construction works with an emphasis on quality. This is due to the fact that in most PPP projects with a high level of commercial efficiency, a private company can provide paid services, and this serves not only as an additional source of ensuring the return on investment, but also is a motivating factor for the high-quality construction of an infrastructure facility.
3. For the private sector, this model, which has a wide range of relationships, opens up access to new investment opportunities in various sectors of the economy.
4. For the public sector, the partnership allows increasing the share of innovative development, since business by its economic nature, based on market principles, seeks to innovate and use progressive technical and technological processes in order to strengthen competitiveness.

5. For the local community, this means improved living standards, a more sustainable socio-economic environment, and a number of other important benefits.

4 Results and Discussion

Speaking about the prospects of partnership between the state and territorial communities in managing the assets of the maritime complex, it should be noted, in particular, that the improvement of public administration through the creation of the Maritime Administration of Ukraine has not acquired specificity, and, as a result, there is an expedient body with uncertain management work processes and the absence of criteria efficiency of functioning, which led to a deterioration in the state of affairs, first of all, with an increase in the level of accidents, and much more. Moreover, with the formation of the Maritime Administration of Ukraine, the process of excluding qualified experts and profile specialists from the level of managerial decision-making began (the international experience of HR management was not taken into account).

Meanwhile, public policy as a demonstration of competence should stimulate long-term demand for innovation initiatives in the Ukrainian maritime and river transport industry. The implementation of the thesis “tradition + innovation” remains relevant, which can be carried out on the basis of integration and borrowing of the world's best PPP practices, with the necessary adaptation to local conditions. In particular, the need for such adaptation is associated with the complexity, which lies in the fact that in Ukraine the conditions for the formation of an equal dialogue between the authorities, society, and business differ from European and American ones. While in the West the principles of civil society, such as the independence of the individual, awareness of citizens about the activities of the state and society, the freedom to form public opinion, the fairness of laws and the rigor of their implementation were formed by society through NGO organizations and lobbied in government bodies, in Ukrainian conditions, the population has these principles not fully formed the interests of the common people were either suppressed, or citizens themselves were not aware of them [24]. Consequently, the organization of equal dialogue between government, business, and society is very relevant today. It is necessary to realize the interests of each of the parties, analyze the possibilities of their effective interaction to solve the socio-economic problems of local communities on the basis of effective asset management and appropriate funding.

In addition, it should be remembered that the practical complexity of PPP is primarily due to the fact that it covers the following key stakeholders: the state, business and the population. It should be noted that the interests of these stakeholders may differ significantly [54]. Therefore, ensuring a competent combination of the basic conditions for the participation of the state and business in PPP projects, as well as the long-term nature of interaction, predetermines that the complexity of harmonizing the interests of these economic market entities is much higher compared to the traditional forms of their cooperation.

Of course, it should be remembered that the concept of public-private partnership, implemented in a particular country, is determined by the nature of the state, the specifics of institutions and institutional constraints that exist in society, which is due to the entire previous history of the formation and development of a given state and society. Therefore, first of all, institutional and cultural-historical differences determine the difference in views of different researchers on the concept and essence of public-private partnership, and this, first of all, should not be overlooked when trying to borrow any foreign experience to solve own problems.

Ukraine is a social state based on the rule of law. Consequently, the main law of the country not only sets the task, but also guarantees the formation of a social market economy in Ukraine. Therefore, when considering issues related to the development of public-private partnerships in Ukraine and its regions, such issues of state management of the economy should be highlighted, the solution of which ensures the achievement of socio-economic efficiency in the use of all available resources of society. To do this, it is necessary to ensure the construction of an effective distributed management system for the use of all available resources in the country, the functioning and efficiency of which is based on the partnership of the state, local government, and business. Based on the foregoing, public-private partnership is, first of all, a certain quality of the system of relations between the state, the private sector, and society, which ensures the necessary socio-economic efficiency of using the resources and production potential involved in such a partnership.

The socio-economic development of a specific territory of local self-government and the socio-economic growth of the local economy, as evidenced by world and domestic practice, can be carried out by using specific combinations of one or more of the seven “pure” models of local economy development worked out by practice, namely: socio-economic development as a solution to a socio-economic problem; socio-economic development as management of entrepreneurial activity; socio-economic development as the creation of a “growth machine”; socio-economic development as the preservation of the natural and social environment; socio-economic development as the release of human potential; socio-economic development as a result of leadership; socio-economic development as a search for social justice.

Thus, local self-government assumes not only the implementation of one or another model of indicative management of the socio-economic development of the corresponding territory on the basis of the implementation of the principles of public-private partnership, but also the basis of local self-government: the local economy is essentially nothing more than a real-time partnership within a specific limited area, the parties and participants of which are local public authorities, business entities of the state, municipal and private sectors and households.

In principle, it is theoretically and practically incorrect to reduce the concept of public-private partnership only to a certain type of civil law or public law agreements provided for by the relevant special law or code within the framework of the national legal system. In the case of a public-private partnership, there can and often is a contract or a system of contracts. Moreover, such a contract or system of contracts contains signs of various forms of contracts established by law and, as an impetus, gives rise to the emergence of special relations that go beyond any one of the branches of law. This approach seems to be the most appropriate in asset management, especially in conditions of entropy or chaos.

First of all, public-private partnership represents organizational and economic relations arising as a result of an agreement or a system of agreements, the peculiarity of which is that the state (local government bodies) acts here in two forms at once – firstly, as a contracting party of organizational and managerial and property and economic relations, and, secondly, as a guarantor of compliance with all clauses of such an agreement (system of agreements), including the provision of guarantees that the commercial terms of the agreement or the system of agreements will not deteriorate.

Ukraine's port industry is in a difficult position and is increasingly losing its competitive position in the market of port services in the Black Sea-Azov Basin, which, first of all, affects the reduction of cargo flow through Ukrainian ports. The loss at the beginning of 2014 of 5 Crimean ports at once, and with them up to 10% of the total volume of transshipment of Ukrainian ports negatively affected the transit potential of Ukraine [18]. Today, Ukraine faces many issues and problems that it must solve in order to revive the potential of the maritime complex. In such conditions, the use of public-private partnership as a mechanism for reconciling the interests of the state, local communities and business, based on the contract model, has a high potential. In addition, Ukraine's experience in this area can be a starting point for other developing countries (for example, in Central or South Asia, as well as Africa), not only for the maritime sector, but also for other sectors of the economy.

The methodical approach to the development of the program of sustainable development of the territorial community on the basis of its assets should include such stages as determination of natural resource provision of the territory (natural resources, their condition and mode of use); analysis of its infrastructure (buildings, roads), as well as assessment of the activities of industrial enterprises operating in the community. The analysis of the types of economic activity carried out within its limits should be carried out; a list of public organizations, professional associations, charitable foundations, state advisory services, international technical assistance organizations should be formed in order to establish areas of community cooperation with them; inventory and determination of individual skills, abilities, experience and connections of its members; development of a map of assets, which will include their list, location, volume and relationships with other assets; outlining the priority areas of community development, taking into account the available assets; preparation of the program of development of the territorial community.

5 Conclusion

The specificity of public-private partnership is that it, acting as a starting point, prerequisite, and target for effective public management of the economy, has an institutional nature and is organizational, economic and property strategic and operational cooperation between public authorities and the private sector, constituting and ensuring socio-economic growth, balance and proportional development of the country (region, territory). It is a qualitatively special system of cooperation between public authorities and the private sector with the appropriate forms and mechanisms of specific organizational, economic and property relations, carried out in the public interest on terms that are economically and socially beneficial for all participants in such relations.

For the maritime complex of developing countries (in particular, Ukraine), such a paradigm has the greatest potential to reconcile and balance the interests of all stakeholders from public authorities to each individual representative of the territorial community, based on effective interaction between state and territorial communities in asset management.

Literature:

1. Abhishek, Sh., Nagendra, K.M., Yashvir, S., Nishant, K.S., Sandeep, K.G. (2020). Effect of design parameters on performance and emissions of DI diesel engine running on biodiesel-diesel blends: *Taguchi and utility theory,* 281. Dated on December, 1, 2020. DOI: 10.1016/J.FUEL.2020.118765.
2. Akimova, N. & Akimova, Al. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics,* 24(1), 27-46. DOI: https://doi.org/10.31470/2309-1797-2018-24-1-27-46.
3. Amovic, C., Maksimovic, R., & Bunci, S. (2020). Critical Success Factors for Sustainable Public-Private Partnership (PPP) in Transition Conditions: An Empirical Study in Bosnia and Herzegovina. *Sustainability,* 12, 1-29. doi:10.3390/su12177121.
4. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations,* 2, 206-220. DOI: 10.21272/MMI.2020.2-15.
5. Bilan, S., Mishchuk, H., Bilan, Y., & Mishchuk, V. (2019). Empirical Study of Migration Caused by Well-being in Living and Working Environment. Paper presented at the Proceedings of the 34th International Business Information Management Association Conference, IBIMA 2020: Vision 2025. *Education Excellence and Management of Innovations through Sustainable Economic Competitive Advantage*, 11159-11169.
6. Bilan, S., Mishchuk, H., Samoliuk, N., & Ostasz, G. (2019). Effectiveness of Social Dialogue in the System of Sustainable Economic Development Factors. Paper presented at the Proceedings of the 34th International Business Information Management Association Conference, IBIMA 2020: Vision 2025. *Education Excellence and Management of Innovations through Sustainable Economic Competitive Advantage*, 13303-13313.
7. Bilan, Y., Mishchuk, H., Samoliuk, N., & Mishchuk, V. (2020). Gender discrimination and its links with compensations and benefits practices in enterprises. *Entrepreneurial Business and Economics Review*, 8(3), 189-204. DOI: https://doi.org/10.15678/EBER.2020.080311.
8. Binza, M.S. (2010). *Public-private Partnership Model: improving States' local economies: Public-private Partnership, Model, Local Economic Development, Local government, Public Administration*. VDM Verlag Dr. Müller.
9. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of Covid-19 and its impact on the financial and economic situation of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. https://doi.org/10.18371/fcaptp.v1i36.227770.
10. Bohme, K. et al. (2020). *How to strengthen the territorial dimension of 'Europe-20" and the EU cohesion policy*. Council of the European Union.
11. Cui, C., Liu, Y., Hope, A., & Wang, J. (2018). Review of studies on the public–private partnerships (PPP) for infrastructure projects. *International Journal of Project Management*, 36, 773-794.
12. Dubovik, K.E., Hornyk, V.G., Shpachuk, V.V., & Kravchenko, S.O. (2019) Organizational and Legal Mechanism of State Financial Control in Ukraine. Financial and Credit Activity: Problems of Theory and Practice. Financial and credit activity: problems of theory and practice, 3(30), 345-350. DOI: https://doi.org/10.18371/fcaptp.v3i30.179711.
13. Dye, T., & MacManus, S. (2014). *Politics in States and Communities*. Pearson.
14. Edigheji, O. (2007). *The State, State-Society Relations and Developing Countries' Economic Performance*. Norwegian University of Science and Technology.
15. Hanis, M., Susilawati, C., & Trigunarsyah, B. (2010). *Elements of Public Asset Management Framework for Local Governments in Developing Countries*. 8th International Conference on Construction and Real Estate Management (ICCREM 2010), Brisbane, Australia.
16. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267 – 279. DOI: 10.21272/MMI.2017.3-25.
17. Hurk, M.V.D., Brogaard, L., Lember, V., Petersen, O.H., & Witz, P. (2015). National Varieties of Public–Private Partnerships (PPPs): A Comparative Analysis of PPP-Supporting Units in 19 European Countries. *Journal of Comparative Policy Analysis Research and Practice,* 18, 1-20.
18. Iarmolovych, I.R. (2015). Integration of Ukraine into the world maritime complex. *Priority Problems of Industrial Sectors' Economics*, 1(17), 190-194.
19. Imran, M., Ross, J., & Luxmoore, I. (2014). *Planning, Politics and People.* Massey University, New Zealand.
20. Isaieva, N., Akimova, Al., & Akimova, A. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics,* 28(2), 56-81. DOI: 10.31470/2309-1797-2020-28-2-56-81.
21. Kalyayev, A., Efimov, G., Motornyy, V., Dzianyy, R. & Akimova, L. (2019). Global Security Governance: Conceptual Approaches and Practical Imperatives. Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019. *Education Excellence and Innovation Management through Vision 2020*. Dated on 10-11 April 2019, Spain, Granada, 4484-4495.
22. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research,* 11(1), 56-62.
23. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional

maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. DOI: 10.14254/2071-789X.2020/13-3/3.
24. Kregul, Y. & Batrymeko, V. (2016). Reform of local self-government in Ukraine. *Foreign Trade: Economy, Finances, Law,* 1, 17-26.
25. Kryshtanovych, M., Dzanyy, R., Topalova, E., Tokhtarova, I., & Pirozhenko, N. (2020). Challengers to Conceptual Understanding of Sustainable Development Regarding Decentralization of Power and Responsibility in the Conditions of the Postmodern Society. *Postmodern Openings,* 11(3), 257-268. DOI: https://doi.org/10.18662/po/11.3/212.
26. Kryshtanovych, M., Gavrysh, I., Kholtobina, O., Melnychuk, I., & Salnikova, N. (2020) Prospects, Problems and Ways to Improve Distance Learning of Students of Higher Educational Institutions. *Revista Romaneasca pentru Educatie Multidimensionala*. 12(2), 348-364 DOI: https://doi.org/10.18662/rrem/12.2/282.
27. Kryshtanovych, M., Kryshtanovych, S., Stechkevych, O., Ivanytska, O., & Huzii, I. (2020). Prospects for the Development of Inclusive Education using Scientific and Mentoring Methodsunder the Conditions of Post-Pandemic Society. *Postmodern Openings,* 11(2), 73-88. DOI: https://doi.org/10.18662/po/11.2/160.
28. Kryshtanovych, M., Petrovskyi, P., Khomyshyn, I., Bezena, I., & Serdechna, I. (2020) Peculiarities of Implementing Governance in the System of Social Security. *Business, Management and Education.* 18(1), 142-156. DOI: https://doi.org/10.3846/bme.2020.12177.
29. Levytska, S., Krynychnay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development. *Financial and credit activity: problems of theory and practice*, 25(2), 122–127. DOI: 10.18371/FCAPTP.V2I25.136476.
30. Levytska, S.O., Akimova, L.M., 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/FCAPTP.V2I33.206967.
31. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations,* 4, 336-352. DOI: 10.21272/MMI.2019.4-26.
32. Liudmyla, Akimova., Oleksandr, Akimov., & Olha, Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), P. 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
33. Liudmyla, Akimova., Oleksandr, Akimov., Iryna, Mihus., Yana, Koval., & Vasiliy, Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice,* 4(35), 180-190. DOI: https://doi.org/10.18371/fcaptp.v4i35.221969.
34. Liudmyla, Akimova., Olga, Osadcha., Vitalii, Bashtannyk., Natalia, Kondratska., & Catherine, Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice,* 32(1), 434–443. DOI: 10.18371/FCAPTP.V1I32.200606.
35. Liudmyla, Akimova., Olha, Osadcha., & Oleksandr, Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice,* 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
36. Liudmyla, Akimova., Svitlana, Levytska., Constantine, Pavlov., Volodymyr, Kupchak., & Marta, Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice,* 30(3), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
37. Liudmyla, Akimova., Victoria, Reinska., Oleksandr, Akimov., & Marta, Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice,* 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
38. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies*. Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
39. Mihus, I., Andrienko, V., Molodets'kyy, S., & Blikhar, M. (2018). The process of forecasting bankruptcy and raiding as a tool of public monitoring financial security state of Ukraine. *Financial and credit activity: problems of theory and practice*, 1(24), 267-274. DOI: https://doi.org/10.18371/fcaptp.v1i24.128545.
40. Mihus, I.P., Haman, P.I., Andriyenko, M.V., & Koval, Y.S. (2019). The state of economic security of Ukrainian banking institutions and the effect of economic reforms on formation of anti-crisis measures. *Financial and credit activity: problems of theory and practice*, 2(29), 32-43. DOI: https://doi.org/10.18371/fcaptp.v2i29.171997.
41. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. DOI:10.14254/2071-789X.2020/13-2/19.
42. Mohammadi, H. (2010*). Citizen participation in urban planning and management – the case of Iran*. Shiraz city, Saadi community, Kassel.
43. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduiev, M., Romaniuk N., & Akimov, O. (2021) Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), 33-37.
44. OECD. (2020). *The Ocean Economy in 2030*. Available at: https://www.oecd.org/sti/ind/Session%201_b%20-%20Claire%20Jolly%20-%20Web.pdf.
45. Orlova, N., Diegtiar, O.A., Kozureva, O.V., Shapovalova, A.M., & Prykazka, S.I. (2019). Financial capacity of territorial communities: European experience and Ukrainian case. *Financial and Credit Activity: Problems of Theory and Practice,* 4(31), 1-6.
46. Osadcha, O., Akimova, A., Hbur, Z., & Krylova, I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice,* 27(4), 193-200. DOI: 10.18371/FCAPTP.V4I27.154194.
47. Pasechnik, A. & Kushchenko, E. (2016). Analysis of the work of Ukrainian sea ports and prospects of their development based on the container terminal "Transport Investment Service." *Customs Scientific Journal,* 2, 9-21.
48. Porter, O. W. (2008). *Public/Private Partnerships for Local Governments*. Author House.
49. Shamne, A., Dotsevych, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics,* 25(1), 384-408. DOI: 10.31470/2309-1797-2019-25-1-384-408.
50. Shytyk, L. & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics,* 27(2), 361-384. DOI: https://doi.org/10.31470/2309-1797-2020-27-2-361-384.
51. Skliarenko, O., Akimova, Al., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics,* 26(2), 321-340. DOI: 10.31470/2309-1797-2019-26-2-321-340.
52. Sylkin, O., Kryshtanovych, M., Bekh, Y., & Riabeka, O. (2020). Methodology of forming model for assessing the level financial security. *Management Theory and Studies for Rural Business and Infrastructure Development,* 42(3), 391-398. https://doi.org/10.15544/mts.2020.39
53. Vries, P. & Yehoue, E. (2013). *The Routledge Companion to Public-Private Partnerships.* Routledge.
54. Wang, Y. et al. (2020). Exploring the risk factors of infrastructure PPP projects for sustainable delivery: A social network perspective. *Sustainability,* 12, 4152.
55. Wojewnik-Filipkowska, A. & Wegrzyn, J. (2019). Understanding of Public–Private Partnership Stakeholders as a Condition of Sustainable Development, *Sustainability,* 11, 1-16.

56. World Bank. (2007). *Public-Private Partnership Units, Lessons for Their Design and Use in Infrastructure*. World Bank: Washington, DC, USA.
57. Yakymchuk, A., Valyukh, A., & Akimova, L. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), P. 1, 170-178. DOI: 10.25140/2410-9576-2017-1-3(11)-170-178.
58. Yakymchuk, A., Akimova, L., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia,* 2(10), P. 2, 170-177. DOI: 10.25140/2410-9576-2017-2-2(10)-170-177.
59. Yakymchuк, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia,* 1(9), P. 2. 70-75. DOI: 10.25140/2410-9576-2017-2-1(9)-70-75.
60. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice,* 2(33), 452-462. DOI: https://doi.org/10.18371/fcaptp.v2i33.207230.
61. Zahorskyi, V., Lipentsev, A., Yurystovska, N., Mazii, N., & Akimov, O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice,* 3(30), 351-360. DOI: https://doi.org/10.18371/fcaptp.v3i30.179717.

Primary Paper Section: A

Secondary Paper Section: AE, AH

LEGAL BASES AND FEATURES OF PUBLIC ADMINISTRATION IN THE BUDGET SPHERE IN UKRAINE AND FOREIGN COUNTRIES

[a]ALLA BASHTANNYK, [b]LIUDMYLA AKIMOVA, [c]IRYNA KVELIASHVILI, [d]VADIM YEVDOKYMOV, [e]YURII KOTVIAKOVSKYI, [f]OLEKSANDR AKIMOV

[a]National School of Judges of Ukraine, 120 A, Zhylyanska Str., 01032, Kyiv, Ukraine
[b]National University of Water and Environmental Engineering, 11, Soborna Str., 33000, Rivne, Ukraine
[c]University of Customs and Finance, 2/4, Volodymyr Vernadsky Str., 49000, Dnipro, Ukraine
[d]Kharkiv regional institute of public administration of the National Academy of Public Administration under the President of Ukraine, 75, Moscow Ave., 61001, Kharkiv, Ukraine
[e]Sumy National Agrarian University, 160, Herasyma Kondratieva Str., 40000, Sumy, Ukraine
[f]Interregional Academy of Personnel Management, 2, Frometivska Str., 03039, Kyiv, Ukraine
email: [a]agbaa311@gmail.com, [b]L_akimova@ukr.net, [c]kvelinn69@ukr.net, [d]vadim.kafedraduu@gmail.com, [e]yurkottt@ukr.net, [f]1970aaa@ukr.net

Abstract: The goals and relevance of the research topic is determined, firstly, by the need to solve scientific problems to improve the quality of management in the public sector based on the development of theory, methodology and quality assurance methods, and secondly, by the need for practical testing of the theoretical and methodological base and guidelines for the development of the public sector management in order to maintain a balance between the achievement of economic and social results to achieve sustainable socio-economic development of the country. The article shows the features and drawbacks of budgetary management in Ukraine and, based on the analysis of the models (paradigms) of public administration in the budgetary sphere existing in the world practice today, the transition to the New Public Financial Management (NPFM) model is proposed.

Keywords: Budget sphere, Economic space, Legal bases, Public administration features, Public sector management.

1 Introduction

The transformation of the economic space, which takes place along with the formation of the system of state power and governance, including the financial component of Ukraine's productive forces, is influenced by external factors, integration aspirations, globalization trends in almost all spatial coordinates. Execution of financial and economic tasks requires from public servants a balanced and professional approach, which can be implemented only through the appropriate justification of financial decisions.

Despite attempts to theoretically comprehend public budget management, as well as some practical developments and recommendations proposed by Ukrainian scholars, at the present stage of development of economic relations in Ukraine, the issue of public budget management is quite acute. The solution of this issue will allow Ukraine to take a confident step forward in economic growth and improving the living standards of the population. However, it should be noted that with the withdrawal of Ukraine from the USSR, no qualitative changes in public administration of budget funds have taken place.

During the years of independence and gaining the status of a country with a market economy, public administration bodies have paid insufficient attention to this issue. This affects the quality and effectiveness of public administration of budget funds during financial and economic crises [1, 5, 7-9]. Due to this, there are problems associated with the mobilization of funds to the budget to perform its functions, as well as the loss of some sources of budget funds and attempts of finding others that would correspond to the new system of management. It is obvious that the problems of public budget management in Ukraine, its features and legal framework require additional study, which provides analysis of practices of other countries in this area, for better understanding of the possibilities of changing the situation for Ukraine.

2 Literature Review

The problem of finding optimal and effective methods and instruments of budgetary regulation is relevant not only for Ukraine, but also for almost all states. At the same time, world experience does not provide universal solutions the state structure, the distribution of tax and budgetary powers, the resource provision of all levels of government, the methods of interbudgetary interaction in each country are individual [10, 13, 18, 38, 45]. At the same time, a number of individual problems covered by the chosen research topic do not have sufficient scientific elaboration in world and domestic practice, which requires to determine the areas that need to be taken into account in the formation of effective and efficient budget management system.

Theoretical and methodological aspects of public finance management, coverage of the problems of the budgetary structure of the modern state are presented in the works of prominent foreign and domestic economists Atkins, Abalkin, Bak, Bradford, Bystryakov, Drobozina, Malta, Polyak, Romanovsky, Stiglitz, and others. The works of Goreglyad, Davydova, and Doronina are devoted to the problems of formation, distribution and control of the use of budgetary funds, a general description of the mechanism of budgetary management.

Among Ukrainian scientists, as a rule, most research is based on negative phenomena that arise as a result of imperfect management. Yaniv and Zinchenko emphasize that the consequence of inefficient management of funds in the state budget is its deficit. Among the most important reasons for budget imbalances in Ukraine, scientists single out the following: imperfection and inefficiency of current tax legislation; a significant amount of shadow economic activity; significant military costs; high unemployment; attracting and using loans to cover it; growth of public debt with the risk of default; large decline in production, inflation; slowing down the development of the financial system [57].

Prykhodko and Rudenko speak about the problems of state funds management in general. These include inefficient management of funds due to shortcomings in planning, lack of sound income forecasting and planning, unreasonable management decisions, inefficient use of funds from the special fund of the state budget, inefficient use of funds through their long-term retention on the registration accounts of budget managers and current accounts of subordinate organizations, and budget losses due to unreasonable management decisions, etc. [48].

Every scientist mainly pays attention to the field that arouses his greatest scientific interest. The considered points of view only partially concern the researched subject, that is, do not completely reveal all aspect of problems. Most scholars have focused on the problems of public administration in general [3, 14, 17, 22, 23]. Despite the depth of analysis of these problems, public budget management needs further theoretical justification and identification of problems that arise. In order to increase the efficiency of budget expenditures, the state in recent years has been striving to use additional measures related to the introduction of targeted investment programs aimed at achieving final results. However, not all targeted programs are being implemented with the desired effect; individual programs remain unfulfilled.

In addition, the science of financial law faces the problem of comprehensive understanding of new factors affecting the state of legal support of budget expenditures, including, first of all, the solution of the issue of increasing the efficiency of the use of budgetary funds, preventing cases of theft of budgetary resourcesby various means [2, 4, 6]. The development of budgetary legislation did not provide a systemic financial and legal regulation of budget expenditures, there is no logical connection between regulatory legal acts in the designated area, there are gaps in establishing responsibility for the final results of spending budget funds [24-27, 31]. The development of budget legislation in the sphere of budget expenditures during the years of Ukraine's independence did not finally resolve the existing legal problems, did not rule out the presence of gaps and contradictions, did not provide systemic legal regulation.

Meanwhile, if we consider the features of the budget, it is obvious that the budget is the main instrument for implementing the financial policy of the state, a material base and an indicator for setting goals, forecasting, planning and programming the socio-economic development of the country, regions and municipalities, sectors of the economy and spheres of state and municipal government, national security [29, 30, 32-37, 39].

Budgetary expenditures represent the process of repayment of budgetary obligations, including the adoption of budgetary obligations, confirmation of monetary obligations, authorization of payment of monetary obligations, confirmation of fulfillment of monetary obligations [11, 20]. It is necessary to distinguish between budget expenditures as a legal possibility of financing the corresponding socio-economic or military and other political programs, and budget expenditures in broader extent as a procedure for their implementation on the basis of legal norms governing the expenditure relationship between the budget recipient and the special authorized bodies [12, 14].

The principles of budget expenditures correspond to the direction of expenditures, functions and tasks of the state at a particular stage of the development of society. Thus, the principle of the organized provision of the mechanism for the implementation of budget expenditures involves the formation of separate institutions in the general system of budget expenditures [43, 44, 46, 47, 50]. The principle of efficiency, along with the generally accepted understanding of the quality of budget expenditures, reflects their usefulness. The principle of ‘delineation’ of responsibility determines the responsibility of authorized entities for management decisions at each stage of budget expenditures.

Budget expenditures as an object of financial and legal regulation are part of the general legal mechanism that ensures budget expenditures, including the process of establishing or adopting regulations. Within the framework of financial and legal regulation of budget expenditures, the norms of financial law solve the issues of determining the following:

1) the procedure for the movement of funds from the budget to their recipients,
2) the target direction of budget expenditures,
3) establishing the powers of responsible state bodies and other entities implementing the mechanism for implementing budget expenditures.

From the above, one can conclude that the lack of systematic sources of financial and legal regulation in the sphere of budget expenditures can be attributed to the shortcomings of financial and legal regulation of budget expenditures [51-53, 56]. Lack of systematicity presupposes the absence of a logical connection between normative legal acts, the presence of gaps in terms of responsibility for the final results of budget expenditures. Thus, unsystematicity is characteristic of public administration in the budgetary sphere in Ukraine, both in legal and socio-economic aspects.

In the scientific literature, attention is drawn to the need to consolidate common approaches in defining clear and understandable criteria for assessing the effectiveness of spending budget funds. However, the difficulty of developing such criteria is also noted, due to the versatility of the directions of spending budget funds [41]. For example, it is rather difficult to assess the efficiency of spending budgetary funds, in the social direction and in the military direction, according to unified criteria, since they have different results of the final activity, with which the legislator associates the efficiency of spending budgetary funds, various goals of activity, various tasks and functions, to fulfill which financial support from the budget are allocated, various reasons for the emergence of budgetary obligations (direct or indirect), etc. There are many approaches to assessing effectiveness, the list of which is not complete [39, 59].

In turn, imperfect public administration of budget funds causes inflation, rising public debt and expenditures for its maintenance, budget deficit, corruption in the budget sphere. Today, the struggle against the general rise in prices and its negative socio-economic consequences is still relevant for the national economy, and, therefore, one can safely say that the modern market economy is inflationary in nature [42]. Forecast calculations based on the trend line until 2022 also confirmed the gradual rise in inflation in Ukraine [57].

It should also be noted that openness (transparency) of the budget and the budget process is a necessary or even key condition for the functioning of a democratic society. Budget transparency allows the public, and especially its socially active part, which represents the interests of different segments of the population, to have an idea of the complexity and alternatives of budget decisions and to influence the authorities, actively defending their civil rights [54]. However, there are cases of complete absence of any visualization of financial data. Therefore, it sometimes seems that budget information is not available “de facto”, even if it is available “de jure”.

Speaking about the peculiarities of the budget process and budget management in developed countries, it should be noted that in modern conditions the models and approaches used to reform the budget process in different countries are aimed at achieving financial stability, budget stability, efficiency and responsibility for the use of budget funds. It is noted that the completeness and effectiveness of the implementation of the selected model of reforming the budget process depend on taking into account a number of factors, including the public finance management model, the mechanism of interaction between the participants in the budget process and their adaptability to the proposed changes, comprehensive and consistent implementation of planned activities. One should also take into account national, political, social, and other factors.

Despite the large number of developed international legal acts and methodological materials regarding the implementation of budget reforms and the aspects of effective management of public finances highlighted in them, the legal norms and methodological recommendations of international organizations in a number of cases use different approaches to assessing budgetary sustainability, transparency and efficiency of the budget process. The absence of uniform principles and techniques in world practice, regarding carrying out budget reforms, different levels of economic development of countries, political and other factors led to the use of different approaches to reforming the budget process.

Reforms of the budgetary process have been and continue to be carried out in various states as part of the implementation of the concept of Effective Public Financial Management (PFM). This concept is aimed at the most efficient use of budgetary funds, a high level of transparency and accountability in the field of public (municipal) finance and ensuring long-term economic development [4].

Characterizing the foreign experience of applying this concept in the framework of the budgetary process, we can distinguish four main models for the implementation of the concept of effective management of public (municipal) finances, in the course of which the budget process is being improved.

The first and most frequently studied model in economic literature New Public Financial Management (NPFM) was formed as a result of a rethinking of the theory of public administration and the transition from public administration to public management on market principles, i.e., results-based management [28]. This model has been applied in practice since the 1980s in a number of OECD countries (Great Britain, the

United States, New Zealand, Canada, France, Germany, Japan, etc.) and in some developing countries. In the course of its implementation, different approaches to managing the public sector are used, new methods and management tools are being introduced. Within the framework of the budgetary process, this model implements the right of participants in the budgetary process to manage state (municipal) finances, emphasizes their financial responsibility and the need to be accountable to society [54].

The "new public financial management" model provides for the implementation of the following five key elements [58]: 1) change in the financial reporting system (transition from the cash accounting method to the accrual method); 2) decentralization of budgets; 3) the use of market cost and price systems; 4) application of the evaluative approach to the activities of the government, state (municipal) structures, programs, budgetary institutions and state corporations; 5) performance assessment based on internal and external audits, including both direct economic efficiency and an assessment of the effectiveness (efficiency) from the standpoint of not only the quality of the provided state (municipal) services, but also the received social effects (impact on the level of well-being, safety, or provision with public goods). At the same time, the completeness, time period and effectiveness of the implementation of the elements of this model in different countries differ, which is due to the political, economic, and social characteristics of their development [58].

The second model, also often used in the implementation of the concept of effective public financial management, especially in the Anglo-Saxon countries, is the Public Expenditure Management Approach (PEM). It is used to increase the efficiency and transparency of budget expenditures for the implementation of the adopted state (municipal) programs. The following characteristic features of this model of public expenditure management can be distinguished in comparison with traditional budgeting [49]:

- The model focuses on results in the form of social effects and considers expenditures as means that are necessary to achieve the desired results. Thus, this model represents an approach to public sector budgeting focused on achieving the desired social effects. In particular, the model focuses on the following question: what results should be achieved through the budget and what procedures, rules, and processes do we need to put in place to achieve these results?
- The model emphasizes the importance of having appropriate processes and rules (for example, in terms of the behavior of subjects in the budget process, rules for the formation and use of budgetary funds), which lead to the desired results in the form of the expected effect from the implementation of a certain financial policy, implementation of a program of expenditures or provision of budget services. In this model, an appropriate budget is a budget that allow 'producing' results in the form of goods and services that improve the desired social effects (for example, the level of provision of the population with public goods). If the implementation of rules and procedures within the budgetary process leads to poor results (effects), then such rules and procedures are considered to be erroneous and should be reformed;
- Within the framework of this model, the activities of public authorities and sectoral departments are formulated in the form of goals (missions) and results. At the same time, it is declared that ministries and departments should have managerial flexibility and a certain financial independence. The latter is implemented in practice by granting the right to independently reallocate funds between various items of expenditure within the total amount of budget allocations (Australia, Finland, Sweden, South Africa) and transfer unused budget funds to the next year to achieve the planned results (Germany, Canada, Hungary, France, New Zealand).

Thus, in the transition from traditional budgeting to budgeting within the framework of the public expenditure management model, the emphasis shifts to institutions involved in the budget process, transparency and accountability of their activities, and linking budget expenditures with measurable intermediate and final results. The use of this model in practice requires a change in the financial and economic activities of budgetary institutions, the role of recipients of budgetary funds and control bodies. At the same time, the significance of the rules (legal framework) to which they obey, according to which they form and use resources, increases significantly.

Within the framework of the third model for implementing the concept of an effective public financial management system and reforming the budget process Getting the Basics Right the emphasis is made on understanding the foundations on which the reform is built and the sequence of reform, rather than on specific methods of its implementation [40]. In contrast to the public expenditure management model, the model for getting the basics right provides for the achievement of the effect of general budgetary discipline, without which it is impossible to implement effective resource allocation (allocation efficiency) and operational efficiency. This model describes the mechanisms and elements that should initially be in the budget process and without which it is impossible to move to more complex "basic rights" for reforming public administration, budgeting process, and implementing the concept of effective public finance management [55]. In practice, this model has been actively supported by the World Bank and used in countries with economies in transition and in developing countries. "Basic Rights" have been fully adopted in countries such as Bulgaria and Guatemala. However, the use of the "Getting basic rights" model shows that the main problem in its implementation is the lack of uniform approaches to determining the content of basic rights among public officials in countries with economies in transition and developing countries (borrowing countries) and the World Bank, which applies this model to them. In practice, this leads to the implementation of advanced solutions in the budgetary process of such states, which often turn out to be ineffective and inappropriate in the existing economic and political conditions [19].

The fourth model of reforming the public finance management system and improving the budgetary process is based on the use of the Platform Approach method. This method is considered more holistic in comparison with the method of getting basic rights, since it is focused on the implementation of a set of measures aimed at increasing the level ("platforms") of competence. Each platform is aimed at the expected result from the implementation of the planned activities. Once the platforms have been identified, a number of iterative steps are proposed to develop an action plan for each specific platform, including the initial activities required for subsequent platforms. Thus, the platforms reflect the main stages of the reform and the main activities in terms of changing the budgetary process in accordance with its main objectives [15].

The platform-based budget reform method has found practical application in a number of developing countries and countries with economies in transition, including Cambodia, Uganda, Kenya, Kyrgyzstan, India, and the Russian Federation. In Russian practice, on the first platform, along with the basic system, such concepts as "delegation of financial authority to recipients of budget funds" and "performance-based budgeting" were introduced [21].

Despite the existence of various models for the implementation of the concept of effective public finance management and various approaches to reforming the budgetary process developed within these models, all of them are implemented in each country taking into account the specifics of its economic development, state structure, political, social, national and other factors and affect all participants in the budget process.

3 Materials and Methods

The methodological basis of the research is general scientific methods (analysis, synthesis, classification, generalization and analogy) and methods of scientific cognition (formal logical, historical legal, formal legal, comparative legal). The work also used methods of analysis and synthesis, logical and comparative analysis, which made it possible to identify interdependencies and evaluate the effectiveness of the constituent elements of public finance management.

New public management as a concept and model of public administration is given special attention. Taking into account specific social and economic conditions in Ukraine, it should be noted that, in many ways, the concept of a new public management and the corresponding reforms were stimulated by criticism of the costly nature of welfare state policies and a sharp drop in public confidence in public administration. The way out of the crisis of public administration was seen by many on the ways of rethinking the theory of public administration on the basis of the premises of management as business management in a market economy.

4 Results and Discussion

In our opinion, the difficulties of implementing a performance-based budget are due to the presence of two problematic issues, which consist in the following:

1) In the contradiction of goal-setting of private (decentralized) and public finance [21, 39]. So, the main goal of the private sector is to ‘make a profit’, i.e., the maximum possible increase in the exchange value of capital through reproduction and/or speculation. In other words, it is obtaining individual utility that does not depend on the result of other subjects. While the target function for the state is to achieve maximum systemic public utility from consumed public goods with minimum losses for each individual;
2) The impossibility of strengthening the use of local economic initiative within the existing system of interbudgetary relations.

The smooth transfer of powers to the level of local self-government was justified by the ability of this level of government to more effectively solve local problems due to its proximity to the population. However, simultaneously with the process of delegating authority to the localities, the centralization of financial resources is also taking place. Both tendencies are antagonistic in relation to each other. Therefore, in addition to the introduction of tools aimed at achieving and assessing the effectiveness and efficiency of expenditures of individual programs and departments, it is necessary to introduce a tool that would make it possible to determine the achievement of a system-wide effect. That is, there is the need to take into account the results not only of a specific entity providing services, but also of the whole society. Thus, efficiency should be defined as saving resources from the standpoint of a single whole.

Obviously, in the formation of budget revenues, including regional ones, it is necessary to systematically account for factors and, above all, organizational and legal (external) factors that determine regional characteristics. At the same time, the main integral indicators of the financial condition of the budget are financial activity and financial stability. The activity of the subject expresses the ability of the authorities to meet their obligations in full accordance with their volumes and terms. In the current conditions, the task of ensuring financial stability for regional authorities, first of all, consists in the reasonable calculation of tax revenues of the budget in the planning period in accordance with tax and budget legislation, the formation of an expenditure budget on the basis of rational and efficient use of budgetary resources in accordance with the strategy of social and economic development of regions and the creation of a system of effective control over the movement of budget flows in the process of budget execution.

Qualitatively new level of budget management can be achieved only when all stages of the methodology for building a management system and information support are completed, namely, formulating goals and criteria for their assessment, improving the budget planning system, organizing monitoring, developing a “feedback” database structure and formation of an adaptive system for making managerial decisions. The main tool for improving the management system is the creation of a balanced system of estimated management quality parameters. By identifying the most important objectives, this tool provides a framework for a “strategic” management system that organizes resources, information and management processes and allows monitoring of strategic initiatives being undertaken.

At the same time, the analysis of the main parameters of the regional budget and the identification of key business processes of the budget management system of the subject will allow determining the development trends of the financial body, develop a system of significant budget indicators and algorithms for their calculation and outline the prospects for further improvement of management procedures.

In Ukraine, the basis of interbudgetary relations is largely determined by the principles of real business practices in the context of central planning. Local budgets continue to be actually formed by the state: it sets the percentage of deductions from basic taxes, strictly regulates not only the volume of expenditures, but also the directions of spending budget funds. Local budgets are rather estimates of revenues and expenditures than the financial basis for the activities of local governments. The established practice is reflected in theoretical publications (especially of an educational nature). For example, sometimes fiscal (only distributive and control) functions of local finance are not indicated at all, which contributes to the further entrenchment of vicious practices.

Local self-government bodies should have a sufficient degree of autonomy within their territories and powers, which is possible, first of all, in the model of the new financial state management. On the one hand, NPM is a set of management innovations, and each of them can be evaluated for their impact. A consequence of the transition of governments to NPM is the need to use budgeting, accounting and financial reporting systems that reveal new approaches to management, and the pillars of this paradigm are (like in the corporate approach) mission, vision, strategy, continuous development, sustainability, innovation, flexibility and consistency.

5 Conclusion

The analysis carried out in the course of the study showed that the management in the budgetary sphere in Ukraine is characterized by unsystematicity and lack of proper development corresponding to the evolution of the paradigm of the country's socio-economic development. At the same time, consideration of the models of budget management existing in the world allows concluding about the optimality of the model of new public financial management for Ukraine, in order to modify existing budget policies, strategies and processes in the direction of ensuring sustainability based on ‘corporate’ thinking.

The results obtained and the proposed methodological approaches can be used by state and municipal authorities in the formation and implementation of results-oriented financial, budgetary, tax and investment policies. In particular, this concerns specific mechanisms for assessing the state of public finances, the effectiveness of budget management, reserves for increasing tax revenues and, in general, areas for strengthening the tax system, the proposed models for planning budget expenditures and increasing the effectiveness of budget control, the developed decision-making algorithms within the framework of budget management, state tax planning, managing revenues from state assets, building an effective system for managing the state's financial reserves. The implementation of the proposed directions and mechanisms of managerial management of public finances in practice will increase the financial stability of

Ukraine in the world arena, and the experience gained can be used by other developing countries, in particular, in the post-Soviet space and developing regions of Asia and Africa.

Literature:

1. Abhishek, Sh., Nagendra, K.M., Yashvir, S., Nishant, K.S., Sandeep, K.G. (2020). Effect of design parameters on performance and emissions of DI diesel engine running on biodiesel-diesel blends: *Taguchi and utility theory,* 281. Dated on December, 1, 2020. DOI: 10.1016/J.FUEL.2020.118765.
2. Adikara, H. (2014). New Public Financial Management and Its Legitimacy. *Asia Pacific Management and Business Application,* 3(1), 67-73.
3. Akimova, N. & Akimova, Al. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics,* 24(1), 27-46. DOI: https://doi.org/10.31470/2309-1797-2018-24-1-27-46.
4. Allen, R., Schiavo-Campo, S., & Garritty, T.C. (2003). *Assessing and Reforming Public Financial Management: A New Approach*. World Bank Publications.
5. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations,* 2, 206-220. DOI: 10.21272/MMI.2020.2-15.
6. Barzelay, M. (2001). *The New Public Management: Improving Research and Policy Dialogue*. University of California Press.
7. Bilan, S., Mishchuk, H., Bilan, Y., & Mishchuk, V. (2019). Empirical Study of Migration Caused by Well-being in Living and Working Environment. Paper presented at the Proceedings of the 34th International Business Information Management Association Conference, IBIMA 2020: Vision 2025. *Education Excellence and Management of Innovations through Sustainable Economic Competitive Advantage,* 11159-11169.
8. Bilan, S., Mishchuk, H., Samoliuk, N., & Ostasz, G. (2019). Effectiveness of Social Dialogue in the System of Sustainable Economic Development Factors. Paper presented at the Proceedings of the 34th International Business Information Management Association Conference, IBIMA 2020: Vision 2025. *Education Excellence and Management of Innovations through Sustainable Economic Competitive Advantage,* 13303-13313.
9. Bilan, Y., Mishchuk, H., Samoliuk, N., & Mishchuk, V. (2020). Gender discrimination and its links with compensations and benefits practices in enterprises. *Entrepreneurial Business and Economics Review*, 8(3), 189-204. DOI: https://doi.org/10.15678/EBER.2020.080311.
10. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of Covid-19 and its impact on the financial and economic situation of the state. *Financial and Credit Activity-Problems of Theory and Practice,* 1(36), 233-242. https://doi.org/10.18371/fcaptp.v1i36.227770.
11. Chignell, P. (2017). *Implementing Public Financial Management Reform*. Applied Knowledge Services.
12. Clark,J. B. (2017). *Essentials of Economic Theory: As Applied to Modern Problems of Industry and Public Policy (Classic Reprint).* Forgotten Books.
13. Dubovik, K.E., Hornyk, V.G., Shpachuk, V.V., & Kravchenko, S.O. (2019) Organizational and Legal Mechanism of State Financial Control in Ukraine. Financial and Credit Activity: Problems of Theory and Practice. Financial and credit activity: problems of theory and practice, 3(30), 345-350. DOI: https://doi.org/10.18371/fcaptp.v3i30.179711
14. Dumitrescu, A. & Dogaru, T. (2011). Budgeting mechanisms in public administration – meeting today's and tomorrow's development challenges. *Theoretical and Applied Economics, 21*(1), 131-140.
15. Frank, H.A. (2006). *Public Financial Management*. Routledge.
16. Hreben S., Mihus I., Parashchenko L., Laptiev S., & Alkema V. (2019). The mechanism of financial control over the allocation of budgetary funds depending on the results of scientific activity of a higher education institution. *Financial and credit activity: problems of theory and practice*, 4(31), 446-476. DOI: https://doi.org/10.18371/fcaptp.v4i31.190998.
17. Isaieva, N., Akimova, Al., & Akimova, A. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*, 28(2), 56-81. DOI: 10.31470/2309-1797-2020-28-2-56-81.
18. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research,*11(1), 56-62.
19. Kelly, J. & Rivenbark, W. (2010). *Performance Budgeting for State and Local Government.* Routledge.
20. Kioko, S., Marlowe, J., Matkin, D., & Moody, M. (2011). Why Public Financial Management Matters. *Journal of Public Administration Research and Theory,* 21, Supp. 1, 113-124.
21. Klimovsky, D. (2013). Local Public Reforms in Central and Eastern Europe: Agendas for the Future? In Iancu, D.C. (Eds.). *Local Reforms in Transition Democracies, Institutul European*, Iași, 15-17.
22. Korystin, O., Mihus, I., Svyrydiuk, N., Likhovitskyy, Y., & Mitina, O. (2020). Money laundering: macroeconomic assessment methods and current trend in Ukraine. *Financial and credit activity: problems of theory and practice,* 1(32), 341-350. DOI: http://dx.doi.org/10.18371/fcaptp.v1i32.200865.
23. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. DOI: 10.14254/2071-789X.2020/13-3/3.
24. Kryshtanovych, M., Dzanyy, R., Topalova, E., Tokhtarova, I., & Pirozhenko, N. (2020). Challengers to Conceptual Understanding of Sustainable Development Regarding Decentralization of Power and Responsibility in the Conditions of the Postmodern Society. *Postmodern Openings,* 11(3), 257-268. DOI: https://doi.org/10.18662/po/11.3/212.
25. Kryshtanovych, M., Gavrysh, I., Kholtobina, O., Melnychuk, I., & Salnikova, N. (2020) Prospects, Problems and Ways to Improve Distance Learning of Students of Higher Educational Institutions. *Revista Romaneasca pentru Educatie Multidimensionala*. Vol. 12. No.2, 348-364 DOI: https://doi.org/10.18662/rrem/12.2/282.
26. Kryshtanovych, M., Kryshtanovych, S., Stechkevych, O., Ivanytska, O., & Huzii, I. (2020). Prospects for the Development of Inclusive Education using Scientific and Mentoring Methodsunder the Conditions of Post-Pandemic Society. *Postmodern Openings*, Vol.11. No.2, 73-88. DOI: https://doi.org/10.18662/po/11.2/160.
27. Kryshtanovych, M., Petrovskyi, P., Khomyshyn, I., Bezena, I., & Serdechna, I. (2020) Peculiarities of Implementing Governance in the System of Social Security. *Business, Management and Education.* Vol. 18. No.1. 142-156. DOI: https://doi.org/10.3846/bme.2020.12177.
28. Lee, R., Johnson, R., & Joyce, P. (2020). *Public Budgeting Systems*. Jones & Bartlett Learning.
29. Levytska, S., Krynychnay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development. *Financial and credit activity: problems of theory and practice,* 25(2), 122–127. DOI: 10.18371/FCAPTP.V2I25.136476.
30. Levytska, S.O., Akimova, L.M., 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/FCAPTP.V2I33.206967.
31. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations,* 4, 336-352. DOI: 10.21272/MMI.2019.4-26.
32. Liudmyla, Akimova., Oleksandr, Akimov., & Olha, Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), Part 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
33. Liudmyla, Akimova., Oleksandr, Akimov., Iryna, Mihus., Yana, Koval., & Vasiliy, Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state.

Financial and Credit Activity-Problems of Theory and Practice, 4(35), 180-190. DOI: https://doi.org/10.18371/fcaptp.v4i35.221969.
34. Liudmyla, Akimova., Olga, Osadcha., Vitalii, Bashtannyk., Natalia, Kondratska., & Catherine, Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice,* 32(1), 434–443. DOI: 10.18371/FCAPTP.V1I32.200606.
35. Liudmyla, Akimova., Olha, Osadcha., & Oleksandr, Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice,* 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
36. Liudmyla, Akimova., Svitlana, Levytska., Constantine, Pavlov., Volodymyr, Kupchak., & Marta, Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice,* 30(3), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
37. Liudmyla, Akimova., Victoria, Reinska., Oleksandr, Akimov., & Marta, Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice,* 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
38. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA).* ISBN: 978-0-9998551- 5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
39. Marume, S. & Ndudzo, D. (2016). Public Financial Administration. *International Journal of Business and Management Invention,* 5(6), 95-107.
40. Marume, S. (2015). *Normative factors in public administration*. LAP Lambert Academic Publishing. University Press of America.
41. Matei, A. & Dinu, T. (2009). Improvement of Government Financing through Non-Conventional Methods: Reducing the Administrative Costs in the Public Sector. *MPRA, 18905.*
42. Menifield, C.E. (2013). *The Basics of Public Budgeting and Financial Management: A Handbook for Academics and Practitioners*. University Press of America.
43. Mihus, I., Andrienko, V., Molodets'kyy, S., & Blikhar, M. (2018). The process of forecasting bankruptcy and raiding as a tool of public monitoring financial security state of Ukraine. *Financial and credit activity: problems of theory and practice*, 1(24), 267-274. DOI: https://doi.org/10.18371/fcaptp.v1i24.128545.
44. Mihus, I.P., Haman, P.I., Andriyenko, M.V., & Koval, Y.S. (2019). The state of economic security of Ukrainian banking institutions and the effect of economic reforms on formation of anti-crisis measures. *Financial and credit activity: problems of theory and practice*, 2(29), 32-43. DOI: https://doi.org/10.18371/fcaptp.v2i29.171997.
45. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology,* 13(2), 289-303. DOI:10.14254/2071-789X.2020/13-2/19.
46. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduiev, M., Romaniuk N., & Akimov, O. (2021) Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), 33-37.
47. Osadcha, O., Akimova, Al., Hbur, Z., & Krylova, I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice,* 27(4), 193–200. DOI: 10.18371/FCAPTP.V4I27.154194.
48. Prikhodko, N.V. & Rudenko, R.V. (2011). Actual problems of financial management of budgetary institutions. *Economics and business management,* 6, 108-113.
49. Rubin, I. (2016). *The Politics of Public Budgeting; Getting and Spending, Borrowing and Balancing*. CQ Press.
50. Shamne, A., Dotsevych, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. DOI: 10.31470/2309-1797-2019-25-1-384-408.
51. Shemayeva, L., Mihus, I., Shemayev, V., Shemayev, V., & Melnyk, L. (2020). Application of the model of cross-optimization of financial and material flows in the mechanism of provision of financial security. *Financial and credit activity: problems of theory and practice*, 2(33), 400-410. DOI: http://dx.doi.org/10.18371/fcaptp.v2i33.207078.
52. Shytyk, L. & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics,* 27(2), 361-384. DOI: https://doi.org/10.31470/2309-1797-2020-27-2-361-384.
53. Skliarenko, O., Akimova, Al., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics,* 26(2), 321-340. DOI: 10.31470/2309-1797-2019-26-2-321-340.
54. Vraniali, E. (2010). *Rethinking Public Financial Management and Budgeting in Greece: time to reboot*? Paper No 37, The London School of Economics and Political Science.
55. Wang, X. (2014). *Financial Management in the Public Sector: Tools, Applications and Cases.* Routledge.
56. Yakymchuк, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), 2, 70-75. DOI: 10.25140/2410-9576-2017-2-1(9)-70-75.
57. Yaniv, L.M. & Zinchenko, O.A. (2016). Problems of the state budget deficit of Ukraine and ways to solve them. *Innovation management,* 24(6), 144-153.
58. Yapa, P. & Ukwatte, S. (2015). The New Public Financial Management (NPFM) and accrual accounting in Sri Lanka. *Research in Accounting in Emerging Economies* 15, 7-50.
59. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice,* 2(33), 452-462. DOI: https://doi.org/10.18371/fcaptp.v2i33.207230.

Primary Paper Section: A

Secondary Paper Section: AE, AH

RECENT TRENDS IN TRANSLATORS TRAINING IN UKRAINE AND EUROPE

[a]IVAN BAKHOV, [b]ALLA SYNIAVSKA, [c]OLGA SHELIUKH, [d]NATALIIA ISHCHUK, [e]LILIIA TEREKHOVA, [f]OKSANA BASHTANNYK

[a]Interregional Academy of Personnel Management, 2, Frometivska Str., 01039, Kyiv, Ukraine
[b]Lviv Polytechnic National University, 19, Pid Holoskom Str., 79000, Lviv, Ukraine
[c]Hetman Petro Sahaidachnyi National Army Academy, 32, Heroiv Maidanu Str.,79026, Lviv, Ukraine
[d]Vasyl' Stus Donetsk National University, 21, 600-Richchia Str., 21000, Vinnytsia, Ukraine
[e]Odesa I. Mechnikov National University, 2, Dvoryanska Str., 65082, Odesa, Ukraine
[f]Oles Honchar Dnipro National University, 72, Gagarin Ave., 49000, Dnipro, Ukraine
email: [a]i.bakhovv59@gmail.com, [b]asynyavvska@yahoo.com, [c]dolynyuuk25@gmail.com, [d]natadestiiny@gmail.com, [e]liliia.terekhoova@gmail.com, [f]Polit.dneepr2011@gmail.com

Abstract: The article aims to study goal-oriented, process-oriented, and competence-based approaches that aim to meet the above requirement and currently dominate the process of professional training of future translators both in Ukraine and Europe. In the past two decades, the process of professional training of future translators has undergone significant changes to fill the gap between academic knowledge in the field of translation activities and direct professional translation activities around the world. The first place among the requirements of modern society for future translators' professional training is the formation of the ability to apply the acquired knowledge, skills, and abilities in real translation situations. The research methodology was formed by the dialectical theory of knowledge; general dialectical principles of the interpretation of integrity as a unity of diversity. In the course of the research, a theoretical method was used, namely, a scientific analysis of special literature, the study, and the generalization of pedagogical experience.

Keywords: Competency-based approach, European experience, Goal-oriented approach, Process-oriented approach, Trends in translators training, Ukrainian experience.

1 Introduction

Translation studies are developing and enriched with new ideas only due to their orientation towards translation practice [18]. As a scientific discipline, translation studies initially developed in connection with the need to understand the essence of translation as a practical activity. The essence of the translator's tasks and ways of solving them are the main approaches to the implementation of translation [27]. However, the relationship between translation theory and translation practice appears to be more complex. There are relations of interaction and mutual influence between them. Translation studies, being in a certain sense the result of generalization of translation practices, at least their analysis, should, by definition. Influence the state of translation practice, set certain guidelines in the constantly changing translation process, that is, orientate in the process of finding optimal translation solutions in conditions of constant change conditions for the implementation of translation activities [30, 31]. That is why, as one of the tasks of translation studies, the development of general principles for the training of translators that meet certain requirements imposed on them in the translation services market in Ukraine and Europe is considered.

Principles of this kind, implemented in the educational process, determine the quality of the final product – a professional translator and, ultimately, the general level of quality of the translations carried out [68]. In the last two to three decades, the conditions for the implementation of translation activities have changed significantly. Translators are now working in a computerized world covered by the Internet, using a variety of platforms and environments, translation memory systems. The use of machine translation systems is also becoming an increasingly expressed reality [57]. Moreover, types of translation that were previously on the periphery of the translation profession or did not exist at all (audiovisual translation, social translation, translation-editing, transcription, audio description) are gaining popularity. These types of translation activities are often presented as something fundamentally different from the so-called "translation proper"; they are opposed to it.

2 Literature Review

Depending on the specific field, the term "translation" is crowded out or replaced by other terms [39]. They reflect various professional realities and practices, as well as specific areas of research. The emergence of certain types of translation activity, if not to the fore, then at least to the general visibility zone, pushes researchers and translators-practitioners to comprehend the fundamentals, including theoretical ones, and the characteristics of these types of activity. The result of such comprehension is not only new terms or labels but also some conclusions, which, it would seem, should enrich the science of translation with new observations and new ideas. However, there is a fear that these ideas, by their nature, undoubtedly new, in fact, do not at all contribute to clarifying the essence of translation activity, but, on the contrary, obscure the meaning of the concept of "translation". At the same time, the statements often made indicate the vulgarization of the idea of translation, about the assimilation of an amateurish approach to its definition, referring us to the initial period in the history of translation studies, instead of charting a new (one would like to say "bright") path in the development of the science of translation.

There are two translation paradigms that are currently developing. The first is "the most traditional concept of translation that has existed for centuries and manifested itself in the paradigm of equivalence." [51] According to the researcher, this paradigm has become more recipient or audience-oriented. It is difficult to disagree with the last statement [54]. Suffice it to recall the following statement of one of the founders of the linguistic theory of translation in our country and the author of the theory of levels of equivalence: "A translator must clearly understand why and for whom he is translating, what task the text he creates, how and by whom this text will be used. In this regard, at the advanced stages of training, assignments for future translators to translate educational texts should be accompanied by an indication of the purpose of the translation, the nature of the intended readers, the organ in which it should be accepted for publication, etc. On the basis of such data, the translator can decide whether he will do the translation or some other type of language mediation" [55]. It can only be noted with great regret that this was not noticed by the adherents of linguistic translation studies or deliberately ignored.

The linguistic approach to translation suffers from contradictions and some uncertainty of its attitudes, although one cannot fail to note this paradigm's greater orientation towards the recipient [1, 12, 20, 25]. The second translation paradigm reflects the various platforms and environments that are used in translation today. In this sense, there is a transition from paper format to digital and to the Internet format (where the translated text becomes multimodal). This rapidly changing context is the reason for the growing number of terms used to refer to what was once thought to be translation.

Gambier, one of the reasons for the emergence of new terms to denote supposedly "new" types of translation activity, refers to the use of modern media in which translation is carried out. There is no doubt that the translator's activity conditions - in a purely technical sense - have changed significantly. But is this enough to indicate a new approach, a new paradigm in translation studies? According to European researchers [7, 9, 13, 23, 64], new translation technologies are not just additional tools but systems that change the very nature of the translator's cognitive activity, social relations, and professional status.

Ukrainian researchers believe that the opposition of the equivalence paradigm (the linguistic approach to translation in our terminology) to the paradigm due to the use of new media seems artificial and illogical [5, 30, 65]. If the equivalence paradigm is a certain attitude towards translation, an idea of its nature, and the essence of the tasks solved by the translator, then the second "paradigm" contains an indication only of a set of tools used by the translator to increase the speed and efficiency of the translation process and the specifics of their use. After all, a translator can apply the same translation approach, using and not using translation memory systems or machine translation. This was observed before, before the advent of new information and communication technologies. Conversely, using the same tools, different translators can take different approaches.

In the 16th century, Martin Luther and his opponents defended completely different approaches to the translation of the Holy Scriptures, while both wrote with quills on parchment or on paper. In the 19th century, all translators used the same tools, but how different were the approaches to translation. If we talk about the ratio of approaches to implementing a transfer and the means of transferring, then absolutely nothing has changed. Suppose the paradigm of equivalence is opposed to another paradigm. In that case, functional translation studies should become such a paradigm (this is exactly the opposite in the history of the development of foreign translation studies [3, 24, 26]. In our works, we operate with the term "communicative-functional approach." This term is used to denote the approach to translation, in which translation is considered as a type of translator's activity, providing the implementation of another - subject (production, cognitive, recreational, etc.) – activities of recipients ("consumers") of the transfer and initiators of the transfer.

According to this approach, translation as an activity is included in a certain communicative situation's structure. Translation implies taking into account the peculiarities of a given situation, the purpose of translation, the needs and expectations of subjects of substantive activity, as well as purely linguistic factors that affect the course and result of the translation process, from the peculiarities of the ratio of two languages to the type of text and its communicative task.

3 Materials and Methods

The first approach in the professional training of future translators is focused on the goal of translation; that is, the translation process itself is built to achieve a specific final goal. The second, process-oriented approach, focuses on the translation process itself and aims to identify both methodological problems in the translation process and ways to overcome them [28, 29, 37, 38]. The last, competence-based approach, focuses on the skills and competencies of future translators and includes the advantages in the previous two approaches in the process of professional training. Let's consider these approaches in more detail.

The goal-oriented approach is based on the model of renowned translator Christian Nord, known as text-in-translation analysis. This model is based on using a group of special questions necessary to analyze the original (translated) text and the translation itself to identify the differences between the original text and the translated text. Also, by answering the proposed questions, future translators can determine which elements of the original text can be left and which need to be changed in order to achieve the greatest accuracy in translation [11, 50, 59]. Two groups of questions are used:

- Group 1: who is the sender of the text; who is the recipient; for what purpose the text is sent; whereby the text is sent, where, when, why the text is sent; what function does the text have;
- Group 2: what issue (problem) is being discussed; what is said on the issue; it is not said on the matter; in what order the presentation of the problem is constructed; what non-verbal means are used; what vocabulary is used; what types of offers are used; with what intonation; what effect should be achieved.

The first group of questions concerns extra-textual characteristics related to the communicative situation with the original and translated texts function is used. By answering these questions, the translator receives information about the author or sender of the text and about its recipient, the sender's intentions, the means or channel by which the text is transmitted (in writing or orally, as a file or as text printed on paper), the time and place of communication and the purpose of communication. The above questions determine what function the analyzed text has.

It should be noted that the Christian Nord model uses the concept of a communicative situation, or speech situation, as well as the concepts of the source text, translated text, producer, sender, recipient, method of communication, place of text production, perception, communication time as properties and relationships of this communicative situation.

The textual properties reflected in the second group of questions relate to the text itself and also include non-verbal means of conveying information. Suppose the extra-textual properties can be determined without reading the text, based on the data obtained from the very created communicative situation. In that case, the text properties can be determined only after reading [49, 53, 60-62]. Text properties are determined by finding out what issue or problem in the text is in question, what is the content of the text, what is the structure of the text, what non-verbal means are used, what are the lexical, syntactic, and intonational characteristics of the text, which is used to highlight a certain part of the text as basic information, and which remains secondary.

One of the indisputable advantages of this model in the process of training translators is that the proposed system of special questions is easy to remember and can be used to translate any text. Professional training of future translators is carried out so that the K. Nord model guides students step by step in the translation process when they have to think about making the necessary decisions and choosing the appropriate strategies.

However, the Christian Nord model's orientation to the purpose of translation implies that the translation process is an understanding of the purpose of the text. Therefore, it should be borne in mind that not so many students may have sufficient knowledge and skills in order to understand and determine the purpose of the translated text accurately or, in other words, correctly analyze the translated text.

In contrast to the considered approach, many Ukrainian specialists in the field of professional training of future translators are inclined to believe that the processes taking place in the minds of translators or future translators are more important in training than the final product of the translation [31, 51, 66].

The next process-oriented approach is based on the Think Aloud method, which is used both in psychology and in other sciences and is a tool for understanding the cognitive processes occurring in the minds of translators. The essence of the method lies in the fact that translators say everything they think about when working with the text in the process of translation. They make it possible to understand what translation strategies they use, why they choose specific strategies, at what stage of preparation are they using certain techniques becomes a skill, and at what point and why certain mental processes influence the creation of a successful or unsuccessful translation [2, 4]. Thus, the method of thinking aloud has a specific pedagogical purpose; namely, it warns future translators about potential translation problems.

The sequential model of the translation process is divided into two stages: understanding and rephrasing. In the process of understanding, future translators read a passage of the original text and mentally formulate a hypothesis of its main meaning, based on the knowledge of the language from which they are translating [40-47]. However, the available knowledge is not always enough to determine the text's essence, and the translator has to find additional information using his information retrieval skills. At this stage, defining the text's main meaning, future translators should examine it for compliance with the additional information presented in the text to identify contradictions. If such contradictions were found, the meaning of the text was determined incorrectly, and another hypothesis must be built.

At the paraphrasing stage, the translators verbalize the hypothesis of the main meaning of the text into the translated language using their knowledge of this language and extralinguistic knowledge [69-71]. Then you need to check the translated text for accuracy, that is, whether it matches the original text (no important information in the translated text was omitted, and there is also no information that was not originally in the original text). In addition, the translated text undergoes an editorial check, namely for the correct choice of lexical units, for compliance with the stylistic characteristics of the original text [72, 73]. Thus, checking each element of the translation, be it a sentence, paragraph, or page, helps prevent the omission of the important necessary information and inconsistencies in terms of functional styles, terminology, and meaning.

The process-oriented approach is especially appropriate at the initial stage of professional training of future translators since the training focuses not on the correct or incorrect choice of lexical units or linguistic structures in the translated text but on the very process of their choice [68]. As a result, the teacher criticizes the finished translation less (which is a motivational advantage), but at the same time, the quality of the translated texts becomes much higher due to the correctly chosen translation technique. However, the use of a process-oriented approach is not sufficient to achieve a high level of excellence in translation activities.

4 Results and Discussion

It should be noted that students in Ukraine and Europe cannot always apply theoretical and linguistic knowledge to solve translation problems. It is the abilities and competencies that are of greater importance in solving professional translation problems.

Based on the above, we will consider a competency-based approach in the professional training of future translators, the purpose of which is to form a professional with a system of universal and professional competencies.

European scientists, investigating the professional competence of translators, distinguish such components as linguistic, communicative, text-forming, technical, and mention the need for certain personal qualities [14, 15, 19, 48].

Foreign specialists studying the problem of professional training of future translators argue that the main component of translators' professional competence is translation competence, which should include linguistic competence, extralinguistic [6]; competence in the transmission of information, professional; strategic competence [68]. It is also proposed to take into account the complexity, heterogeneity, and the relative empirical nature of the knowledge and skills of a professional in the field of intercultural communication [5]. The specificity of the content of translation activity lies in the fact that it is not final, has no restrictions, and the degree of its effectiveness and completeness is in direct proportion to the creative potential of each particular individual, his giftedness.

Ukrainian authors define the concept of competence as a system of abilities, knowledge, skills, and behavior necessary to fulfill the professional tasks assigned to the translator in specific conditions [5, 57, 58]. The authors of the document propose the following groups of competencies:

1) Linguistic (includes knowledge of grammatical, lexical, and idiomatic structures of working languages, the ability to use these structures in translation);
2) Thematic (subject) (includes the ability to find information corresponding to the genre of the document, increasing the level of knowledge in various narrow areas (mastering the system of concepts, terms, methods of justification), developing curiosity, developing the ability to analyze and generalize);
3) Intercultural, which is divided into two blocks:

- Sociolinguistic (includes the ability to correctly choose and use language forms depending on the communication situation, the ability to determine the rules of speech behavior depending on the specifics of society, the ability to recognize and use communication registers in a specific situation (when working with written documents and in speech);
- Textual (the ability to understand and analyze the microstructure of the document, the ability to recognize the conceptual and subtext information of the document, its intertextual nature, the ability to describe and evaluate difficulties in understanding the text and find ways to overcome these difficulties, the ability to highlight the basic information in the document, knowledge of the rules for constructing documents of various genres and functional styles, the ability to paraphrase, change the structure, shorten, edit the document) [74];

4) Technological (includes the ability to efficiently and quickly use the entire range of available programs for preparing the translation text (proofreading, layout, text editing, using the memory of the used translation systems and terminological correspondence bases, software for speech recognition); skills in creating databases and their management; knowledge of mastering new translation tools, in particular, those related to the translation of multimedia and audiovisual materials; the ability to prepare and implement translation using various software tools; knowledge of the capabilities and limits of machine translation);
5) Information retrieval (includes knowledge of ways to establish information and genre correspondences; development of strategies for documentary and terminological research (including the involvement of experts); knowledge of methods for obtaining and processing information for specific purposes in combination with the interpretation of facts, terms, idioms; the ability to assess the reliability of information obtained from unofficial sources (from individuals, from the Internet) (critical mind); the ability to effectively use software and search engines (text corpora, electronic dictionaries, automatic translation systems); creation of our translation archives);
6) Providing translation services, which in turn is divided into two blocks:

- Abilities in the field of interpersonal relations (includes the translator's awareness of his social role, understanding of the need to meet the requirements of the labor market, the ability to look for work in accordance with the training profile, the ability to find an approach to the client, establish contacts with regular customers, the ability to negotiate with the client about working conditions, terms, rights and obligations, peculiarities of translation, access to information, the ability to clarify and change the conditions for performing work with clients and other stakeholders, the ability to plan and manage your time rationally, work performed, budget, professional development).
- Skills in the field of translation includes the ability to create and propose a translation that matches the goals and the translation situation; the ability to identify stages and choose a translation strategy; the ability to identify translation difficulties and find ways to overcome them; the ability to justify your choice of translation strategy, proficiency in professional metalanguage; the ability to correct and edit the completed translation, knowledge of translation quality standards and adherence to them.

All of the above components are interconnected and represent the basic requirements for future translators' professional training. The mastery of the competencies presented above underlies the competence-based approach in future translators' professional training.

Earlier discussions about the role of strategies in language learning have often been associated with European researchers' work on the characteristics that a learner must have to learn a foreign language better [16, 21, 22, 52, 63]. We identified the characteristics that students should have in order to obtain the maximum effect in learning a language:

1. They guess diligently and diligently without being uncomfortable with uncertainty.
2. They have a strong desire for communication or learning through communication and a desire to do many things to communicate their messages clearly.
3. There is little that can hinder them, and they are not afraid to make language mistakes and seem stupid if communication is effective.
4. They are willing to pay special attention to dialects, constantly looking for examples in the language.
5. They continually practice skills and seek opportunities to do so.
6. They monitor their own speech and that of others, constantly paying attention to how their speech is perceived and whether their presentation is up to the standards they have learned.
7. They pay attention to meaning, realizing that in order to understand a message, it is not enough to pay attention only to grammar or superficial linguistic form.

The relevance of strategy theory to foreign language teaching is that some strategies are very likely to be more effective than others [6, 8]. And as a result of understanding the differences between them, strategies for learning and teaching a foreign language can be improved. Methods and techniques implicitly or explicitly require the use of special learning strategies. However, most research focuses on strategies of self-management, which may be independent of those that fit a particular method [32-36]. According to their function, many studies identify four different types of strategies: cognitive, metacognitive, social, and emotive strategies.

Cognitive strategies refer to the processes that learners use to better understand or remember the studied material or incoming new information, for example, by establishing mental associations, understanding key phrases in the text, compiling a list of words, etc [10]. Metacognitive strategies - these are the ways in which learners control their language learning by planning what they will do, performing a routine check, and then evaluating the final presented solution to the problem posed, for example, the learner can focus on the following types of listening questions that the teacher uses during the lesson [56]:

- "What approach should I take to this listening text?" (planning)
- "Which parts of the text should I pay closer attention to?" (planning)
- "Am I focusing my attention on the right part of the text?" (monitoring)
- "Did I understand correctly the words that the author used?" (monitoring)
- "Did I do a good job?" (evaluation)
- "What caused me to misunderstand the text?" (evaluation).

Social strategies are the means used by learners to interact with other learners or native speakers, such as asking questions to clarify the role of communication participants in society and their relationships, questioning to obtain explanations or confirmation, and interacting with other communication participants in order to accomplish some either assignments [57].

Emotive strategies are actions that learners take in order to control the emotions they experience in the process of learning a foreign language or when they try to use the knowledge they have already gained in real communication [65]. For example, it may be less stressful for the learner to first try out their language skills in a conversation with a language-more advanced non-native speaker than with someone who, for example, is a native speaker of English. Of course, the study of learning strategies is necessary to obtain reliable knowledge that can be used both in teaching a foreign language and in developing student independence. Therefore, in the process of teaching a foreign language, it is necessary to reveal to students the nature of these strategies and help them develop effective skills in their use.

To this end, in our opinion, it is important to provide the employed with a variety of opportunities for the practical use of the language in order to help students independently apply strategies through the gradual abandonment of the teacher's assistance. Moreover, it is necessary to create conditions in which students could evaluate the effectiveness of the strategies they use and other attempts that they have made in order to subsequently transfer the most successful strategies to new tasks. Among teaching strategies, both direct and indirect strategies are used. In a direct approach, the teaching strategy is the language lesson's hallmark, while the teaching lesson includes five steps: preparation, presentation, practice, assessment, and development.

The strategies are initially modeled by the teacher, after which the students are given practical assignments, and the use of teaching strategies turns them into learning strategies. Throughout the training, teachers and students reflect on the choice and effectiveness of the strategies used to solve the assigned tasks [67]. As a result, learners apply the strategies they have been taught to language learning and language assignments. Thus, the responsibility for making strategic decisions gradually shifts from the teacher to the learners, while the instructions given in the classroom change step by step to the full responsibility of the learners in choosing strategies and using them until the end of the training.

The concept of learning strategies adds an important insight to what we mean by teaching a foreign language because since techniques and methods have generally been conceptualized as teaching modeling instructions, they are, in fact, models for language learning, and using an appropriate strategy is often the key to successful language learning [11, 17]. Each teacher, in our opinion, in his teaching practice should ask the following important questions that relate to the techniques and methods of learning a foreign language:

- What learning strategies should this method develop?
- What learning strategies are my learners using?
- What would other learning strategies be helpful to my learners?

Since learning strategies can be viewed as an aspect of learner independence, as already mentioned, flexible techniques and methods can also be borrowed to develop strategies for learning a foreign language. Today's foreign language teacher faces a difficult task since it is very difficult to teach language learning strategies [5, 21, 48]. They are accumulated, analyzed, and transformed by the learner himself. These are the stages that he goes through in the entire learning of the language. Each student can develop his own individual effective model of strategies, the formation of which will depend on various factors.

Teachers of Ukraine, who in their work use methods of forming strategies for learning a foreign language, are focused on the needs of the learner [30]; they do not manipulate learners but stimulate them to form and use their own strategies. Focused attention on strategies for learning a foreign language and methods of their formation will help students in the implementation of the educational process and provide more opportunities for a conscious approach to the process of mastering a foreign language, will allow students to become more independent, increase their personal interest in learning, teach the processes of self-assessment and self-correction, increase the importance of the role of the teacher [66]. Moreover, such strategies are most often problem-oriented, which is very important for a future specialist, and include several aspects at once, and not just cognitive activity. The implementation of just such strategies in the educational process creates favorable conditions for the active, creative and productive activity of future specialists in higher education and forms the effective teaching and learning of a foreign language.

5 Conclusion

An analysis of the noted trends in the theory and practice of translation leads us to the conclusion that both among translation theorists and among practitioners, there is a naive idea of translation as an activity, the purpose of which is seen by many as just the transmission of cognitive information, mainly in the form in which it is which it was presented in the source text.

In future translators' professional training, three approaches are successfully used, which may well complement each other. For example, even though the goal-oriented approach pays more attention to understanding the text nevertheless, competencies related to translation are taken as a basis [19, 58, 74].

The results obtained during the source text analysis according to the goal-oriented approach can be successfully used at the stage of paraphrasing in the process-oriented approach. The competency-based approach presupposes the mastery by future translators of a system of knowledge, abilities, skills, and the experience of their application solving professional problems in translation situations.

Literature:

1. Abhishek, Sh., Nagendra, K.M., Yashvir, S., Nishant, K.S., Sandeep, K.G. (2020). Effect of design parameters on performance and emissions of DI diesel engine running on biodiesel-diesel blends: *Taguchi and utility theory,* 281. Dated on December, 1, 2020. DOI: 10.1016/J.FUEL.2020.118765.
2. Akimova, N. & Akimova, Al. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. DOI: https://doi.org/10.31470/2309-1797-2018-24-1-27-46.
3. Almbark, R.A. (2014). *Perception and production of SSBE vowels by foreign language learners: Towards a foreign language model.* Proceedings of the International Symposium on the Acquisition of Second Language Speech: Concordia Working Papers in Applied Linguistics, 5, 3-18.
4. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations*, 2, 206-220. DOI: 10.21272/MMI.2020.2-15.
5. Babych, N.D. (1990). *Osnovy kultury movlennia* [Basics of the speech culture]. Lviv: Svit, 232 [in Ukrainian]. ISBN 5-11-000941-4.
6. Baker, W. & Trofimovich, P. (2006). Perceptual paths to accurate production of L2 vowels: The role of individual differences. *International Review of Applied Linguistics*, 44(3), 231-250.
7. Balas, A. (2018). English vowel perception by Polish advanced learners of English. Canadian *Journal of Linguistics*, 63(3), 309-338.
8. Barrios, E. & Lara, M. (2020). CLIL methodology, materials and resources, and assessment in a monolingual context: an analysis of stakeholders' perceptions in Andalusia. *The Language Learning Journal*, 48(1), 60-80.
9. Bauer, D.J., Goldfield, B.A., & Reznick, J.S. (2002). Alternative approaches to analyzing individual differences in the rate of early vocabulary development. *Applied Psycholinguistics*, 23, 313-335.
10. Bent, T. (2005). *Perception and production of non-native prosodic categories*. Doctoral dissertation, Northwestern University. Available at: https://www.researchgate.net/publication/34958240_Perception_and_production_of_non-native_prosodic_categories.
11. Best, C.T. (1994). *The emergence of native-like phonological influences in infants: A perceptual assimilation model*. In J. C. Goodman & H. C. Nusbaum (Eds.). The development of speech perception: The transition from speech sounds to spoken words, 233-277. MIT Press.
12. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of Covid-19 and its impact on the financial and economic situation of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. https://doi.org/10.18371/fcaptp.v1i36.227770.
13. Bogacka, A. (2004). *On the perception of English lax vowels by Polish learners of English*. In E. Daskalaki, N. Katos, M. Mavrogiorgos, & M. Reeve (Eds.), CamLing 2004: Proceedings of the University of Cambridge Second Postgraduate Conference in Language Research, 43-50. Cambridge University Press.
14. Bryła-Cruz, A. (2016). *Foreign accent perception: Polish English in the British ears*. Cambridge Scholars Publishing.
15. Bryła-Cruz, A. (2017). Rola fonetyki w słuchaniu ze zrozumieniem: Analiza tegorocznej matury z języka angielskiego. *Języki Obce w Szkole*, 2, 68-73.
16. Corazzi, V., Ciorba, A., Skarżyński, P., Skarżyńska, M., Bianchini, C., Stomeo, F., Bellini, T., Pelucchi, S., & Hatzopoulos, S. (2020). Gender differences in audio-vestibular disorders. *International Journal of Immunopathology and Pharmacology*, 34, 1-5.
17. Couper, G. (2011). What makes pronunciation teaching work? Testing for the effect of two variables: Socially-constructed metalanguage and critical listening. *Language Awareness*, 20(3), 159-182.
18. Crossland, J. (2008). The myths surrounding 'brain-based' learning. *The School Science Review*, 90(330), 119-121.
19. Dörnyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, language attitudes, and globalization: A Hungarian perspective*. Multilingual Matters.
20. Dubovik, K.E., Hornyk, V.G., Shpachuk, V.V., & Kravchenko, S.O. (2019) Organizational and Legal Mechanism of State Financial Control in Ukraine. Financial and Credit Activity: Problems of Theory and Practice. Financial and credit activity: problems of theory and practice, 3(30), 345-350. DOI: https://doi.org/10.18371/fcaptp.v3i30.179711
21. Escudero, P. (2005). *Linguistic perception and second language acquisition: Explaining the attainment of optimal phonological categorization*. LOT.
22. Główka, D. (2014). The impact of gender on attainment in learning English as a foreign language. *Studies in Second Language Learning and Teaching*, 4(4), 617-635.
23. Gonet, W., Szpyra-Kozłowska, J., & Święciński, R. (2013). *Clashes with ashes*. In E. Waniek-Klimczak (Eds.). Issues in accents of English 2, 213-232. Cambridge Scholars Publishing.
24. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations,* 3, 267 – 279. DOI: 10.21272/MMI.2017.3-25.
25. Hreben S., Mihus I., Parashchenko L., Laptiev S., & Alkema V. (2019). The mechanism of financial control over the allocation of budgetary funds depending on the results of scientific activity of a higher education institution. *Financial and credit activity: problems of theory and practice*, 4(31), 446-476. DOI: https://doi.org/10.18371/fcaptp.v4i31.190998.
26. Isaieva, N., Akimova, Al., & Akimova, A. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics,* 28(2), 56-81. DOI: 10.31470/2309-1797-2020-28-2-56-81.
27. Jiang, M., Green, R., Henley, T., & Masten, W. (2009). Acculturation in relation to the acquisition of a second language. *Journal of Multilingual and Multicultural Development*, 30, 481-492.
28. Kalyayev, A., Efimov, G., Motornyy, V., Dzianyy, R. & Akimova, L. (2019). Global Security Governance: Conceptual Approaches and Practical Imperatives. Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019. *Education Excellence and Innovation Management through Vision 2020*. Dated on 10-11 April 2019, Spain, Granada, 4484-4495.
29. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), 56-62.

30. Kochan, I.M. (2008). *Linhvistychnyi analiz tekstu* [Linguistic analysis of the text]. Kyiv: Znannia, 42 [in Ukrainian]. ISBN 978-966-346-591-3.
31. Kochergan, M.P. (2014). *Introduction to Linguistics,* 3rd ed. Kyiv: Academy.
32. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology,* 13(3), 46-63. DOI: 10.14254/2071-789X.2020/13-3/3.
33. Kryshtanovych, M., Dzanyy, R., Topalova, E., Tokhtarova, I., & Pirozhenko, N. (2020). Challengers to Conceptual Understanding of Sustainable Development Regarding Decentralization of Power and Responsibility in the Conditions of the Postmodern Society. *Postmodern Openings,* 11(3), 257-268. DOI: https://doi.org/10.18662/po/11.3/212.
34. Kryshtanovych, M., Gavrysh, I., Kholtobina, O., Melnychuk, I., & Salnikova, N. (2020) Prospects, Problems and Ways to Improve Distance Learning of Students of Higher Educational Institutions. *Revista Romaneasca pentru Educatie Multidimensionala*. Vol. 12. No.2, 348-364 DOI: https://doi.org/10.18662/rrem/12.2/282.
35. Kryshtanovych, M., Kryshtanovych, S., Stechkevych, O., Ivanytska, O., & Huzii, I. (2020). Prospects for the Development of Inclusive Education using Scientific and Mentoring Methodsunder the Conditions of Post-Pandemic Society. *Postmodern Openings*, Vol.11. No.2, 73-88. DOI: https://doi.org/10.18662/po/11.2/160.
36. Kryshtanovych, M., Petrovskyi, P., Khomyshyn, I., Bezena, I., & Serdechna, I. (2020) Peculiarities of Implementing Governance in the System of Social Security. *Business, Management and Education.* Vol. 18. No.1. 142-156. DOI: https://doi.org/10.3846/bme.2020.12177.
37. Levytska, S., Krynychnay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development. *Financial and credit activity: problems of theory and practice,* 25(2), 122–127. DOI: 10.18371/FCAPTP.V2I25.136476.
38. Levytska, S.O., Akimova, L.M., 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/FCAPTP.V2I33.206967.
39. Lindell, A. & Lum, J. (2008). Priming vs. rhyming: Orthographic versus phonological representations in the left and right hemispheres. *Brain and Language*, 68, 193-203.
40. 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.
41. Liudmyla, Akimova., Oleksandr, Akimov., & Olha, Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), Part 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
42. Liudmyla, Akimova., Oleksandr, Akimov., Iryna, Mihus., Yana, Koval., & Vasiliy, Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: https://doi.org/10.18371/fcaptp.v4i35.221969.
43. Liudmyla, Akimova., Olga, Osadcha., Vitalii, Bashtannyk., Natalia, Kondratska., & Catherine, Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice,* 32(1), 434–443. DOI: 10.18371/fcaptp.v1i32.200606.
44. Liudmyla, Akimova., Olha, Osadcha., & Oleksandr, Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice,* 1(24), 64-70. DOI: 10.18371/fcaptp.v1i24.128340.
45. Liudmyla, Akimova., Svitlana, Levytska., Constantine, Pavlov., Volodymyr, Kupchak., & Marta, Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice,* 30(3), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
46. Liudmyla, Akimova., Victoria, Reinska., Oleksandr, Akimov., & Marta, Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice,* 3(26), 91-101. DOI: 10.18371/fcaptp.v3i26.144117.
47. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551- 5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
48. Michońska-Stadnik, A. (2004). Gender differences and preferred learning *environment in a foreign language classroom*. In J. Arabski (Eds.). Pragmatics and language learning, 183-192. Universitas.
49. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology,* 13(2), 289-303. DOI:10.14254/2071-789X.2020/13-2/19.
50. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduiev, M., Romaniuk N., & Akimov, O. (2021) Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), 33-37.
51. Navalna, M.I. (2014). Leksychni konotatsii yak ekspresyvnyi zasib movlennia [Lexical connotations as an expressive way of speech]. *Psykholinhvistyka – Psycholinguistics*, 16, 127–135 [in Ukrainian].
52. Nowacka, M. (2008). *Phonetic attainment in Polish university and college students of English: A study in the productive and receptive pronunciation skills*. [Unpublished doctoral dissertation]. Maria Curie-Skłodowska University.
53. Osadcha, O., Akimova, A., Hbur, Z., & Krylova, I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice,* 27(4), 193–200. DOI: 10.18371/FCAPTP.V4I27.154194.
54. Pavlenko, A. & Piller, P. (2008). Language education and gender. In S. May (Eds.). *The encyclopedia of language and education*, 1(2), 57-69. Springer.
55. Plonsky, L., & Oswald, F. L. (2014). How big is “big”? Interpreting effect sizes in L2 research. *Language Learning*, 64(4), 878-912.
56. Radlow, A.R., Akahane-Yamada, R., Pisoni, D. B., & Tohkura, Y. (1999). Training Japanese listeners to identify English /r/ and /l/: Long-term retention of learning in perception and production. *Perception & Psychophysics*, 61(5), 977-985.
57. Selivanova, O.O. (2008). *Suchasna linhvistyka: napryamy ta problemy* [Modern Linguistics: directions and problems]. Poltava: Dovkillia-K, 712 [in Ukrainian]. ISBN 966-8791-16-9.
58. Selivanova, O.O. (2010). *Linhvistychna entsyklopediya* [Linguistic encyclopedia]. Poltava: Dovkillia-K, 844 [in Ukrainian]. ISBN: 966-8791-21-5.
59. Shamne, A., Dotsevych, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics,* 25(1), 384-408. DOI: 10.31470/2309-1797-2019-25-1-384-408.
60. Shemayeva, L., Mihus, I., Shemayev, V., Shemayev, V., & Melnyk, L. (2020). Application of the model of cross-optimization of financial and material flows in the mechanism of provision of financial security. *Financial and credit activity: problems of theory and practice,* 2(33), 400-410. DOI: http://dx.doi.org/10.18371/fcaptp.v2i33.207078.
61. Shytyk, L. & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics,* 27(2), 361-384. DOI: https://doi.org/10.31470/2309-1797-2020-27-2-361-384.
62. Skliarenko, O., Akimova, Al., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept “MACHT” in Linguistic and Cultural Space of German’s. *Psycholinguistics,* 26(2), 321-340. DOI: 10.31470/2309-1797-2019-26-2-321-340.

63. Sobkowiak, W. (1996). *English phonetics for Poles*. Bene Nati.
64. Van den Doel, R. (2006). *How friendly are the natives? An evaluation of native-speaker judgements of foreign-accented British and American English*. Netherlands Graduate School of Linguistics (LOT).
65. Vashulenko, M.S. & Vashulenko, O.V. (2018). *Ukrainian language. Primer, (Part 1-2)*, Kyiv: Education.
66. Vashulenko, M.S. & Vashulenko, O.V. (2019). *Literacy lessons according to the Primer.* Kyiv: Education.
67. Venger, L.A. (1969). *Perception and learning: (preschool age)*. Moscow: Education.
68. Williams, M., Burden, R., & Lanvers, U. (2002). French is the language of love and stuff: Student perceptions of issues related to motivation in learning a foreign language. *British Research Journal*, 28(4), 503-508.
69. Yakymchuk, A., Valyukh, A., & Akimova, L. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), Part 1, 170-178. DOI: 10.25140/2410-9576-2017-1-3(11)-170-178.
70. Yakymchuk, A., Akimova, L., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia,* 2(10), Part 2, 170-177. DOI: 10.25140/2410-9576-2017-2-2(10)-170-177.
71. Yakymchuк, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia,* 1(9), P. 2. 70-75. DOI: 10.25140/2410-9576-2017-2-1(9)-70-75.
72. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. DOI: https://doi.org/10.18371/fcaptp.v2i33.207230.
73. Zahorskyi, V., Lipentsev, A., Yurystovska, N., Mazii, N., & Akimov, O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. DOI: https://doi.org/10.18371/fcaptp.v3i30.179717.
74. Znanetska, O. (2012). *Osnovni dydaktychni ta metodychni pryntsypy vykladannia inozemnoyi movy* [*The main didactic and methodical principles of teaching foreign languages*]. Aktualni problemy ykladannia inozemnykh mov dlia professiynoho spilkuvannia: materialy Vseukr. nauk.-prakt. konf., 6-7 April. 2012: U 3 t. D.: Bila K.O. P. 60-62. Available at: http://www.confcontact.com/2012edu/2012edu_tom1.pdf.

Primary Paper Section: A

Secondary Paper Section: AI, AM

LEGAL BASES OF PUBLIC ADMINISTRATION IN THE CONTEXT OF EUROPEAN INTEGRATION OF UKRAINE: QUESTIONS OF FORMATION OF A PERSONNEL RESERVE

[a]IHOR SHPEKTORENKO, [b]TETIANA VASYLEVSKA, [c]ALLA BASHTANNYK, [d]ROMAN PIATKIVSKYI, [e]TETIANA PALAMARCHUK, [f]OLEKSANDR AKIMOV

[a]Dnipropetrovsk Regional Institute for Public Administration, National Academy for Public Administration under the President of Ukraine, 29, Gogol Str., 49044, Dnipro, Ukraine
[b,e,d]National Academy for Public Administration under the President of Ukraine, 20, Antona Tsedika Str., 03057, Kyiv, Ukraine
[c,f]National School of Judges of Ukraine, 120 A, Zhylyanska Str., 01032, Kyiv, Ukraine
[f]Interregional Academy of Personnel Management, 2, Frometivska Str., 03039, Kyiv, Ukraine
email: [a]igorr3101@ukr.net, [b]tetynvasilevss@gmail.com, [c]agbaa311@gmail.com [d]piatroll478@gmail.com, [e]a4utpalamarchukk@gmail.com, [f]1970aaa@ukr.net

Abstract: Taking into account the realities of the context of Ukraine's European integration, the article emphasizes that the world practice of reforming the public administration system is based on the concept of New Public Management (NPM). It is based on the conditions for maintaining transparency in the activities of public services, restructuring their work to increase efficiency and reduce costs. The purpose of this study is to show the features of the formation of human resources, knowledge, and competence management in the public service of Ukraine. Among the tasks of the study, the following were identified and solved: to analyze the current situation in managing the development of the competence potential of civil service employees in the legal and social aspect, to identify existing problems and shortcomings in this area, to substantiate the role of the competence-based approach as an integral part of the civil service (public administration) personnel management system.

Keywords: Competency approach, European integration of Ukraine, New Public Management, Personnel reserve, Public administration.

1 Introduction

The relevance of the research problem is due to the fact that European integration is the implementation of the generally recognized concepts of governance within the EU – “a single European home”, “economic integration”, “sustainable development”, and others. In these circumstances, Ukraine as a democratic, social, legal state needs such organizational forms, means, institutions, and mechanisms for organizing public administration, which generally meet the basic characteristics of management. At the same time, such organizational structures should correspond to national traditions of public administration, receive public recognition, be regulated by constant legal norms and develop in the context of the general civilization process of humanizing power relations.

In addition, the relevance of the study is determined by the fact that the reform of public administration requires a combination of general processes to optimize the activities of government bodies: improving the institution of civil service, service in local government and specialized service activities of government bodies employees (in accordance with the concept of “public service”); the formation of a new integrative regional policy of the country through the decentralization of managerial relations, the development of the political system of Ukraine [17, 44]. That is, in accordance with the strategy of sustainable development of Ukraine, the deepening of research on reforming the public administration system in the context of integration processes in the following areas is being updated: public administration as a system of public relations; ensuring human rights and freedoms as a dimension of the humanization of governance; political and administrative aspects of public administration; constitutional and legal foundations of public administration in the context of supranational integration processes; analysis and adaptation of foreign experience in the transformation of public administration; development of regional and sectoral management in accordance with the requirements of EU legislation.

Actual studies of the basic principles of public administration in the system of domestic and foreign policy of Ukraine, foreign experience in the constitution of management activities in the system of integration processes and the determination of ways of its implementation in Ukraine give grounds to assert that participation in integration processes is the main factor in the formation of new economic relations in the country, the formation of democratic institutions, ensuring human rights and freedoms. That is why the goal and priority areas of research on public administration reform is to define the concept and content of public administration in the system of supranational integration processes, to establish constant dynamic trends in the development of the national state in the context of integration processes. This goal is achieved taking into account the development of the science of public administration, law, political science, which, as a result, formalizes the renewal of the democratic concept of management, the adaptation of such a concept in the conditions of a transitional society so that it can be used as a theoretical basis in the preparation of new one and clarification of the provisions of the current legislation.

The level of professionalism of civil servants is of great importance. In this regard, the following questions can be asked: is the current quality of education systems and professional training of specialists for civil service high enough to meet the challenges of a rapidly developing modern society? Is there an opportunity for public administration specialists to successfully adapt to the new conditions of globalization and the information society? More importantly, will they be able to have a positive impact on further social, economic and technological development and independently program new, progressive, qualitative changes in society?

Trying to answer the questions posed above, we are faced with a serious and intractable scientific problem: modern science and practice do not have criteria and principles that would lead to the formulation of sufficiently substantiated requirements for the training of specialists in the field of public administration, demands, the fulfillment of which could contribute to optimization of training systems for such specialists.

The complexity of this scientific problem is predetermined by the fact that its recognition and the search for possible ways to solve it require the combined efforts of scientists in various fields of knowledge, the synthesis of theoretical assumptions with practical actions and solutions, i.e., an integrated approach is needed, empirical testing of various theoretical models. The processes of formation and training of personnel reserves in the public sector, in principle, should be based on strategic decisions that are designed to implement the standards typical for the European Union and the conditions for joining it.

2 Literature Review

The basis of modern research of management reform processes is the work of European researchers. Milward [40] points out that in the process of reforming, it is inappropriate to focus on the state’ voluntary transfer of its sovereign powers to the newly formed transnational elite. According to this researcher, integration is beneficial when it comes to pooling resources in order to achieve common goals and solve common problems, which is especially relevant due to the development of modern globalization processes [8]. Back in the late 1960s, Hoffman pointed out that the desire of states to integrate is determined by the desire to function in a situation of as much certainty as possible at the national level without pressure from external structures [14]. Supranational actors can also exert an external influence on the reform processes. Thus, Moravchik believes that the institutional policy of the EU directly determines the impact on the reform process, and, in principle, can change the goals of the reform [43].

Public administration is now going through the next stage of transformation, characterized by both internal characteristics (political, historical, institutional, etc.) and external interaction with the EU, and depending on these processes, we are talking about the transition to a post-industrial society, the formation of transformation factors in the public administration system. In the context of the new paradigm of public relations, the instruments and mechanisms of public (state) administration are changing, and the tasks of such administration are changing [20-23, 55]. The management process is influenced by heightened social risks, unstable social ties, increased social mobility, globalization of the economy, and the need for innovation. This explains the rejection of the established forms of management activities and the development of a new type of management model New Public Management (NPM); however, the traditional division of the components of the state management mechanism into institutional, administrative, and procedural components remains [36].

However, the traditional mistake of widespread introduction of foreign methods of modernization of such large systems as public administration, local self-government, etc. is a simple copying of the technologies of administrative reforms, the unconditional implementation in the national practice of public administration of such concepts as "political networks", "Good governance", etc. [8, 9]. However, the concept of "new public administration" has significant differences, including strengthening the supervisory function of the central level, decentralization and increased mobility of territorial components, ensuring control and accountability, rationalizing human resource management, ensuring competition and selection, and at the same time improving the quality of government regulation, transparency as a key principle in the activities of authorities [48].

The trend of social development of the modern Ukrainian state is the orientation of public administration towards socio-economic efficiency and democratic interaction with society. Since 1997, the thesis of administrative reform as an important condition for economic growth and social development has been updated by numerous regulations governing the development of the civil service system [45]. At the same time, there are numerous challenges to the public administration system inherent in most modern states. First, the system of executive power is still closed to society. Secondly, the involvement of the population and public structures in the process of development, adoption, and implementation of political decisions is not fully implemented by the authorities. That is why the efficiency of public administration and the quality of public services in Ukraine are on a par with countries that are much inferior to it in terms of economic development and quality of human potential.

Comparison of domestic realities with foreign experience will make it possible to better understand the logic of the evolution of the national model of administrative reform and determine the ways of its updating and implementation. The liberal concept of the "new public management" underlying the European administrative reform, as well as the specific reform measures, contradict the nature of the political strategies used by the political authorities [8]. In turn, a successful administrative reform requires, as a condition for the fundamental modernization of public administration, a profound transformation of the political system based on openness and real competition. To do this, it is necessary to identify the most effective and relevant in the conditions of Ukraine theories and concepts of reforming public administration and civil service, to determine the results and prospects of further administrative reform, including in the aspect of the personnel reserve.

Kupriy [24] rightly notes that today, when we observe the processes of globalization, social and economic development, internationalization, network processes, growing competition between countries and the emergence of a society based on knowledge, the issue of human resources management is becoming increasingly important. This is of particular importance for countries whose natural and material resources are limited, and social and economic development is largely determined by the quality of labor reserves and the growth of their potential [24].

Within NPM, the ability to compete in the global marketplace is determined by human resources and the ability to use them correctly [35]. Consequently, in disputes over various strategic issues of socio-economic development, special attention should be paid to the issues of strategic decision-making, the formation of human resources and personnel management.

It should be noted that strategic decisions in the field of social and economic development need to be developed and implemented, giving priority to special programs for training labor reserves, which are an integral part of the overall structure of the strategic policy of social and economic development of the country. To implement a strategy, it is necessary to have a system of strategic goals, actions and means: of course, the entire process of its implementation must be monitored and controlled [47]. The results of strategy implementation should be supported by strategic monitoring procedures. Strategic control procedures should create the prerequisites and opportunities to compare incoming information with the implementation of strategic goals and decisions, find deviations from the chosen strategic line, and also identify internal or external factors of deviations. For the successful implementation of strategic objectives and goals, it is necessary to have management adapted to modern conditions in both the private and public sectors [6].

The development of the private and public sectors is closely related to the development of a new quality, for which it is necessary to have integrated and effectively managed systems of central and local government, as well as systems of labor reserves. For this reason, building human resources in the public sector is of particular importance [10].

One of the directions of public administration reform taking place in the countries of Eastern and Central Europe is the process of creating and improving labor resources and staff reserve. In the new EU member states, with a large number of highly educated and qualified specialists, there is no necessary legislation, and the existing education system complicates not only further training of personnel, but also the very development of public administration [27].

Studies show that in most of the new EU member states, there is no connection between the priorities for long-term development of public administration, on the one hand, and the means and measures of their implementation in the field of personnel development, on the other [42]. Meanwhile, in order to create an effective civil service and successfully compete in the global market through internationalization processes, it is necessary to constantly improve the personnel system.

It is necessary to assess the trends in the process of building human resources in the public sector of the countries of Eastern and Central Europe and make methodologically sound proposals for a systematic approach to solving this problem. It is important to create the prerequisites for the formation of an effective civil service so that the country is able to compete in the global market, using its system of professional training and personnel development.

The plethora of methodologies for building human resource capacity shows that there is more than one approach in the public sector in Eastern and Central Europe. It is not easy to choose the most rational option, and yet the experience of various Eastern and Central European countries (for example, Lithuania) suggests that it is always possible to choose and adapt the most suitable method [54].

The second block of goals and objectives is aimed at improving the institutional framework for the functioning of regional authorities. This goal must be achieved through deconcentration and decentralization, for which it is necessary to create an appropriate organizational, economic, and legal environment [29-34, 37]. The central authorities will have to decentralize some of their functions and share responsibility with local authorities (municipalities), improve territorial governance: a model of regional government should be created that would allow democratizing it in accordance with the requirements of the European Union.

The third group of goals and objectives is aimed at the development of local self-government, which is beneficial to both citizens and the state. It is necessary to ensure effective governance, which creates the preconditions for greater independence of municipalities in terms of both their activities and financing, as well as for better management of them [18, 25, 26]. Municipalities are expected to plan their activities in accordance with a long-term strategy that includes financial and other indicators from all sectors. It is also planned to strengthen the management activities of internal auditors.

Training of public sector employees and upgrading their qualifications in accordance with the new programs could increase the transparency and efficiency of the provision of public services not only at the municipal level, but also at the state level [56-58]. An analysis of the practice of developing and implementing a strategy in the development of public administration shows that the goals and objectives that are being set are similar to the goals and objectives of a similar process in many countries of Central and Eastern Europe. Their goals and objectives of the formation of a personnel reserve of civil servants are more focused on the development of individual components, and not on the creation of an entire system. There is no interaction between the elements of the system and there is no systematic approach to training in the public sector of government.

All of the above blocks of goals and objectives are very important and cover a wide range of aspects, however, they do not represent a formed interconnected multistage system of goals. Each block is directed to separate elements of the personnel reserve training system, there is no horizontal coordination between them [59, 60]. There is also no vertical coordination the practice of setting tasks for institutions and other executive bodies, i.e., there are no prerequisites for achieving the formulated tasks and goals.

An analysis of the practice of developing and implementing a strategy in the development of public administration shows that the goals and objectives that are being set are similar to the goals and objectives of a similar process in many countries of Central and Eastern Europe. Their goals and objectives of the formation of a personnel reserve of civil servants are more focused on the development of individual components, and not on the creation of an entire system. There is no interaction between the elements of the system and there is no systematic approach to training in the public sector of government.

All of the above blocks of goals and objectives are very important and cover a wide range of aspects, however, they do not represent a formed interconnected multistage system of goals [53]. Each block is directed to separate elements of the personnel reserve training system, there is no horizontal coordination between them. There is also no vertical coordination the practice of setting tasks for institutions and other executive bodies, i.e., there are no prerequisites for achieving the formulated tasks and goals [2, 7, 16, 46].

As practice shows, the inclusion of a civil servant in the personnel reserve does not entail the obligatory appointment of his representative of the employer to the vacant position of the civil service. However, the biggest problem that appears in this case is the assessment of the readiness of reservists to fill a vacant position [4]. As noted, it is a rather difficult process to control the appointment process, since the implementation of the right to equal access to the civil service is one of the principles of personnel policy [5]. Hence, there are risks of a personnel reserve associated with the possibility of the emergence of unprofessionalism, corruption, clan orientation, bureaucracy, etc.

The formation of the personnel reserve of the civil service can be carried out using any methods, the use of which does not contradict the current legislation. At the same time, it is advisable to use not any methods, but those that will allow assessing the candidate's professional qualifications with a high degree of objectivity [50-52]. They should give an idea of the communication skills, psychological compatibility. and other social skills necessary to fulfill the duties of a civil servant.

An important point in conducting an objective assessment of applicants for the talent pool is the development of criteria. At the same time, it is necessary to strive to ensure that they correspond to the activities of the public authority, meet the goals of achieving efficiency in official activities and are focused on the formation and development of human resources in the civil service.

It should be noted that many methods for assessing labor efficiency are based on rating scales. However, as the analysis of the assessment practice shows, in the absence of universal assessment forms, personnel services often use ready-made ones downloaded on the Internet [12]. As a result, it turns out that the assessment criteria do not correspond to the real indicators characterizing the efficiency of labor activity of public administration employees. In addition, patterns of professional behavior that are effective in performing some types of activity may not be required at all in another.

3 Materials and Methods

The management of political processes in the modern world is directly dependent on the actual mechanisms of reproduction of the personnel potential of all authorities. Taking into account the changing external, political, economic conditions of the functioning of state bodies that affect the activities of state structures, the issues of timely renewal of the personnel reserve in the civil service system, stimulating career growth and professional development and training of civil servants are becoming necessary elements of ensuring the development of the civil service system. At the same time, the relevance of these issues determines a qualitative and radical change in the role and place of personnel services in government agencies, enterprises and organizations [1, 11, 13, 15]. In this regard, the development of effective approaches to the implementation of personnel policy, ensuring its connection with the goals and objectives facing each organization and the socio-economic interests of the state and society becomes the priority strategic tasks of personnel services in this regard [28, 38, 39, 49]. The development of scientific views on the issues of public personnel policy and the personnel reserve, the specifics of their development, implementation and regulation took place within the framework of various scientific approaches.

The formation of a personnel reserve is a multifaceted problem that includes legal, organizational, and psychological aspects. Obviously, in the context of the new state management, the formation of a personnel reserve should be carried out according to the principle of corporate talent management [3, 19, 41].

In particular, the method of personnel assessment based on the accounting of competencies (competency based assessment) is already used by many Ukrainian innovative companies, but this method is especially popular abroad. According to this method, competence can be viewed as a sum of knowledge, skills (know how), and behavioral skills (behavior) required "for an excellent quality of work performance" [47]. In European countries, competency management frameworks have long been used to create standards for major professional groups (e.g., National Vocational Qualifications, NVQ) [54]. The competence model combines methods and approaches for assessing professional competencies that are used in the selection of personnel. When implementing personnel training, the professional competence model helps to select the necessary training programs, forms and methods of training, as well as to form the training request itself.

4 Results and Discussion

In Ukrainian practice, at the moment, there is no single approved model of the competencies of civil servants, which would cover several levels of civil service, despite the fact that specific models are developed both at the territorial and departmental levels; one can only find various classifications of competencies. However, periodically assessing an employee according to the competency model, as is do nein business companies, the organization forms a clear idea of what position the employee can be hired for, how his work should be paid (if an incentive system is used in the organization) how one can determine the efficiency of an employee's work, what additional training is needed, etc. The use of a competency-based approach allows choosing strategies for personnel management more accurately.

One of the significant problems in the functioning of the personnel reserve is the lack of transparency in the process of its administration and the lack of awareness of the persons in the reserve about their prospects. Obviously, the continuing situation does not allow using the positive potential of this personnel technology in full. In addition, the public's lack of understanding of the mechanisms of admission to the civil service or a skeptical attitude towards their objectivity creates new risks of reducing confidence in the authorities.

Today, the talent pool has become a trivial channel of vertical mobility, allowing in most cases to bypass competitive procedures when filling higher positions or entering the civil service. With this state of affairs, the issues of quality and development of reserve, unfortunately, are practically not raised.

The existing practice of forming a personnel reserve within the framework of the civil service has a number of negative consequences:

1) In public opinion, there is a low assessment of the importance of the personnel reserve and staying in it;
2) The interest in enrolling in the reserve on the part of persons who are not employees of government bodies is weak;
3) The procedure for staying in the reserve and admitting persons in the reserve to the civil service is not clear;
4) The practice of planning individual professional development and implementing appropriate development programs for persons in the reserve is extremely limited, and for persons who are not civil servants, it is practically zero;
5) There is no real competition among persons in the personnel reserve.

Meanwhile, it is necessary to consider the personnel reserve, first of all, as a mechanism for improving the quality of public administration, increasing the professionalism of employees on the basis of the constant development of their personal and business qualities, allowing them to implement the tasks of public administration [35].

The formation of the personnel reserve is currently carried out on the basis of direct competition, as well as, in some cases, on the basis of the recommendations of the attestation commission of the public authority and the recommendations of the competition commission for competitive replacement of positions in the civil service. If, in the first case, one can talk about the unity of the requirements and selection criteria, the other two procedures are aimed at solving other issues, and the recommendations are a “by-product”. However, the selection procedure for the personnel reserve should be single, and the criteria are the same.

So, for example, the input data for the work of the algorithm for assessing the compliance of the competence model of a young specialist with the requirements of the workplace using the Assessment method are as follows: a set of competencies that the applicant possesses (K_1, K_2,…, K_m); a set of all disciplines that form one competence (x_1, x_2,…, x_n); hours of studying these disciplines (h_{x1}, h_{x2},…, h_{xn}); final grades of the applicant by discipline (O_{x1}, O_{x2},…, O_{xn}). Each professional competence is formed on the basis of the studied disciplines as part of the learning process. The contribution of discipline to the formation of each competence is the so-called weighting factor in calculating the assessment of the conformity of the competence model of a young specialist to the requirements of the workplace.

The input data for the work of the algorithm for assessing the conformity of the competence model to the requirements of the workplace for the applicant with work experience are as follows: the set of competencies that the applicant possesses (K_1, K_2,…, K_m) identified using test tasks; quantitative assessment of the applicant for each competence he possesses (S_{K1}, S_{K2},…, S_{Km}). The result of this stage is a quantitative assessment of the applicant with work experience, characterizing the degree of compliance of his/her competencies with the requirements of the workplace.

Only in this case it is possible to ensure competitiveness when enrolling in the reserve, transparency and publicity of the procedure for forming the reserve. Factor of fundamental importance is the measurability of the criteria used, which excludes subjectivity in assessing the applicant. Likewise, when appointing to a position from the reserve, clear and understandable criteria must be applied to make an objective choice from several applicants. Otherwise, the risk of an increase in subjectivity and protectionism in personnel work in government bodies will remain. In the context of Ukraine's European integration, this issue is becoming critically important.

5 Conclusion

State power should be determined as an instrument of ensuring the existence of the state, achieving its goals. At the same time, state power is able to influence social processes, the behavior of individual social groups with the help of special bodies and institutions as components of a single mechanism of state power, where professionalism of personnel is of crucial importance. The definition of the management complex as a conscious, organized and regulatory impact on social and group life, carried out directly or indirectly allows determining modern public administration as a purposeful, organizational, systemic impact on the life of society. The governing body should be considered the determining subject of public administration within the limits of personal and social relationships.

The purpose of the article was to identify the main tools and methods that make up the platform of the modern practice of forming a personnel reserve for state bodies, which has developed in Ukraine. The achievement of the stated goal was the solution of a number of research tasks:

1) The authors have identified the basic factors (prerequisites) for increasing the importance of the personnel reserve in the personnel management system of the modern Ukrainian public administration;
2) The key characteristics of the search system for promising youth personnel for managerial positions of state bodies are identified.

On the basis of all the components of the analysis, we can also make a conclusion about the expediency of translating the model of working with the talent pool in the positions of state bodies and EU organizations to the regions of Ukraine.

Literature:

1. Abhishek, Sh., Nagendra, K.M., Yashvir, S., Nishant, K.S., Sandeep, K.G. (2020). Effect of design parameters on performance and emissions of DI diesel engine running on biodiesel-diesel blends. *Taguchi and utility theory,* 281. Dated on December, 1, 2020. DOI: 10.1016/J.FUEL.2020.118765.
2. Akimova, N. & Akimova, Al. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics,* 24(1), 27-46. DOI: https://doi.org/10.31470/2309-1797-2018-24-1-27-46.

3. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations*, 2, 206-220. DOI: 10.21272/MMI.2020.2-15.
4. Astana Civil Service Hub. (2018). *Global and Regional Trends of Civil Service Development: Executive Summary*. Available at: https://www.astanacivilservicehub.org/uploads/research_pdf/Global-and-regional-trends_executive-summary_rus.pdf.
5. Baimenov, A. & Liebert, S. (2019). Governance in the Post-Soviet Era: Challenges and Opportunities. *PAR,* 79(2), 281-285.
6. Battaglio, R.P. & French, P.E. (2016). Public Service Motivation, Public Management Reform, and Organizational Socialization: Testing the Effects of Employment At-Will and Agency on PSM Among Municipal Employees. *Public Personnel Management,* 45(2), 123-147.
7. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of Covid-19 and its impact on the financial and economic situation of the state. *Financial and Credit Activity-Problems of Theory and Practice,* 1(36), 233-242. https://doi.org/10.18371/fcaptp.v1i36.227770.
8. Bouckaert, G., Nakrosis, V., & Nemec, J. (2011). Public Administrationand Management Reforms in CEE: Main Trajectories and Results. *NISPAcee Journal of Public Administration and Policy,* 4(1), 9-29.
9. Chandler, J. & Dent, M. (2004). *Questioning the New Public Management*. Routledge.
10. Diefenbach, T. (2009). New Public Management in public sector organizations: the dark side of managerialistic 'enlightenment'. *Public Administration,* 87(4), 892-909.
11. Dubovik, K.E., Hornyk, V.G., Shpachuk, V.V., & Kravchenko, S.O. (2019) Organizational and Legal Mechanism of State Financial Control in Ukraine. Financial and Credit Activity: Problems of Theory and Practice. Financial and credit activity: problems of theory and practice, 3(30), 345-350. DOI: https://doi.org/10.18371/fcaptp.v3i30.179711
12. GCPSE (2015). *From New Public Management to New Public Passion: Restoring the intrinsic motivation of public officials.* UNDP, Notes on Public Service Excellence, 1-4.
13. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations,* 3, 267-279. DOI: 10.21272/MMI.2017.3-25.
14. Hoffmann, S. (1998). *Obstinate or Obsolete? The Fate of the Nation State and the Case of Western Europe*. In: B. Nelsen, A. Stubb. The European Union. Readings on the Theory and Practice of European Integration, 2nd ed., Macmillan Press Ltd., London, 157-172.
15. Isaieva, N., Akimova, Al., & Akimova, A. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics,* 28(2), 56-81. DOI: 10.31470/2309-1797-2020-28-2-56-81.
16. Kalyayev, A., Efimov, G., Motornyy, V., Dzianyy, R. & Akimova, L. (2019). Global Security Governance: Conceptual Approaches and Practical Imperatives. Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019. *Education Excellence and Innovation Management through Vision 2020*. Dated on 10-11 April 2019, Spain, Granada, 4484-4495.
17. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), 56-62.
18. Khadzhyradieva, S., Slukhai, S., & Rachynskyi, A. (2020). Public Administration in Ukraine: Adjusting to European Standards. *The NISPAcee Journal of Public Administration and Policy,* 8(1), 81-108.
19. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology,* 13(3), 46-63. DOI: 10.14254/2071-789X.2020/13-3/3.
20. Kryshtanovych, M., Dzanyy, R., Topalova, E., Tokhtarova, I., & Pirozhenko, N. (2020). Challengers to Conceptual Understanding of Sustainable Development Regarding Decentralization of Power and Responsibility in the Conditions of the Postmodern Society. *Postmodern Openings,* 11(3), 257-268. DOI: https://doi.org/10.18662/po/11.3/212.
21. Kryshtanovych, M., Gavrysh, I., Kholtobina, O., Melnychuk, I., & Salnikova, N. (2020) Prospects, Problems and Ways to Improve Distance Learning of Students of Higher Educational Institutions. *Revista Romaneasca pentru Educatie Multidimensionala*. 12(2), 348-364 DOI: https://doi.org/10.18662/rrem/12.2/282.
22. Kryshtanovych, M., Kryshtanovych, S., Stechkevych, O., Ivanytska, O., & Huzii, I. (2020). Prospects for the Development of Inclusive Education using Scientific and Mentoring Methodsunder the Conditions of Post-Pandemic Society. *Postmodern Openings*, 11(2), 73-88. DOI: https://doi.org/10.18662/po/11.2/160.
23. Kryshtanovych, M., Petrovskyi, P., Khomyshyn, I., Bezena, I., & Serdechna, I. (2020) Peculiarities of Implementing Governance in the System of Social Security. *Business, Management and Education.* 18(1), 142-156. DOI: https://doi.org/10.3846/bme.2020.12177.
24. Kupriy, N. (2016). Public administration reform in Ukraine: A review of accomplishments. *Ukrainian Prism*. Available at: http://prismua.org/en/pdf/2019-02-8/.
25. Levytska, S., Krynychnay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development. *Financial and credit activity: problems of theory and practice,* 25(2), 122–127. DOI: 10.18371/FCAPTP.V2I25.136476.
26. Levytska, S.O., Akimova, L.M., 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/FCAPTP.V2I33.206967.
27. Liebert, S., Condrey, S., & Goncharov, D. (2013). *Public Administration in Post-Communist Countries: Former Soviet Union, Central and Eastern Europe, and Mongolia*. CRC Press. https://www.vdu.lt/wp-content/uploads/2015/04/PMDF_Pivoras_3.pdf.
28. 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.
29. Liudmyla, Akimova., Oleksandr, Akimov., & Olha, Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), Part 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
30. Liudmyla, Akimova., Oleksandr, Akimov., Iryna, Mihus., Yana, Koval., & Vasiliy, Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice,* 4(35), 180-190. DOI: https://doi.org/10.18371/fcaptp.v4i35.221969.
31. Liudmyla, Akimova., Olga, Osadcha., Vitalii, Bashtannyk., Natalia, Kondratska., & Catherine, Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice,* 32(1), 434–443. DOI: 10.18371/FCAPTP.V1I32.200606.
32. Liudmyla, Akimova., Olha, Osadcha., & Oleksandr, Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice,* 1(24), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
33. Liudmyla, Akimova., Svitlana, Levytska., Constantine, Pavlov., Volodymyr, Kupchak., & Marta, Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice,* 30(3), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
34. Liudmyla, Akimova., Victoria, Reinska., Oleksandr, Akimov., & Marta, Karpa. (2018). Tax preferences and their

influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice,* 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
35. Liveris, P. (2020). *New public Management reforms, an empirical study of human resources critical factors, in the context of the Greek Public sector*. University of Derby.
36. Lynn, L. E. (2006). *Public Management: Old and New*. Routledge.
37. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551- 5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
38. Mihus, I., Andrienko, V., Molodets'kyy, S., & Blikhar, M. (2018). The process of forecasting bankruptcy and raiding as a tool of public monitoring financial security state of Ukraine. *Financial and credit activity: problems of theory and practice,* 1(24), 267-274. DOI: https://doi.org/10.18371/fcaptp.v1i24.128545.
39. Mihus, I.P., Haman, P.I., Andriyenko, M.V., & Koval, Y.S. (2019). The state of economic security of Ukrainian banking institutions and the effect of economic reforms on formation of anti-crisis measures. *Financial and credit activity: problems of theory and practice,* 2(29), 32-43. DOI: https://doi.org/10.18371/fcaptp.v2i29.171997.
40. Milward, A. (2000). *The European Rescue of the Nation State*. Routledge.
41. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology,* 13(2), 289-303. DOI:10.14254/2071-789X.2020/13-2/19.
42. Monobayeva, A. & Howard, C. (2015). Are post-Soviet republics ready for the new public management? The case of educational modernization in Kazakhstan. *International Journal of Public Sector Management,* 28(2), 150-164.
43. Moravcsik, A. (1993). Preferences and Power in the European Community. A Liberal Intergovernmentalist Approach. *Journal of Common Market Studies,* 31(4), 482-498.
44. Mordvinov, O., Kravchenko, T., Vahonova, O., Bolduiev, M., Romaniuk N., & Akimov, O. (2021) Innovative tools for public management of the development of territorial communities. *Ad Alta: Journal of interdisciplinary research*, 11(1), 33-37.
45. OECD (2018). Baseline Management Report: Ukraine. The principles of public administration. http://www.sigmaweb.org/publications/Baseline-Measurement-Report-2018-Ukraine.pdf
46. Osadcha, O., Akimova, A., Hbur, Z., & Krylova, I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice,* 27(4), 193–200. DOI: 10.18371/FCAPTP.V4I27.154194.
47. Perry, J. & Hondeghem, A. (2008). (Eds.). *Motivation in Public Management: The Call of Public Service*. Oxford University Press.
48. Raadschelders, C. (2013). *Public Administration: The Interdisciplinary Study of Government.* Oxford University Press.
49. Shamne, A., Dotsevych, N., & Akimova, Al. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. Psycholinguistic Projection. *Psycholinguistics*, 25(1), 384-408. DOI: 10.31470/2309-1797-2019-25-1-384-408.
50. Shemayeva, L., Mihus, I., Shemayev, V., Shemayev, V., & Melnyk, L. (2020). Application of the model of cross-optimization of financial and material flows in the mechanism of provision of financial security. *Financial and credit activity: problems of theory and practice,* 2(33), 400-410. DOI: http://dx.doi.org/10.18371/fcaptp.v2i33.207078.
51. Shytyk, L. & Akimova, Al. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics,* 27(2), 361-384. DOI: https://doi.org/10.31470/2309-1797-2020-27-2-361-384.
52. Skliarenko, O., Akimova, Al., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics,* 26(2), 321-340. DOI: 10.31470/2309-1797-2019-26-2-321-340.
53. Skorkova, S. (2016). Competency models in public sector. *Procedia - Social and Behavioral Sciences,* 230, 226-234.
54. Staronova, K. (2017). *Performance Appraisal in the EU Member States and the European Commission.* Slovakia: Government Office of Slovakia.
55. Sylkin, O., Kryshtanovych, M., Bekh, Y., & Riabeka, O. (2020). Methodology of forming model for assessing the level financial security. *Management Theory and Studies for Rural Business and Infrastructure Development,* 42(3), 391-398. https://doi.org/10.15544/mts.2020.
56. Yakymchuk, A., Valyukh, A., & Akimova, L. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), Part 1, 170-178. DOI: 10.25140/2410-9576-2017-1-3(11)-170-178.
57. Yakymchuk, A., Akimova, L., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia,* 2(10), Part 2, 170-177. DOI: 10.25140/2410-9576-2017-2-2(10)-170-177.
58. Yakymchuк, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia,* 1(9), P. 2. 70-75. DOI: 10.25140/2410-9576-2017-2-1(9)-70-75.
59. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice,* 2(33), 452-462. DOI: https://doi.org/10.18371/fcaptp.v2i33.207230.
60. Zahorskyi, V., Lipentsev, A., Yurystovska, N., Mazii, N., & Akimov, O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice,* 3(30), 351-360. DOI: https://doi.org/10.18371/fcaptp.v3i30.179717.

Primary Paper Section: A

Secondary Paper Section: AE, AH

MUSICAL CULTURE: MULTICULTURALISM AND IDENTIFICATION

[a]SERGII TYSHKO, [b]MARYNA SEVERYNOVA, [c]INNA TYMCHENKO-BYKHUN, [d]POLINA KHARCHENKO

[a,b]Ukrainian National Tchaikovsky Academy of Music, 1-3/11, Architect Gorodetsky Str., 01001, Kyiv, Ukraine
[c]R. Glier Kyiv Municipal Academy of Music, 31, Lva Tolstoho Str., 01032, Kyiv, Ukraine
[d]National Academy of Arts of Ukraine, 20, Bylvarno-Kydrjavskaja Str., 01054, Kyiv, Ukraine
email: [a]svstysh@gmail.com, [b]mseverinchik@gmail.com, [c]inna_timchenko@ukr.net, [d]kharchenko@mari.kiev.ua

Abstract: In the space of contemporary art, two interdependent and interconnected tendencies of development are distinguished, the set of which outlines the existing potential, dynamics, and vectors of development of modern musical culture. We mean multiculturalism as a tendency to interaction and mutual enrichment of essentially different cultural patterns, creating a single communicative space in which the existence of a common system of universal values is possible. At the same time, the second tendency, which arises and acts in contrast to the first one, is national (self) identification within its framework, the desire of each culture to show its own originality and uniqueness is realized. The interaction of these two tendencies determines the dynamics of the evolution of cultural space, in particular - in the field of music culture. The study of the above trends is due to the prospects of studying and taking into account in the methodology of musical culturology well-known scientific contradictions or antinomic categories, the relationships and interactions of which are decisive factors in cultural change. The conducted culturological analysis of the existence of multiculturalism and national identification in the space of musical culture gives grounds to claim that the appearance of the brightest cultural facts or phenomena that testify to the emergence and assertion of certain new genres, styles, directions in music is a mutually determined stimulation of manifestation of two of the above trends in the cultural life of society.

Keywords: Culture, Cultural space, Multiculturalism, Musical art of romanticism, Musical culture, National self- identification, Romantic cantatas.

1 Introduction

Modern world culture is characterized by heterogeneity of ethnic and religious groups. Moreover, manifestations of cultural uniqueness are made possible by comparing the One, or "one's own Self", and the Other, with ontological, semantic, morphological otherness of meanings, signs, symbols, and so on. The key to the harmonious development of culture is always and especially in our time dialogue. It is no coincidence that the Ukrainian scientist O. Klekovkin, in his own reasoning about the fate of culture in modern society, starts from the generalization, which is expressed even imperatively: "Culture is never holistic in the ideal sense. The integrity of culture lies in the contradictions, in the simultaneity of death and birth, in the inspired appeals to "European values" and in the habit of covering up one's opponent from a position of strength or, even better, pathetic demagoguery. After all, new periods in the history of culture are not only repainted flags, but they are first of all changes of structures, hierarchies, dependencies and functions of separate elements, and, most importantly, changes of value system" [14].

Yudkin [34] speaks in support of the idea of interdependence and indivisible unity of the whole and its parts in the interpretive space of the performing arts, methodologically sound from a phenomenological point of view, taking into account the dialectical principle of unity of parts and whole, expressing clarification in the field of music and theater, in interpretive artistic performance practices, the relationship of the morphological relationship "part – whole" and the phenomenological relationship "phenomenon – essence", implementing the principle of metamorphism the constant transformation of forms and phenomena. This principle allows "removing the contradictions of holism (priority of integrity) and atomism (division into further indivisible elements)" [34, p. 36].

We believe that it is no coincidence that, at present, the search for new means of expression in art and the growing interest of scientists in rethinking traditional ideas about morphology, semantics and semiotics of culture, researchers' attention is attracted by the concept of multiculturalism and related notions of multiculturalism. Multiculturalism means the principle of functioning and coexistence of various ethnocultural communities in a given society, with their inherent awareness of their own identity, which ensures their equality, mutual respect, mutual understanding, harmony and tolerance, as well as organic connection with a broad cross-cultural community. Moreover, the essence of multiculturalism as a social phenomenon is to ensure the mutual enrichment of cultures, as well as the existence and definition of a common national system of norms and values that form the basis of civic consciousness of the individual.

In the process of interaction of different cultures, as a result of their mutual enrichment and interpenetration in society, new cultural values are created and affirmed [30]. If we consider the manifestations of multiculturalism at the individual level, the result of this principle is the preservation of each individual's inner uniqueness, awareness of the importance of self-development and self-improvement, enrichment of own spiritual culture under the influence of cultural phenomena carried by other ethnic groups.

The above-mentioned heterogeneity of social groups is now recognized as a problem that deserves purposeful study from a scientific point of view. This issue acquires special importance in the cultural, art, and pedagogical spheres, because the result of the processes of their substantive implementation is the birth and approval of new cultural patterns. The latter, in turn, promote tolerance, mutual understanding, empathy, and more.

In the history of music culture and performance, as well as in art culture in general, there are many cases when the participation of artists, musicians, and other members of the creative community in artistic processes and phenomena of other cultures than national, contributed to the birth of unique works of art, which are new for the creator and his environment. Shortly after the appearance of such musical phenomena, we witness their further transformation due to the transition of the national component to a qualitatively different, multicultural level of existence and perception by society. The next stage of their spread and existence is the transformation in the direction of acquiring and strengthening national features taking into account the enrichment of the general cultural thesaurus, which occurred in connection with the birth and spread of the above cultural phenomenon in the cultural space. Thus, the article, on the basis of theoretical and subject-practical cultural analysis, highlights the basic provisions for polyphonic, multi-vector interaction of multicultural and national components, which determine the most dynamic, unique artistic processes in the space of current development of modern music culture.

2 Materials and Methods

The results of the analysis of scientific works show that the problem of multiculturalism has attracted the attention of researchers in various fields both in Ukraine and abroad [1, 2, 7, 13, 15]. Let us note that in domestic and foreign scientific cultural studies, along with the concept of policulturalism, largely synonymous, similar in meaning concept of multiculturalism is studied and used [15], which began to be studied in the last century in the US, in particular, to develop social tolerance and preserving the cultural identity of marginalized or disenfranchised layers of the population [15, p. 66].

In the process of scientific work, the authors relied on certain methodological provisions of studies of such modern domestic researchers-culturologists as Yu. Bogutsky, O. Klekovkin, N. Korablyova, T. Cherednichenko, G. Chmil, I. Yudkin [4, 6, 14, 34], in particular, on their conclusions about the characteristics of new cultural reality in comparison with the culture of the past. Also, certain characteristics, qualities, influential factors of cultural development were outlined by the authors of the article and tested in previously published materials [12, 29, 31, 32]. In addition, scientific research on stylistic processes in the musical culture of Romanticism was based on the methodological principles of the theory of national style of S. Tyshko [33], the position of the works of D. Likhachev, Y. Lotman [21, 24] and works that outline the specifics of the development of musical genres and the interaction of stylistic influences of different cultural traditions [16, 17, 22, 26].

Also an important component of the methodology of scientific research were the works of Eco and Losev, in particular, the conclusions of scientists on openness as a crucial characteristic of a work of art from an ontological point of view, the presence of active interactions of subjective perception of a work of art in the general culture, on this basis of the general, multicultural point of view concerning a place and a role of a particular art phenomenon in the course of evolution of the general art culture [10, 23].

Without going into a narrow consideration of the similarities and differences of the above concepts and taking into account the objectives of this article, we note that they are based on the search for balance and harmonious interaction of voices in the polyphony of different cultural patterns, taking into account the known postulate of "unequal equality" (Skovoroda), in search for ways to understand the uniqueness, identity of different cultures.

Thus, the *aim* of this work was to reveal some important theoretical foundations and highlight some, the most interesting, in our opinion, examples of the interaction of determining vectors of musical culture – multicultural orientation and the desire for national (self) identification.

To achieve this goal, we used a number of methods, in particular: a comprehensive application of systematic, socio-cultural, and analytical-synthetic approaches, used current cultural and musicological domestic and foreign developments, which led to the consideration of such research methods as comparative and historical, semantics, logical-analytical. Next, we will consider several areas of multicultural connections in the art of music, which exist in different conditions of place (different national environments) and time (a long historical period from the 19th to the 21st century).

3 Results and Discussion

Against the background of the general trend of world development – globalization – there is a need to move from the desire for total unification to awareness of the diversity of cultures and communities, their national and ethnic complex configuration in the multicultural world. This tendency clearly emphasizes the shift from the logic of the relations of exclusion on the principle of "either – or" to the simultaneous thinking of "one" and "other", "universal" and "singular", based on additional conjugation within integral systems (sociocultural, theoretical, musical, etc.) between individual and general, national and multicultural.

Let us note that national identity is often analyzed in scientific research through the prism of the ideas of sociologist B. Anderson, who considers the national self-determination of human and in general the concept of "nation" as an "imaginary community". Based on Seton-Watson's opinion about the nation, Anderson considers it possible to translate "*consider themselves*" as "*imagine themselves*", and understands the national self-determination of human as "*imaginary community*": "It is *imagined* because the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each the image of their communion lives" [1, p. 6]. Thus, Anderson emphasizes the subjective factors that allow a person to feel an element of translation of national identity, when the concept of the nation is created, characterized by "high degree of generalization of sensory data, "averaged" by circumstances and fixed by temporal selection" [30, p. 51]. In his study, Anderson pays special attention to language as a "way of imagination", the unity of the nation. If the changing territories with which the community is identified are a spatial characteristic, then the linguistic mediation of the imagination is a temporal characteristic. Language connects both the past and the present, and this simultaneity is enshrined in symbolic forms and thus realizes in this continuity the reality of the existence of an imaginary community, and the writing and reading of these forms (i.e., language) give the nation its "naturalness", its beginning and end [3, p. 25]. One should note that the term "language" is understood not only in a narrow sense, but also in a broad sense, and indicates a variety of sign systems – cultural, musical, and so on. On the one hand, language (including music one) is the bearer of the general, universal properties of the objective world, and on the other – the language represents the subjective-national component, which is the national peculiarity of the worldview.

It is also necessary to pay attention to the ideas of Connor, who, in the creation of national identity, focuses on the sensory aspect of historical experience, memory and myths [7], which crystallize and are transmitted through the personal prisms of unique representatives of a culture. As Hunsaker writes, "the sense of national identity often develops through syncretic strategies that lead to a pluralistic awareness of one's own "Self" [13, p. 5]. Thus, national identity is not given from birth, it is experienced by each individual separately, constantly revised, because in a multicultural environment there is a certain "erosion". As the Canadian researcher Kimlichka rightly points out, on the one hand, there is a "decrease in the number of common features within each national culture and an increase in the number of common features between different cultures", and, on the other hand, this process not only does not eliminate national identity, but, on the contrary, is accompanied by a heightened sense of belonging to nation" [18, p. 88].

We consider it extremely important that among the modern types of art during the last decades the screen arts and, in particular, cinema have developed significantly. This is no accident: not the least role in this process was played by multiculturalism, the universality of the artistic language of the screen. After all, as we know it, the movie screen and everything connected with the display on it, were created by the sound, and in particular, the musical accompaniment, which acts as a public mediator between the screen action and the viewer. In turn, the evolution of film music took place in accordance with the development of cinema as a whole, which led to changes in the functions of music in cinema, which gave the composer greater freedom of expression, opportunities to intervene in the action presented in the frame, and even "expressing" own, sometimes different from the image, point of view, i.e., creating own comment. This has significantly influenced the experimental practices in cinema in search of the latest genre and style speech and language of the latter, which continue to this day and significantly affect the growth of the prevalence and popularity of this art at the world level.

If we raise the question of what were the main stages of development of music in cinema as a means of artistic expression, we learn that in the 30s of the twentieth century, art critic Bugoslavsky [5] in the encyclopedic edition of 1936 shared information about this. It was said that in the first steps of the formation of sound cinema the conductors of orchestras, who selected the repertoire for the sound of films, the task of finding points of intersection of music and screen action arose, on the one hand, also the task of organic unity of musical accompaniment to the film as a whole. The genres of "pure" symphonic music were gradually added to the popular genres of initial musical improvisations - marches, dances, program music. Overtures, suites, symphonies were performed. Later, with the development of sound cinema, films were created where music represents the main element of the plot. Among such well-known screen works, there are *Petersburg Night*, *Jazz Singer*, *Sing to Me*, and others.

Thus, already at the initial stages of cinema development, against the background of general cultural unity, national specific differences emerged, which in the further development of music in film schools of America, Western Europe, and the former USSR determined their unique qualities and characteristics. American and Western European traditions provided for the creation of "hits" – songs whose task was to act as 'business cards' of the film. In terms of genre, they were intonationally close to jazz melodies or even to folklore, to folk melody; tempo-rhythmical organization had to be accessible, easy to perceive by a wide range of spectators. Thus, in the late nineteenth - early twentieth century, there was the opportunity to observe the active and vibrant development of those cultural phenomena, the source of which was the unity of policultural (multicultural) and national: namely their dialogue determined the course of cultural dialogues, defined the dynamics of culture, and facilitated further stages of development and spread of significant cultural phenomena.

We must conclude that multiculturalism follows its historical path in close interaction with the search for national identity. In the history of musical culture, we find many confirmations in this regard: let us mention here the tendency to travel in music to different cultural areas of the West or East, which almost totally covered the European romantics of the 19th century – from Berlioz and Glinka to Liszt and Rimsky-Korsakov. The German (Leipzig) experience of teaching of the Ukrainian music classic Mykola Lysenko, who not only did not deny, but also stimulated national-style discoveries in operas, orchestras and even in arrangements of folk songs, looks quite significant in the sense of revealing national-specific features within multiculturalism.

The trend outlined here has not been lost by descendants – antagonists of the Romantics at the turn of the next century (Puccini, Debussy, Ravel, Albeniz, etc.), and then was inherited by the composers of the French "six" and a cohort of artists of 20^{th} century. It, in turn, 'exploded' with a real apotheosis of multiculturalism in the most unexpected stylistic "crossroads" at the turn of the 20^{th} and 21^{st} centuries – suffice it to recall A. Schnittke's ballet *Peer Gynt* (1989).

The work of the outstanding modern Ukrainian composer Silvestrov, who combines national and Western European features within the framework of multiculturalism, is not an exception in this global process. Using the legacy of the musical past, the artist does not resort to direct quotation or collage in his music. For the most part, it is an allusion, a reference to those "simple" intonations that can be found in both the classics and the romantics, those "old" phonemes that can be quoted not in "literal sense" but in 'other' language. Namely, in this 'other' language one of the invariants of the composer's worldview, its multiculturalism, is manifested, because the old "phonemes" used by Silvestrov still live and can be spoken as today's word and form a new language. An important factor here is the artist's individuality, thanks to which the national and world are illuminated on a mental level through the prism of the unique composer's "Self".

In this sense, the composer's work *Two Dialogues with an Afterword* for string orchestra and piano, written at the beginning of the 21^{st} century, is indicative. Spoken names of parts of the cycle are "Wedding Waltz" (1826… 2002) (Schuber, Silvestrov), "Postlude" (1882… 2001) (Wagner… Silvestrov) and "Morning Serenade" (2002) (Silvestrov). Based on the names, one understands that it is a conscious dialogue not only between the personalities of composers, not only between worldview, attitudes, and cultural traditions of different eras, but about the internal dialogue of modern human of the 21^{st} century. Addressing the cultural patterns of the Romantic era, Silvestrov seems to have a conversation with Schubert and Wagner, drawing the attention of contemporaries to the conditional dialogue between the romantic artists of the nineteenth century and creating a polylogue. After all, Schubert is the composer from whom the birth of European romanticism begins, while Wagner is the composer who ends this journey. Silvestrov tries to unite the statements of his well-known predecessors as an intention to expand the cultural horizon, to unite time and space, as proof of the infinity of time, as a sign that future composers will continue the dialogue with Schubert, Wagner and Silvestrov himself. In this context, in fact, the last part of the cycle is created – "Morning Serenade", where the artist emphasizes the "turn of the century" (19^{th} – 20^{th} – 21^{st}) in the romantic style (Schubert as the "beginning" of Romanticism, Wagner – "the end"). In general, Silvestrov makes a "reverse" (in time) transition from avant-garde techniques to a romantic understanding of the world. Creating a polylogue between two romantics of the 19^{th} century and a romantic of the twentieth century, he does not allow the romantic style to "end", and in the 21^{st} century, together with the imitation of Schubertian and Wagnerian intonations, the melody of the work contains typical New Year's Eve melodic-intonation inversions. This kind of multiculturalism gives the composer the opportunity to translate "old" phonemes into modern language, to combine "old" with "new", creating a kind of ideological eclecticism [29].

It should be noted that Silvestrov continues his multicultural creative dialogue not only with the era of romanticism. Listening to the acoustic possibilities of sound, the dynamics of its development (growth or attenuation) gives the opportunity to learn to find different shades, not just contrasts. In this, Silvestrov continues the traditions of the Impressionists, who were characterized by the culture of sound, the volume of the sound phenomenon, the sophistication of color, the timbre of the sound palette. Thus, in Sonata No.2, in the piano cycles "Triad" and "Five Pieces", thanks to the long sound layers, subtle nuances of dynamics, the composer creates a transparent impressionistic musical fabric. At the same time, new timbre and register colors create sonant effects.

Turning the arch to the century before last, let us turn to the paradoxical experience of the perception of "another" European culture, which we contemplate during Glinka's journey through Spain (1845-1847); this journey in all its details is studied in the monograph of Tyshko and Kukol [32]. The point is that the Russian composer generally ignores the name of such a striking phenomenon of the song and dance culture of this Spain as *flamenco*: neither in his memoirs nor in his correspondence, does he even use this term. But we know for sure that during his stay in the south of the Iberian Peninsula, Glinka became acquainted with flamenco and heard it in the highest creative sense [31]. By the way, we also will do not find in the memoirs of the composer ("Notes") closely related to flamenco stylistic definition of *Cante Hondo*, as well as other terms characteristic of this tradition. Thus, Glinka describes these phenomena in detail and very accurately, avoiding using their names. He remarks on this occasion that the singers were singing in oriental kind, the dancers danced deftly; it seemed to him that he felt three different rhythms: singing was heard by itself, the guitar separately, and the dancer beat in the palm and tapped her foot, seemingly completely separate from the music [20, p. 328].

On this occasion, Glinka spoke with obvious surprise, but immediately feeling an important feature of the complex and unusual metro-rhythmic organization of flamenco. The point is that the meters here are quite complex and elegant: in addition to dicotyledons and tripods, they use a variety of combinations. In addition, additional rhythms are widely represented: *taconeo* (beating with heels), *palmas sordas* (clapping) and *pitos* (clicking fingers). Dancers play an important role in creating a complex rhythmic pattern, beating the beat with their feet (*zapateado*), tapping it with their hands or castanets [11, 27].

It is not surprising that Glinka, given the state of contemporary musical ethnography, faced great difficulties in recording and, accordingly, the artistic processing of such unusual and sophisticated melodies. As for the melody "in the Eastern genus", we will add that it was actually composed under Arab influence, looked free-improvisational and elegantly virtuoso, contained microchromatic intervals (less than half a tone) and glissando voice techniques from sound to sound, and, moreover, generously was extremely difficult for the European ear in the tonality-intonation sense (various combinations of Phrygian and Dorian scales, Arabic poppy Hijazi; bimodal configurations, etc.). Apparently, that is why Glinka even mentioned with some irritation, having already returned to his homeland: "My repeated attempts to make something out of Andalusian melodies were without success” [12, p. 332].

Thus, at least at the beginning, it seems that Glinka's “multicultural” hearing here came into some contradiction with the national identity of the musical phenomenon, which he encountered while in Spain. However, this conclusion does not seem correct. After all, he already felt a certain non-standard nature, “irregularity” in the rhythmic and melodic organization of Russian folklore, and the Spanish experience only helped him to better understand these phenomena of national musical culture.

It is paradoxical that Glinka did not leave any full-fledged recording of flamenco melodies. Apparently, his main goal was something else: going to Spain, he sought to get new, vivid impressions and embody them in his own work (see more: [32]). That is why Glinka's “Spanish Overtures” – “Aragonese Hota” and “Night in Madrid” – appear in Spain or almost immediately after it, followed by the famous symphonic scherzo “Kamarinska”. This is how the “postponed” result of the Spanish trip was manifested. Should he create music in the style of flamenco or cante hondo? Apparently, such a task would not be an extraordinary problem – with Glinka's ingenious sensitivity to “foreign” music. However, musical Spain somehow not immediately, at first imperceptibly for an outside ear, emotionally merged into his tempo, contrasts, and melody. While Italy significantly influenced the style of Glinka, his melody and vocals (for example, the opera “Ruslan and Lyudmila” is worth mentioning), Spain primarily influenced the general mood, tempo-rhythm, movement, the very breath of his music.

Here it is appropriate to cite thoughts on the place of music in the history of culture, which in the early 1990s were somewhat skeptical about the current state of its state, but also musicologist-culturologist Tatiana Cherednichenko hoped for a better future, saying about the orchestral play by Italian Luigi Nono: “There is no roads, but we must move forward”: “Under the guise of false clarity of our ideas about the world, something terribly chaotic, inhuman pulsates and is able to spill out <…> Cluttered culture with a priori clarity of any problems does not allow being vigilant in time, to act responsibly. New music teaches sensitivity to oneself and to the world <…> Pure “salt” is present at the end of Nono's play and, perhaps, it is utopia. “But we must go forward” [6, p. 167–168]. There is no doubt that an effective line of defense against such “a priori clarity” is actually a wonderful ‘game’ of multiculturalism and national identity in real works of musical art.

It should be noted that namely music culturology, due to its inherent integrative nature, is able to significantly expand the contextual connections of various cultural phenomena. It is no coincidence that Umberto Eco once remarked in his novel Baudolino: “A relic makes sense when it finds the right place in real history... A door is not a door if there is no house around the door. They are just a hole, and not even a hole, because emptiness, if there is no fullness around it, is not even emptiness” [8, p. 121]. He added on this occasion in his essay “Six walks in the literary forests”, metaphorically representing them as gardens, where “trails diverge”: “Even where the forest trail is not visible, everyone can pave his own, deciding to go right or left around this or that tree, and once again choosing the path near each trunk that will meet…” [9, p. 15]. Apparently, the “open work”, to which Eco devoted a separate scientific work, focusing, by the way, on the phenomena of modern musical culture [10], consists namely from such paths. It is clear that these paths are often the multicultural foundations of works of art.

“Art is an experimental field that deals with play, i.e., complex processes of interweaving of random and non-accidental,” – Lotman said, emphasizing the unpredictability of artistic phenomena in the system of objective laws of cultural development [24, p. 300]. The multicultural intentions of the romantic nineteenth century are read through a variety of creative phenomena, perhaps most naturally reflected in the art of music; Rethinking the genre hierarchy gave a new impetus to genres that occupied a somewhat peripheral place in the musical culture of classicism.

Apparently, no one of the romantic genres absorbed so many different cultural and stylistic influences and managed to declare its new birth, as a cantata-oratorio in a rather small number of significant works. The combination of two systems – spiritual and secular music – appeared to be a natural consequence of vocal and choral traditions inherited from previous eras, and gave life to a unique synthesis of national characteristics and features of individual compositional styles. Romantic cantatas have absorbed a variety of genre influences, as well as religious and cultural traditions. Their development was in demand by concert practice, which gave popularity to program works for vocal and orchestral ensembles, which are not regulated by strict rules of either formation or subject matter.

Factors of renewal of musical language and imagery of cantata-oratorio opuses of Schubert, Schumann, Mendelssohn-Bartholdy, Brahms were in connection with musical themes with folk-song origins, specificity of Lied, tradition of choral art and significant influence of romantic opera. The new understanding of the texture was the result of a combination of classical techniques of musical thinking using imitations, fugues, fugues, choral elements with a romantic attraction to multilayered fabric and homophonic-polyphonic composition – these features of romantic Western European cantatas of the 19th century specifics [26]. However, namely in Russian musical culture, the combination of strong traditions associated both with widespread choral “event” and church singing, as well as with the influence of edging and party concerts, has opened the way for a special individualized solution of stylistic syntheses in cantatas. Bright examples are the cantata works of Glinka – still little known in musicology. The composer's avoidance of genre definition of vocal and choral works and insufficient attention to them by musicologists created if not a “white spot”, then a kind of little-studied area of Glinka's musical works, which became a significant stage in the formation of national Russian musical style of the 19th century.

Glinka's first cantata, one of the composer's early oeuvre, dates back to 1826: the *Prologue*, or *Cantata to the Death of Emperor Alexander I and the Emperor Nicholas I Accession to the Throne*, for tenor solo, mixed choir and piano. The first significant experience of the embodiment of spiritual themes in the genre of secular cantata, the work of 22-year-old Glinka, despite the commissioned character, was not a detached musical expression: “I wrote sincerely” – Glinka later admitted in his memoirs [20, p. 231], which refutes the long-held idea in musicology about the somewhat formal attitude of the composer to the subject of this work. In fact, the music of the little-known cantata is emotional and embodies figurative antinomies - undisguised drama and majestic glorification, which is typical of the young composer's age. However, the deep meaning shows Glinka's creative maturity and asserts the priority of superiority in the creation of a romantic Russian cantata.

How does the work manifest multiculturalism, in general, inherent in the thinking of musical romanticism? The influences of Kant's traditions and signs of Orthodox singing are felt in the Tercet a capella Es-dur, and even the semantics of the tonality of the section of sacred content “Pay attention, O Creator” is characteristic of the embodiment of prayerful imagery in the Russian tradition of cantata “for event”, noted by Krylova. Even more interesting is the fact given by the researcher about the meanings that are fixed for Es-dur tonality: “for Mozart, this key is closely related to sacred images,” (according to the characteristics of Schubart, it is a tonality of love, reverence, trust conversations with God, which expresses the Holy Trinity with his three flats”) [16].

Glinka's use of established musical formulas in the cantata – signs of certain affects – is evidence of its connection with the tradition of the Russian cantata of mournful or majestic themes. After all, the “intonation dictionary” of the musical language of the cantata genre includes a wide range of musical means, among which the scope of exaltation is fixed: moves in the melody on the quartet and sextet ("figure exclamatio – exclamation"), which creates semantic accents in the melody; "upbeat ascending quarter – one of the characteristic features of hymns"; "sequential development of the melody (<…> gradatio – amplification, a technique that usually conveys emotional uplift)" combines the principle of multiple assertion of the motive with pitch and fret development; "gradual ascending movement in the melody (rhetorical figure anabasis – ascent – has not only a direct pictorial meaning, but also conveys such a semantic nuance as elevation-magnification)" [19, p. 523]. These are the melodic configurations used by Glinka in the *Prologue*.

Prayer in the words of M. Lermontov is the last cantata of Glinka, which was created in 1855; from the first one, it separated by 29 years. The dramatic axis of Glinka's cantata in this case is generally built on the interaction of stylistic layers of different "spaces" and "times" of musical culture – a principle close to the stylistic drama of the opera *Ruslan and Lyudmila* [33]. The contrasting images of *Prayer* synthetically combine Russian romance, belcanto techniques, ariosity (the theme of the main part); features of Western European chorale and Russian choral singing (theme of the side part), lyrical ariosity, singing, cantilena, dancing (code). This allows the composer to combine the contrast of images with the end-to-end development of the action, to provide grounds for the plot movement in the absence of the plot as such.

The depth and persuasiveness of each of the images of Glinka's cantata *Prayer* – dramatic and conscientious, solemn-prayerful and comforting, enlightened direction – is associated with the intensification of interaction and synthesis of stylistic features of different cultural traditions and their artistic meanings. As a result, there is a plot of cantata, which reproduces the inner life of the human soul, with its religious, philosophical pursuits – the formation of spiritual maturity. The idea of conciliar unity in prayer – an integral part of Orthodox culture – is the semantic center of Glinka's cantata, its spiritual core, which concentrates the multicultural intentions of the composer's latest vocal and choral work, because prayer has universal meanings and its musical embodiment appeals to the space of European religious and philosophical consciousness.

Glinka's cantatas intensify the dialectical processes of intercultural interactions and the search for national self-awareness, which will take place in Russian music of the second half of the 19th and the beginning of the 20th centuries. After all, as O. Lobzakova writes, "the interaction of religious and secular traditions in the conditions of individual styles of composers of the 19^{th} - early 20^{th} centuries – Glinka, Rimsky-Korsakov, and Rachmaninoff - is a factor in the active synthesis of traditional-national and individual-author, carried out at the intersection of rational factors of creativity and artistic intuition" [22].

If we move away from the issues of specific genres and personalities of Russian culture of the 19^{th} century, we must recognize its universalism in the ability to comprehend the philosophical questions of existence precisely through artistic facts. Thus, Likhachev wrote: "From the Western European point of view, there are no philosophers and theologians in Russia. They are dissolved in the artistic work of all kinds: in icon painting, in music, in poetry, and so on. The strongest and most original thinkers in Russia are Andrei Rublev, Dionysius, the unknown creators of church music, Hilarion, Prince Vladimir Monomakh, Archpriest Habakkuk, Lomonosov and Derzhavin, Pushkin, Tyutchev, Lermontov, Chaadaev, Dostoevsky, Vladimir Solovjev, etc. Russian philosophy is very specific, it avoids abstract thought and focuses primarily on knowledge of the world, rather than on epistemological problems. Cognition of the world as a whole is connected, first of all, with its artistic comprehension" [21, p. 408]. And further: "Therefore, some poets, writers, artists (and icon painters), composers are thinkers who reflect in their work their own understanding of the world. This artistic understanding of the world is characterized by a much stronger inner sense of the general in the world than its logical knowledge" [21, p. 408].

Yu. Lotman noted: "<…> In a short moment of each individual event, one can read the whole story and, at the same time, in the whole story one can see the key to individual events" [24, p. 294]. The scientist considered existence in the "diverse multilingual world" to be a universal need, emphasizing that the space of meaning in the processes of changing epochs is always mobile and dynamic [24, p. 290]. Based on cultural generalizations, it is difficult to disagree with the concluding statement of the scientist: "the combination of predictable and unpredictable creates a complex game, which is life" [24, p. 292].

4 Conclusion

Once again, it should be emphasized that namely multiculturalism is the key to the harmonious development of every unique, national culture in modern society. At the same time, the existence of an exclusive multicultural space in contemporary art seems impossible, because as the experience of successful artistic practices proves, the most qualitative and significant results of the latter are connected with the inclusion of the original national component in creative artistic processes.

The interdependence interdetermination of both trends defined the specifics of the musical culture of the last century and the present, defining its main vectors, outlining the great potential of the dialectical approach in the practical implementation of globalization and identification strategies and tactics in modern culture. Thus, the interaction of these vectors of musical culture development based on the content of our article is manifested in three stages:

- The composer's development within a certain national culture of previously unknown patterns of other musical cultures;
- Creative understanding of their multicultural essence;
- Replenishment of own musical culture with new experience and adaptation of these acquisitions to conditions of existence and development of national musical art.

Literature:

1. Anderson, B. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* London - New York, Verso.
2. Banks, J.A. & Cherry, A. (1995). *Handbook of Research on Multicultural Education*. New York, MacMillan Publishing.
3. Bankovskaya, S. (2016). *Imaginary communities as a sociological phenomenon (introductory article).* Anderson B. Imaginary communities: Reflections on the origins and spread of nationalism. Moscow, Kuchkovo pole.
4. Bogutsky, Yu., Korablyova, N., & Chmil, G. (2013). *New cultural reality as a sociodynamic process of human creation through roles.* Kyiv, Institute of Cultural Studies of the National Academy of Sciences of Ukraine.
5. Bugoslavsky, S. (1936). Film music. In: O. Schmidt (Eds.). *The Great Soviet Encyclopedia. In 30 volumes. Volume 32. Rubber - Klasson*. Moscow, OGIZ RSFSR.
6. Cherednichenko, T.V. (1994). *Music in the history of culture: in 2 vols*. Dolgoprudny, Allegro-Press, 2.
7. Connor, W. (1992). The Nation and Its Myth. *International Journal of Comparative Sociology,* 33(1-2), 48-57.
8. Eco, W. (2003). *Baudolino*. Translation from Italian and afterword by E. Kostyukovich. St. Petersburh, Symposium.
9. Eco, W. (2003). *Six walks in the literary forests*. St. Petersburh, Symposium.
10. Eco, W. (2006). *Open work: Form and uncertainty in modern poetics. Translated from Italian.* St. Petersburh, Symposium.
11. Flamenco. (2010). *The New Grove Dictionary of Music and Musicians (2nd ed.).* Available at: http://html-pdf-converter.com /pdf/new-grove-dictionary-of-music-and-musicians.html.
12. Humeniuk, T.K. & Tyshko, S.V. (2018). Musical culturology in the coordinates of humanitarian thinking (to the 20th anniversary of the Department of Theory and History of

Culture of the National Music Academy of Ukraine named after P.I. Tchaikovsky). *Journal of the National Academy of Music of Ukraine. P.I. Tchaikovsky,* 1(38).
13. Hunsaker, S.V. (1999). *Autobiography* and *National Identity* in the *Americas*. Charlottesville, Virginia U.P.
14. Klekovkin, O.Yu. (2020). *The structure of the cultural revolution: Scenarios and roles. Ukraine. Theater. 1917-1934*. Kyiv, ArtEconomy.
15. Kovalinska, I.V. (2016). The concept of “multiculturalism” in scientific discourse. *Educational Discourse,* 1(13). Available at: https://core.ac.uk/download/pdf/268481308.pdf.
16. Krylova, V.D. (2010). *Russian cantata “in case” of the late 19th - early 20th century: the poetics of the genre*. Dissertation of Candidate of Art History: 17.00.02. Moscow. Available at: http://www.dslib.net/muz-iskusstvo/russkaja-kantata-na-sluchaj-konca-xix-nachala-xx-veka-pojetika-zhanra.html.
17. Krylova, V.D. (2009). Features of the Russian cantata “by chance” (late 19th - early 20th century). *Bulletin of the Bashkir University,* 14(2), 521-524. Available at: https://cyberleninka.ru /article/n/osobennosti-russkoy-kantaty-na-sluchay-konets-xix-nachalo-xx-veka.
18. Kymlicka, W. (1995). *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford, Clarendon Press.
19. Liapunova, A. & Rozanov, A. (1975). *Glinka, M.I. Letter to V.F. Odoevsky dated May 16, 1852*. Moscow, Muzyka.
20. Liapunova, A. & Rozanov, A. (1973). *Glinka, M. Notes. Complete collection of works. Literary works and correspondence: in 2 vols. Vol. I: Literary works*. Moscow, Muzyka.
21. Likhachev, D.S. (2000). *Russian culture*. Moscow, Iskusstvo. Available at: https://www.google.com/url.
22. Lobzakova, E.E. (2007). *Interaction of secular and religious traditions in the works of Russian composers 19th - early 20th*. Candidate of Art History. Brief of the dissertation of Candidate of Art History: 17.00.02. Rostov-on-Don. Available at: http://cheloveknauka.com/vzaimodeystvie-svetskoy-i-religi oznoy-traditsiy-v-tvorchestve-russkih-kompozitorov-xix-nachala-xx-vekachast-1.pdf.
23. Losev, A.F. (1991). *The main Question of the Philosophy of Music. Philosophy. Mythology. Culture.* Moscow, Politizdat.
24. Lotman, Yu.M. (2005). *Education of the soul. Memories, Conversations. Interview. In the world of Pushkin's poetry (script).* Conversations about Russian culture. Television lectures. St. Petersburg, Art-Spb.
25. O’Sallivan, T., Hartley, J., Saunders, D., Montgomery, M., & Fiske, J. (1994). *Key Concepts in Communication and Cultural Studies.* London and New York, Routledge. Available at: https://www.pdfdrive.com/key-concepts-in-communication-and-cultural-studies-ymerleksi-e16873605.html.
26. Pankratova, O.V. (2010). *Genre style cantata of the Romantic era.* Brief of dissertation of Candidate of Art History: 17.00.02. Rostov-on-Don. Available at: http://cheloveknauk a.com/zhanrovyy-stil-kantaty-epohi-romantizma.
27. Riemann Sachlexikon Musik (1996). *Mainz*.
28. Seton-Watson, H. (1977). *Nations and States: an enquiry into the origins of nations and the politics of nationalism*. London, Methuen.
29. Severinova, M.Yu. (2013). *Archetypes in culture in the projection on the work of contemporary Ukrainian composers.* Dissertation of Doctor of art history: 26.00.01 - theory and history of culture (art history). Kyiv, NMAU named after P.I. Tchaikovsky.
30. Silantieva, M. (2016). Communication as a way of translating intentional experience of local cultures. *Scientific research and development. Modern communicative studies,* 4(23), 49-55.
31. Tishko, S.V. (2012). M.I. Glinka in Spain: the Seville experience of perception of flamenco art. *Journal of the National Academy of Music of Ukraine. PI Tchaikovsky. 1*(14), 122-135.
32. Tyshko, S.V. & Kukol, G.V. (2011). *Wanderings of Glinka. Comment on “Notes”. Part III. Travel to the Pyrenees or Spanish Arabesques*. Kyiv.
33. Tyshko, S.V. (1993). *The problem of national style in Russian opera: Glinka. Mussorgsky. Rimsky-Korsakov: A study*. Kyiv.
34. Yudkin, I.M. (2020). *Phenomenology of culture as a methodology of interpretation*. Kyiv, Institute of Culturology of the National Academy of Sciences of Ukraine.

Primary Paper Section: A

Secondary Paper Section: AL

ELECTRIC VEHICLE MARKET IN THE NATIONAL ECONOMY (ON THE MATERIALS OF PRESRELIZES)

[a]LIUDMYLA YELISIEIEVA, [b]OLENA PAVLOVA, [c]ANDRII KOLOSOK, [d]ALLA SURIAK, [e]ROSTYSLAV STRILCHUK, [f]ANNA SAFAROVA, [g]SVITLANA KOZAK

[a-g]Lesya Ukrainka Volyn National University, 13, Voli Ave., 43025, Lutsk, Ukraine
email: [a]Yelisieieva.Liudmyla@vnu.edu.ua, [b]pavlova.olena@vnu.edu.ua, [c]kolosok.andrew@vnu.edu.ua, [d]surjak.alla@vnu.edu.ua, [e]strilchyk.rostuslav@vnu.edu.ua, [f]safarova.anna@vnu.edu.ua, [g]skozak@vnu.edu.ua

Abstract: The relevance of the study of the electric car market is due to the high dynamics of the development of supply and demand of electric vehicles in national and international economies. The article aims to study the peculiarities of development and state regulation of the electric car market in Ukraine in foreign experience and generalization of recommendations for optimizing the functioning of such a market in the national economy. A systematic approach was applied, which allowed analyzing the structure of demand and supply of electric vehicles, the nature of competition, and the dynamics of changes in the number of such vehicles in recent years. Comparative analysis was used to compare the level of electric vehicle markets and their institutional support in Ukraine and abroad. The theoretical bases of electric car market research are revealed, particularly the properties of the electric car as an economic good, the main elements of the electric car market. The advantages and disadvantages of electric cars compared to traditional cars are clarified. The factors influencing the development of the electric car market in the global and national economies are systematized. The main tendencies of growth of the world market of electric cars and features of formation of the national market of such vehicles are analyzed. The foreign experience of state regulation of the electric car market and the main ways of development in Ukraine in modern conditions are revealed.

Keywords: Electric car market, Greening of production, Press release, State regulation of the electric car market, Subjectivity.

1 Introduction

The electric car is a private economic good, characterized by divisibility and competitiveness. Their advantages compared to traditional fuel cars include environmental friendliness, energy efficiency, no noise pollution; the disadvantages are the low power reserve, the need to dispose of batteries, and so on. Factors that have a positive impact on the development of the electric car market in the global and national economies greening of production, increasing the level of motorization of the population, reducing prices for lithium-ion batteries. The hindering factors are lower oil prices, higher electricity prices, lack of proper infrastructure, etc. In recent years, the global market for electric vehicles has grown rapidly: demand has increased significantly, as well as supply of electric vehicles; there has been a diversification of goods, there are different price segments in the market of electric vehicles [1, 2, 10, 13].

The first electric cars appeared in Ukraine a little later than in other countries in Europe and Asia. Common trends for the Ukrainian and world markets of electric vehicles are the growth of demand, the expansion of competition between sellers of such vehicles. A feature of the national market of electric cars is a significant share of used cars. The main tool of state regulation of such a market in Ukraine is the abolition of VAT and excise duty on imports of electric vehicles, but this range of tools needs to be expanded. In Ukraine, only the import of electric cars is stimulated, so this approach must be radically changed by stimulating the production of electric cars and their parts in the national economy.

At the present stage of social development, Ukraine and the world suffer from excessive pollution of the atmosphere with harmful emissions, a significant proportion of which are the exhaust gases of transport. Scientists and international organizations consider the spread of electric transport to be an effective solution to this problem. At the same time, the Ministry of Infrastructure of Ukraine announced that it plans to provide 75% of transportation by electric transport by 2030. Given that every twentieth citizen of Ukraine is ready to replace own traditional car with electric, we can say about the prospects of electric vehicles in the national economy. In addition, the transition to electric cars reduces the country's demand for fuel and oil, which will increase funding for infrastructure development and reduce energy dependence. This explains the relevance of this study.

2 Materials and Methods

The information base of the work consists of press releases, statistical materials of the State Statistics Service of Ukraine, the International Energy Agency, the Ministry of Infrastructure of Ukraine, the Ministry of Economic Development, Trade and Agriculture of Ukraine, the World Bank, the World Economic Forum, McKinsey and Deloitte. The study used a causal approach to reveal the causal links between the development of the electric vehicle market in the world and the national economy; a systematic approach that allowed analyzing the structure of demand, supply of electric vehicles, the nature of competition and the dynamics of changes in the number of such vehicles in recent years, comparative analysis was applied to compare the level of markets for electric vehicles and their institutional support in Ukraine and abroad.

3 Results

An electric car is an economic good that satisfies the needs of economic individuals in the transport mobility of the population, transportation of goods, towing trailers and vehicles, performing various types of work and services. With the formation of the market for such vehicles, electric cars have become an important commodity that has the properties of a private good: divisibility and competitiveness. According to the criteria for classifying economic benefits, electric cars can be classified as tangible, personal (in most cases) and long-term benefits. Electric car as a type of passenger vehicle provides high mobility of economic agents, work efficiency, determines the modern way of life of society. It can be a consumer good, a means of production, and its level of distribution is an indicator of social welfare of both the individual economic individual and society as a whole.

Electric cars have a number of advantages over traditional cars that use gasoline. Such advantages include the following: 1) it is an environmentally friendly mode of transport (no emissions of gases and other emissions into the atmosphere); 2) simplicity of design; 3) ease of management and cheap operation; 4) energy efficiency (efficiency of the fuel engine is 16%, while the efficiency of the electric motor is almost 85%); 5) no noise pollution; 6) the possibility of charging both at the gas station and from the household mains. At the same time, some disadvantages of electric cars should be mentioned: 1) the charging time is longer than during refueling; 2) low power reserve in the case of long-distance travel and at low air temperatures; 3) the need to dispose of batteries which contain toxic metals (e.g.,, lead, lithium, mercury, zinc, etc.) that adversely affect living organisms, polluting water and air, and so on.

Electric cars are a diversified product. There is a wide range of electric cars with different parameters: speed, engine power, power reserve and price. There are also hybrids electric cars, which are driven by an electric motor, but can consume both fuel and electricity. The advantage of such a car over gasoline is reducing fuel consumption and emissions.

The electric car belongs to the durable goods, the demand and supply of which are determined by two groups of factors subjective and objective. Objective factors include household income, inflation, exchange rates, interest rates on loans and deposits, prices for related products, technology development, and so on. Objective factors are most often used when forecasting trends in consumer markets.

One of the important factors that determine the demand for electric cars is the income of the population. According to Eurostat, the average salary in the EU is 5,231 euros or 147,000 hryvnias [6], but these figures vary from country to country. While as of February 2021 in Ukraine the average salary was UAH 13,122 [21], which generally does not increase the demand for electric cars. On the other hand, the national economy is characterized by a relatively high level of shadow economy [15], which does not allow assessing the real economic opportunities of the population to buy electric cars and cars in general.

In Europe, the highest level of automobilization is observed in Luxembourg – 678 cars per 1000 inhabitants, the lowest – in Romania (197 cars per 1000 inhabitants). The average value of the level of automobilization in the European Union is 457 cars/1000 citizens [6, 7]. The level of automobilization in Ukraine is 2.9 times lower than the European average; in comparison with the highest in Europe 4.3 times; for the lowest in Europe – 1.2 times. In the national economy, the main competitor to electric cars are used gasoline cars.

No less important factor influencing the demand for electric cars is the price of complementary goods and substitute goods. Substitute goods include fuel cars, so the price of oil, which is the raw material for fuel, is important. Gasoline analogues of electric cars are 15-35% cheaper, but according to a study by Ukravtoprom, this difference in price will pay off for the consumer for 2-3.5 years of operation of the electric car [25]. The price of car fuel depends entirely on the price of oil imported by the country. At the moment, the prices for oil of reference brands are rapidly declining: the price of Brent has already reached 62 US dollars per barrel. The reason for this was the third wave of the pandemic in Europe, which led to a reduction in production and reduced demand for oil [17]. One of the factors stimulating the demand for electric vehicles is the reduction of prices for lithium-ion batteries. Thus, during 2010-2019, their price decreased by 87%, which led to a partial decrease in the cost of electric cars.

Complementary goods for electric cars are the price of electricity and maintenance. The electricity tariff for the population in Ukraine is one of the lowest among European countries.

One of the important factors in the development of the electric car market is the quality of roads and the development of transport infrastructure. In 2020, according to the sub-index “road quality” of the Global Competitiveness Index, Ukraine significantly improved its position in the ranking (by 20 points), but at the same time ranked 126th. According to the sub-indices “transport”, Ukraine rose by 12, by “access to the market and infrastructure” – in 10 positions, taking 73 and 77 places, respectively. Thus, the leaders in the quality of roads are the United Arab Emirates, Singapore, Switzerland [23].

An important component of transport electrification is the development of charging station infrastructure. As mentioned above, one of the disadvantages of electric cars is that refueling one electric car takes 0.5-10 hours, while refueling a car on fuel no more than 2 minutes. Because of this, a significant number of charging stations are required for the successful development of electric cars. Large manufacturers have already begun to invest in creating their own charging station systems. Ukravtoprom experts believe that for the most comfortable use of an electric car, the number of charging stations should be at least 5 for every 10-15 km [25]. In 2020, the number of charging stations for electric vehicles in Ukraine increased by 57% compared to the previous year and today it has 8529 units [23]. The world also shows a positive trend in the development of electric charging stations.

One of the factors that enhances the competitiveness of electric cars is environmental constraints. As of the beginning of 2021, the level of carbon dioxide emissions in the EU countries should not exceed 95 g/km. The tightening of environmental restrictions in 2020 has already led to a reduction in annual CO_2 emissions by 10% compared to 2019. Thus, in France, annual emissions from transport have decreased by almost 20 million tons of CO_2. Such environmental restrictions have a positive effect on the electric car market, displacing gasoline cars [8, 12].

Subjective factors in the development of the electric car market include consumer perceptions of the current situation, expectations of future changes, consumer sentiment index, willingness to take out a loan, and so on. The population's propensity for new products is also an important factor influencing the demand for electric cars. Today, automakers offer consumers more than 500 models of electric cars, but a certain proportion of the population still does not perceive electric cars as a global perspective.

The development of the electric car market began more than a century ago in Europe. Subsequently, they became widespread in the United States and Japan. Currently, the world market is segmented by various criteria, in particular, type of vehicle, region, etc. The rise in the development of electric cars began in 2010. The introduction of electric cars in some regional markets was quite rapid, although a third of world sales of electric cars in 2015 were carried out mainly in 14 cities. As of the end of 2016, already in Norway, electric cars accounted for 29% of the market for all vehicles, which was the highest figure in Europe. The Netherlands also showed quite high rates of electric car use 6.4%, while in Sweden it was 3.4% [3]. Later, China became the leader in the number of electric cars. Currently, the number of electric cars in China is at least 40% of “green” cars in the market. This is due to the fact that in 2014, all buyers of electric cars in China were exempt from VAT [5, 7].

In 2019, sales of passenger cars decreased. At the same time, sales of electric cars decreased in the two largest markets China and the United States. The negative trends in the electric car market were due to the weakening of state support for the purchase and sale of such vehicles. For example, China has almost halved subsidies for the purchase of electric cars as part of a policy of direct incentives introduced in 2016. The US Federal Tax Credit Program for key automakers such as General Motors and Tesla has also ended. In the second half of 2019, such measures contributed to a significant decline in demand for electric cars in China and a drop in supply of electric vehicles in the United States (10% per year). But even with stagnation in the two largest markets, sales of electric vehicles in other countries grew. For example, in Europe, the growth rate of cars sold was 44%, which may be due to the introduction of the International Standard for Pollutants for Traditional, Hybrid Cars, and Electric Vehicles.

In 2019, Europe provided 60 billion euros in investment for the production of electric vehicles and batteries, which is 19 times more than in 2018 [8]. In total, according to Global EV Outlook 2020, sales of electric cars in 2019 reached 2.1 million worldwide, exceeding 2018 [9]. During 2011-2019, 7,896,000 electric vehicles were sold, and more have been sold in the last two years than in the previous seven. In 2020, under the influence of the spread of COVID-19, world sales of electric cars decreased. In January-February 2020, the demand for them in Europe increased, while in February 2020 in China it decreased by 80% [8]. The COVID-19 pandemic has affected global electric car markets, albeit to a lesser extent than the overall passenger car market. This is due to government support in China and Europe. Both markets have national and local subsidy schemes. China recently extended its subsidy policy until 2022.

Consumer expectations for further improvements in technology and new models have played an important role in the electric vehicle market. Automakers have announced the differentiation of electric car models, many of which were introduced in 2020 and will be introduced in 2021. Over the next five years, automakers have announced plans to release another 200 new electric car models, many of which are in the popular segment of the sports car market. [14].

4 Discussion

The growth of investment in electric vehicles is considered the main driver for the market. Companies such as Daimler AG, Ford Motor Company and Renault Group are investing heavily in their electric vehicle production plan. Daimler AG announced an investment of $20.0 billion in the purchase of battery cells for electric vehicles. The company plans to electrify its Mercedes Benz portfolio by 2022. Similarly, Ford Motor Company has announced plans to invest $11 billion in the production of 40 electric vehicles by 2022 [5, 18]. Thus, the market is expected to grow.

Currently, the largest manufacturers of electric cars are Tesla, BYD, BMW, Nissan. The most common models of electric cars in the world are Nissan Leaf, Telsa model 3, model X, Volkswagen e-Up. Their cost ranges from $25,000 to $95,000. There are now a number of premium electric cars, the demand for which is relatively stable due to the Veblen effect. In particular, these are models Tesla Roadster, NIO EP9, Lotus Evija. In addition, many electric cars appear not only in the segment of passenger transport, but also in the segment of commercial transport. States are actively investing in and distributing electric public transport. For example, the Estonian government has completely replaced all special services cars with electric cars. Therefore, it can be argued that commercial electric transport is also actively promoted in many regions of the world. Morgan Stanley predicts that the electric car industry will show an average growth of 20% per year until 2040. The best evidence of the industry development and increasing demand for electric cars is that the largest market participants BMW, Ferrari, Mercedes, Audi, Porsche have already reported about the gradual transition to electrical technology.

At the same time, the lack of proper infrastructure will somewhat hinder the growth of the electric car market. Variations in loading load and lack of standardization are the main disadvantages of the market. Different countries have their own standards, such as CCS (Europe, USA and Korea), CHAdeMO (Japan) and GB/T (China). Some manufacturers, such as Tesla, focus on overcoming this obstacle by having their own charging network [8]. Thus, market participants plan to overcome these challenges and expand their business.

The first electric cars appeared in Ukraine in 2012. As of the beginning of 2015, about 150 electric cars have already been registered. Namely in this year, the so-called boom in the electric car market of Ukraine started. Despite the economic downturn, the population actively bought electric cars due to the exemption of the purchase from the tax on the import of electric cars. This has allowed Ukraine to become one of the fastest growing markets for electric vehicles in the world. From January to August 2015 alone, 231 electric vehicles were registered in Ukraine [16]. In 2016, there was an acceleration of the pace of registration of such cars and the development of relevant infrastructure. So, for this year, their number has made about 3,150 units. The ratio of buying new and used cars was 49% to 51%. The most popular electric car was the Nissan Leaf. The year of 2016 can be called the official beginning of the era of “green” cars in Ukraine. At the same time, since 2016, the relevant infrastructure has developed significantly. During 2016, the number of charging stations increased from 153 to 577 units. Until this year, there was no high-speed charging station in Ukraine, and in a year there were already 44. Due to the rapid development of infrastructure, the demand for electric cars has increased significantly.

The first electric cars registered in 2012 had an average age of 6 months, and the vast majority of them were new cars of 2011. In the next four years, the average age of imported electric cars ranged from 1.7 to 2.6 years in 2016. This indicates that the share of imports of electric vehicles that were already in use has increased significantly. In 2017, the share of used electric cars increased to 76%. In fact, out of every 100 electric cars purchased in Ukraine, only 23 were new, and their average age in 2017 increased to 3.5 years. However, during press releases, leading European automakers, namely, BMW, Renault, and Hyundai are interested in the official sale of new electric vehicles in Ukraine [20]. In 2017, sales of electric vehicles more than doubled. In 2017, Ukrainians bought 2,697 electric cars. The number of electric cars has increased due to the fact that Ukrainian dealers have started to buy mostly used cars at American auctions. The most popular “green” car was the Nissan Leaf. Also in the top, there were BMW i3 and Tesla model S. Infrastructure development did not stop, but the pace of change has partially decreased.

In 2018, a bill on the abolition of VAT and excise duty on imports of electric vehicles was adopted. About 5,350 electric cars were sold this year, which is almost twice as many as in 2017. The share of used cars has hardly changed and amounted to 83.5%. In 2019, sales of electric vehicles increased by one and a half times. The number of electric cars sold reached more than 7,500. Of these, 550 cars are commercial vehicles, the rest are passenger cars. The share of used cars was 92% [19]. The most popular “green” cars in Ukraine were Nissan Leaf, Tesla model S and a new model from Volkswagen e-golf.

According to the criterion of territorial distribution of electric cars in Ukraine, the largest concentration of electric cars was found in Kyiv, Odesa, Kharkiv regions. Dnipropetrovsk and Lviv oblasts are also among the five leaders. The smallest number of electric cars and hybrids was recorded in Luhansk region.

A significant obstacle to the development of the electric car market in the national economy is the lack of official supply in Ukraine. Only from June 2020, one can officially buy a BMW i3, Renault Zoe, Jaguar I-Pace, Nissan Leaf and Hyundai Ioniq and place an order with Tesla through their website.

The number of charging stations is also insufficient. Most power plants in Ukraine (over 90%) are slow and it takes 3-4 hours to charge a car. In addition, power plants are distributed mainly in large cities, which makes the use of electric cars inconvenient in other cities and regions. There are also difficulties in connecting to electricity in Ukraine. In 2019, Elon Musk undertook to build Tesla charging stations in Ukraine. Although only 3 of them were built, namely then Ukraine got on the world map of electric cars.

Climate change is an important factor in the development of electric vehicles. The Paris Agreement, which entered into force in November 2016, brings together a large number of countries in search of reducing greenhouse gas emissions and limiting global warming. The agreement requires all parties to declare “nationally determined contributions” that embody each country's efforts to reduce national emissions and adapt to the effects of climate change. Electric cars have the potential to help countries achieve the Sustainable Development Goals. Electric motors are more efficient than internal combustion engines, and this, along with the shift to a low-carbon power generation mix, is how electric cars can help reduce carbon emissions. The IEA estimates that electric vehicles should account for 35% of new car sales by 2035 to limit climate change to less than 2%.

The European Union has approved several important environmental policy instruments affecting the electric vehicle market. These include fuel economy standards for cars and trucks and the Clean Vehicles Directive, which provides for public procurement of electric buses. The Energy Performance of Buildings Directive sets minimum requirements for charging infrastructure in new and refurbished buildings. Incentives that support the introduction of electric vehicles and chargers are common in many European countries [11].

In China, the policy to stimulate the development of the electric car market includes limiting investment in new plants for the production of traditional cars and increasing fuel savings for cars by 2025. The Chinese government uses a number of non-monetary incentives to develop the electric car market: NEV license plate, exemption from certain traffic restrictions and allocating a special parking space, etc.

Japan's automotive strategy aims to reduce greenhouse gas emissions from vehicles by 2050. Car fuel standards have also been revised.

Canada supports zero-emission vehicles. It has announced ambitious plans to provide 30% of zero-emission (ZEV) vehicles in its fleet by 2030 and 100% by 2040 [5].

In South Korea, the main instruments of state regulation of the development of the electric car market are public procurement, subsidies, reduction of taxes on the purchase of such vehicles, reduction of tolls and parking fees.

However, many countries have legal barriers to the distribution of electric vehicles, including laws that restrict or regulate the installation of charging stations.

Environmental parameters are becoming an increasingly important component of the positioning of a country on the world stage, in assessing the competitiveness of regions, cities and enterprises. Today, this is a pronounced global trend, as evidenced by the number of international and national environmental ratings in recent years. The use of quantitative indicators and indices to assess the effectiveness of environmental policy and sustainable development will continue to grow rapidly, including in connection with the implementation of the 2030 Agenda for Sustainable Development and the Paris Agreement of 2015.

In 2020, Denmark was recognized as the leader in terms of environmental efficiency. The top ten leaders also included Luxembourg, Switzerland, and Germany. Ukraine took 60th place in the ranking and found itself between Venezuela and Uruguay. At the same time, under the terms of the Kyoto Protocol, Ukraine has committed itself to reducing greenhouse gas emissions. Despite the fact that emissions of pollutants in 2010-2015 decreased in the country by 32.3%, and carbon dioxide – by 18.2%, the level of air pollution remains high. A total of 4.52 million tons of pollutant emissions were registered in Ukraine, including more than a third 36.8%, or 1.66 million tons from road transport [22], so stimulating the electric car market in Ukraine is a matter of time.

As of today, for the expansion of the use of electric vehicles in Ukraine, there is an exemption from VAT and excise duty on imports of electric vehicles until 2022; parking fines are introduced for parking on the places intended for EVs (the law came into force on January 1, 2020). In addition, the Verkhovna Rada of Ukraine adopted the Law of Ukraine No. 10405, which entered into force on January 1, 2020 and provides for new road signs “for electric vehicles”, “exclusively for electric vehicles”, “places for charging electric vehicles”, which should appear throughout Ukraine, etc.

Despite a number of positive changes, there are obstacles. According to Ukrainian legislation, the placement of electric chargers is possible only on roads of state importance, which in Ukraine constitute 46.6 thousand km [23], and the requirements for the number of gas stations on local roads, which are 117 thousand kilometers, are not defined. This limits the ability to travel on this type of transport in the country. The norm is defined for electric charging in parking lots: the number of parking spaces equipped with chargers must be at least 5% of the total number of parking spaces. There are also problems with obtaining technical conditions for connection. It is now known that the Ministry of Infrastructure has initiated and joined the amendments to the state building codes for the placement of gas stations on the roads.

At the same time, the Federation of Employers of the Automotive Industry emphasizes that Ukraine has the opportunity to become a production low-cost for global automakers, but this requires appropriate changes in legislation. There are all the prerequisites for this a favorable location and logistics, skilled labor (cheaper than in Europe). But this “window of opportunity” is closing quickly, and having only basic benefits is not enough. Conditions that would attract the attention of global automakers to locate their production in Ukraine are not yet available. These conditions should be at least not worse than the ones which the neighboring countries offer the investor to load not only the existing production capacity in Ukraine of 400 thousand cars per year, but also the production of urban electric transport, moreover, to attract global automakers to localize new industrial capacities for the production of modern electric vehicles in Ukraine.

The Ministry of Infrastructure points out that Ukraine can start mass production of electric cars. For example, the State Space Agency, the Pivdenmash plant and the South Korean company Caris signed a memorandum on the production of 5,000 electric buses by 2023, as well as the placement of 7.8 thousand charging stations. This is not only the localization of electric bus production in Ukraine, but also the exchange of technologies.

5 Conclusion

In recent years, the global market for electric vehicles has grown rapidly: demand has increased significantly, as well as supply of electric vehicles; there has been a diversification of goods, there are different price segments in the market of electric vehicles. Currently, the largest manufacturers of electric cars are Tesla, BYD, BMW, Nissan. The most common models of electric cars in the world are Nissan Leaf, Telsa model 3, model X, Volkswagen e-Up. There are now a number of premium electric cars, the demand for which is relatively stable due to the Veblen effect. In addition, many electric cars are not only in the segment of cars but also in commercial vehicles sector. The first electric cars appeared in Ukraine a little later than in other countries in Europe and Asia. Common trends for the Ukrainian and world markets of electric vehicles are the growth of demand, the expansion of competition between sellers of such vehicles. As well as abroad, the most popular models are Nissan Leaf, BMW i3, Tesla Model S. A feature of the Ukrainian market is the growing demand for used cars. In order to implement international agreements, which Ukraine has joined in the framework of greening the economy, and to stimulate the purchase and production of electric cars, it is necessary to enable the following: 1) develop programs to improve energy efficiency, decarbonization and implementation of environmental protection policy; 2) to intensify work on the “Electric strategy of Ukraine's global transition to electric cars”; 3) to extend the law on exemption from VAT on imports of electric vehicles into Ukraine; 4) provide subsidies for the purchase of new electric cars; 5) create conditions for the distribution of electric vehicles in Ukraine and the development of appropriate infrastructure; 6) to create conditions comfortable not only for consumers, but also for manufacturers (to stimulate own production of cars and details); 7) to introduce an emission control system following the example of European countries.

Literature:

1. Barkenbus, J. (2020). Prospects for Electric Vehicles. *Sustainability*, 12, 5813. doi:10.3390/su12145813
2. Danielis, R. et al. (2020). The Economic Case for Electric Vehicles in Public Sector Fleets: *An Italian Case Study. World Electric Vehicle Journal,* 11(22), 1-16.
3. Deloitte. (2019*). Global Automotive Consumer Study in 2019*. https://www2.deloitte.com/content/dam/Deloitte/us/Documents/manufacturing/usglobal-automotive-consumer-study-2019.pdf
4. Deloitte (2020). *Electric vehicles: Setting a course for 2030.* Available at: https://www2.deloitte.com/content/dam/insights/us/articles/22869-electric-vehicles/DI_Electric-Vehicles.pdf.
5. Electric Vehicle Index. (2021). *McKinsey & Company*. Available at: https://www.mckinsey.com/ industries/automotive-and-assembly/our-insights/theglobal-electric-vehicle-market-is-amped-up-and-on-the-rise.
6. Eurostat. (2021). *European Statistical Recovery Dashboard.* Available at: https://ec.europa.eu/eurostat.
7. E&Y. (2014). *Consumers on Board.* Available at: https://www.ey.com/Publication/vwLUAssets/EY-consumers-onboard/$FILE/EYconsumers-on-board.pdf
8. Global Electric Vehicle Market Outlook. (2020). *Frost & Sullivan.* Available at: https://www.researchandmarkets.com/reports/5057607/global-electric-vehicle-market-outlook-2020.

9. Global EV Outlook. (2021). *International Energy Agency*. Available at: https://www.connaissancedesenergies.org/sites/default/files/pdfactualites/globalevoutlook.pdf.
10. Hertzke, P., Müller, N., Schenk, S., & Wu, T. (2018). *The global electric-vehicle market is amped up and on the rise*. Available at: https://www.mckinsey.com/~/media/McKinsey/Industries/Automotive%20and%20Assembly/Our%20Insights/The%20global%20electric%20vehicle%20market%20is%20amped%20up%20and%20on%20the%20rise/The-global-electric-vehicle-market-is-amped-up-and-on-the-rise-web-final.pdf.
11. Korejwa, E. (2015). *The Returns to Vehicle Electrification: An Assessment of the Economic and Budgetary Impacts of Electric Vehicle Adoption*. Oregon, Drive Oregon.
12. Leaving the niche. (2021). *Seven steps for a successful go-to-market model for electric vehicles*. Available at: https://www.mckinsey.com/industries/automotive-and-assembly/our-insights/leaving-the-niche-seven-steps-for-a-successful-go-to-market-model-for-electric-vehicles#.
13. Malmgren, I. (2016). Quantifying the Societal Benefits of Electric Vehicles. *World Electric Vehicle Journal*, 8, 1-12.
14. Marketing agency. (2019). *IRS Group.* Available at: http://irsgroup.com.ua/ua/.
15. Ministry of Economic Development, Trade and Agriculture of Ukraine. (2021). *Information resource.* Available at: https://www.me.gov.ua/?lang=uk-UA
16. More than 2,500 electric cars and hybrids are registered in Ukraine. (2017). *Figures for 2016. Electrocars.* Available at: https://electrocars.ua/more-then-2500-electric-cars-in-ukraine/.
17. Oil price. (2021). Crude Oil and Commodity Prices. Available at: https://www.oil-price.net/.
18. Renault. (2021). *Renault Ukraine.* Available at: https://www.renault.ua/ vehicles/electric/zoe.html.
19. Sales of electric cars in Ukraine in 2019 increased almost 1.5 times. (2020). *UNIAN. Transport.* Available at: https://www.unian.ua/economics/transport/10824734-prodazhi-elektrokariv-v-ukrajini-u-2019-roci-zrosli-mayzhe-v-1-5-raza.html.
20. Statistics of sales of electric cars in Ukraine for 2017. (2018). *Ukrautoprom.* Available at: https://ecocars.in.ua/statistika-prodazhiv-elektromobiliv-v-ukraini-za-2017-rik-vid-ukravtoprom/.
21. State Statistics Service of Ukraine. (2021). *Ukrstat*. Available at: http://www.ukrstat.gov.ua/.
22. The environment of Ukraine in 2016. (2017). *State Statistics Service of Ukraine.* Available at: http://www.ukrstat.gov.ua/druk/ publicat/kat_u/publnav_ser_u.htm.
23. The Global Competitiveness Index 2020. (2020). *Special Edition 2020: How Countries are Performing on the Road to Recovery.* Available at: https://www.weforum.org/reports/the-global-competitiveness-report-2020.
24. The impact of Electrically Chargeable Vehicles on the EU economy. (2017). *London, FTI Consulting LLP, Ukrautoprom.* Available at: https://ukrautoprom.com.ua/.

Primary Paper Section: A

Secondary Paper Section: AH

FORMATION OF INFORMATION SUPPORT FOR EFFECTIVE MANAGEMENT OF SUSTAINABLE DEVELOPMENT OF THE ORGANIZATION

[a]OKSANA BUDKO, [b]ALEVTYNA VORONINA, [c]NATALIIA KARAVAN, [d]ANTONINA ZIENINA-BILICHENKO, [e]MARHARYTA KUCHER

[a,b,c,e]Dniprovsk State Technical University, 2, Dnepropetrovska Str., 51918, Kamianske, Ukraine
[d]National University of Food Technologies, 68, Volodymyrska Str., 01601, Kyiv, Ukraine
email: [a]bisnescon@ukr.net, [b]alevtina.voronina20@gmail.com, [c]karavan_eco@ukr.net, [d]t.bilichenko@gmail.com, [e]ritakucher@ukr.net

Abstract: The article explores the formation of information support for the management of sustainable development of an organization. The essence of accounting policy as an instrument of information support, which considers the economic, environmental, and social aspects of sustainable development, is explored. The accounting policy goals, implemented through the implementation of tasks in the context of subsystems of accounting and analytical support for sustainable development (accounting, analytical, and subsystems for providing non-financial information), have been determined. The legal regulation levels of its formation and implementation (international, state, sectoral, and microlevels) have been established. The accounting policy components (organizational, methodological, technical) and their content have been determined. The stages of formation and implementation of accounting policies (preparatory, main, final) have been substantiated. The proposed methodology for assessing the quality of accounting policies for the formation of information support for an organization's sustainable development was based on clear criteria. The accounting policy elements have been determined, which should be assessed in detail when determining the level of its quality. The necessity of forming the organization's accounting policy taking into account the factors of sustainable development to effectively manage the economic, environmental, and social aspects of the activity, has been proved. The practical significance of the results obtained lies in the possibility of applying the developed methodology for the quality of accounting policy when forming an order on accounting policy, as a regulatory document, and when carrying out an internal audit of the financial and economic activities of an organization.

Keywords: Accounting policy, Cost, Information support, Management, Organization, Quality, Strategic direction, Sustainable development.

1 Introduction

A necessary condition of the formation and implementation of the strategy of sustainable development of the organization is the use of the most effective tools of information management, which is part of the accounting and analytical support system. An important tool for making management decisions is the accounting policy of the entity. At the same time, at the present stage, accounting policy as a tool to provide the company with complete, reliable, unbiased, and objective information does not take into account the need to reflect in the accounting and analytical process the relationship of economic, environmental and social aspects of the organization.

Among the main problems of insufficient attention to take into account in the accounting policy of the strategic focus on sustainable development of the organization are the following:

- Imperfection of the current legislation in the field of sustainable development and inconsistency of provisions of separate regulations among themselves;
- Definition of the concept of "accounting policy" without taking into account its focus on addressing issues of information management of sustainable development of the organization;
- Formal attitude of accountants to the formation of accounting policies without taking into account the priorities of information support for sustainable development;
- The difficulty of choosing the most economically justified option for accounting or evaluation of a particular object, which characterizes not only economic but also environmental and social aspects of the activity;
- Failure to take into account the impact of accounting policies on the economic, environmental and social performance of the organization in reporting on sustainable development;
- Lack of methods for assessing the quality of the established accounting policy, which would provide an opportunity to obtain objective information for effective management of the organization in implementing its sustainable development strategy.

Solving these problems requires changes in approaches to the methodological aspects of accounting policy formation and assessment of its quality in the context of the organization's choice of sustainable development strategy.

2 Literature Review

A number of scientific works are devoted to the problems of information support of sustainable development management of the organization and their solution. The implementation of corporate social and environmental responsibility measures as one of the components of sustainable development and taking into account its practices in shaping the organization's strategy was studied by a group of scientists [8]. They analyzed the competitiveness indicators of companies that determine corporate social responsibility.

The relationship of sustainable development with the enterprise's accounting and analytical system has been proven in scientific work [4]. A number of scientists have confirmed the scientific and practical hypothesis about the theoretical and methodological ability of the Institute of Accounting to solve the problem of information support for the implementation of the national policy of sustainable development [23].

Other scientists have also studied the need to change the accounting methodology due to the introduction of the principles of sustainable development in their activities. They analyzed the role of accounting for sustainable development and national security of Ukraine and pointed out the importance of implementing integrated reporting [1]. Some scientists have established the relationship between the concept of sustainable development and the enterprise's accounting system, developed a matrix for determining the level of corporate social responsibility in terms of its hierarchical levels, and nomenclature of indicators for assessing the state of social responsibility [20]. Some aspects of accounting and analytical support for sustainable development, in particular, the environmental component, scientists reveal [24]. They proved the need to reflect in the accounting of environmental activities, which include environmental assets, liabilities, and performance.

Many scholars have devoted their work to the problematic aspects of reporting, which reflects the organization's activities in terms of sustainable development. Research of technological innovations are associated with the growth of the array of accounting data, the speed of their dissemination, the need for timely and in-depth analysis and audit in order to make decisions by stakeholders on the basis of reporting, which is based on accounting data according to ESG-criteria Vasilieva and IM Makarenko [27]. The rationale and relevance of the presentation of environmental, social, and management information by stakeholders in the format of ESG-reporting in order to form the long-term value of the business on the principles of transparency and business ethics have been studied by scientists [13]. They proved that the companies that prepare such reports provide information needs of users on the possibilities of implementing a sustainable development strategy. A number of scientists also reveal the issues of accounting and reporting of the impact of enterprises on the environment and society [26]. A. Krutova, T. Tarasova, and O. Nesterenko [12] studied the new concept of reporting, which actualizes the solution of problems of measuring and forecasting the potential consequences of economic, environmental, and social interaction through indicators of integrated reporting.

Solving the problems of analytical support of sustainable development, substantiation of the need to analyze the results of enterprises' financial and economic activities using financial and non-financial indicators, the study of the relationship between reporting on corporate social responsibility and performance was carried out by scientists [2, 10, 16]. A methodology for assessing and determining an integrated indicator of sustainable development based on enterprises' accounting and analytical performance indicators was also developed [22].

However, the formation of information for sustainable development management at the initial stage with the help of accounting policy tools is ignored. The analysis of scientific works shows that the general issues of formation and implementation of accounting policy are mainly studied.

Disclosure of the essence of accounting policy as a tool for managing the value of the enterprise and a means aimed at ensuring the implementation of the tasks set before the accounting service, carried out by O.A. Lagovska [14]. Koryagin studied the accounting policy in terms of the components of the value of the enterprise. He stressed the need to approve the provisions in the accounting policy regarding the choice of methods for estimating the value of assets and liabilities, the order of their application in order to bring the value of the enterprise to market level [11]. Zhytny studied the organizational and methodological aspects of accounting policy of financial and industrial groups, particularly the essence of accounting policy and the prerequisites for its development, classification features of factors influencing accounting policy, the formation process, and its applied aspects [29].

A number of authors have devoted their work to solving problems of formation and implementation of accounting policies in specific sectors of the economy. Yes, V.M. Rozhelyuk was engaged in solving the problems of forming the processing enterprise's accounting policy [21]. The formation of accounting policies at the grape and wine industry enterprises in terms of the distribution of management costs was considered by a group of scientists [7]. N.G. Tsaruk identified key elements of accounting policy and proposed its regulations, which are typical for agricultural enterprises [25]. Peculiarities of the bank's accounting policy were revealed by N. Artemyeva [3]. The study of the content, purpose, practical application of the basic levels of accounting policy and their tools in the public sector was carried out by Yu.O. Lucik [17].

However, the issues of methodology and organization of accounting policy and assessment of its quality in its focus on ensuring the sustainable development of the organization remain out of academia's attention and require thorough research.

3 Materials and Methods

The purpose of the article is to substantiate the conceptual, theoretical, methodological, organizational, and methodological provisions of accounting policy and the development of methods for assessing its quality as a tool to take into account the impact of sustainable development factors on the results of the organization.

The study's methodological basis is dialectical and epistemological methods that are used to deepen the economic essence of the concept of "accounting policy" in terms of sustainable development. To achieve this goal, such general and special scientific knowledge methods as methods of analysis and synthesis, induction and deduction, expert evaluations, logical generalization were used. Thus, induction and deduction methods were used to identify possible alternatives to accounting policy methods and procedures.

The methods of analysis and synthesis are used to determine the levels of accounting policies that will help obtain information to manage the organization's sustainable development. The method of expert assessments was used to assess the level of quality of accounting policy, the method of observation – to monitor the status of elements of accounting policy in the organization. Using the abstract-logical method, the sequence of stages of formation and implementation of accounting policy is determined. The method of logical generalization is used in the development of practical recommendations for the preparation and content of the order on the accounting policy of the organization and the use of methods for assessing the quality of accounting policy in the system of accounting and analytical support for sustainable development.

Tabular and graphical methods are used for visual visualization of materials and a schematic of a number of theoretical provisions of the study. Bibliometric and bibliographic analysis revealed the level of research in the field of information organization, in particular, accounting and analytics. The implementation of sustainable development strategies identified unresolved issues of accounting policy as a basis for generating the necessary information for management decisions in the economic, environmental, and social spheres of enterprise activity.

4 Results and Discussion

Analysis of accounting policy interpretations shows that, mainly, researchers define it as a set of principles, methods, procedures, and accounting methods for financial and economic activities. In addition to defining the essence, some scholars point to accounting policy's ability to ensure the optimal construction of all accounting subsystems and be a tool for enterprise management. As you can see, the approaches of scientists emphasize the crucial role of accounting policy as a tool for implementing development strategies and balancing the interests of different stakeholder groups. However, its role in the management of an organization focused on sustainable development and justification of its importance in forming the optimal model of accounting and analytical support for sustainable development of the organization, the information end product of which is reporting on sustainable development, is not defined in these approaches.

Given the above, accounting policies for sustainable development should be interpreted as a set of principles, methods, and procedures, using which based on the application of regulations or professional judgment, take into account the features of information reflection of economic, environmental, and social aspects of the organization using financial and non-financial indicators of which nature will ensure the formation of reporting in accordance with the requests of stakeholders.

The purpose of accounting policy is to obtain the maximum total effect of the activity, taking into account its priorities to achieve tactical and strategic goals of sustainable development using reliable financial and non-financial information reflected in the financial statements and Sustainable Development Reporting. The goal is realized through the implementation of tasks in terms of subsystems of the system of accounting and analytical support of sustainable development, which should include accounting, analytical and subsystem of non-financial information:

1) In relation to the accounting subsystem:

- Within the framework of financial accounting - ensuring compliance with the uniform requirements for the formation of financial statements and reflection of the financial condition to achieve maximum attractiveness of the company for investors;
- Within the management accounting – the formation of a rational system of information support for management decisions;
- Within tax calculations – the choice of the optimal taxation system;

2) In relation to the analytical subsystem – ensuring comparability of indicators of the organization, which are reflected in the financial statements and reports on sustainable development for different periods and with indicators of other organizations, development of

guidelines for analyzing the financial condition of the organization and analysis of sustainable development;

3) In relation to the subsystem of providing non-financial information – ensuring the formation of a system of non-financial objects that characterize the organization's economic, environmental, and social performance.

Given the importance of accounting policies for managing the organization's sustainable development, it is necessary to dwell on the different levels of legal regulation of its formation and implementation. Most scientists who study accounting policy formation problems determine that the accounting policy is carried out at the state and enterprise levels [5, p. 8]. Scientists also distinguish three other levels of accounting policy regulation: state, intermediate (branch, departmental), local (enterprise) [6, p. 154]. MS Pushkar defines such levels of formation and application of accounting policy as international, interstate, state, branch, and enterprise-level [19, p. 241]. Despite the above approaches of scientists, based on the concept of sustainable development, it is logical to assume that accounting policies should be regulated at four levels: international, state, industry, and organization. In particular, for financial reporting, there is a separate standard at IAS 8, IAS 8, accounting policies, changes in accounting estimates and errors, which defines the criteria for selecting and changing accounting policies, together with the accounting approach and disclosure of changes in accounting policies and changes in accounting policies, and estimates and error correction [15]. Based on the content of this IAS, we conclude that it is necessary to cover in the financial statements of environmental and social aspects of activities, as this document aims to ensure the relevance and reliability of financial statements and their comparability with the reporting of other periods and financial statements of other organizations. The main requirements and recommendations for reporting on sustainable development at the international level contain modular standards for non-financial reporting (GRI Standards), and therefore when formulating accounting policies for non-financial reporting, they should be based on their provisions. As a tool for regulating accounting at the state level, accounting policy should be the basis for the formation of accounting policy at the micro-level, i.e., at the organizational level. This can be achieved in the process of improving the legislative and regulatory framework in the field of accounting. The analysis of the domestic legal framework shows complete compliance with international accounting and reporting standards. In view of this, at the state level, it is necessary to begin work on the development and implementation of a separate standard (provision) of accounting, "Accounting Policy of the organization". The development, adoption, and implementation of the proposed methodological document on accounting policy will be an important area of implementation of accounting doctrine and contribute to the formation of accounting policies aimed at solving problems of accounting for operations that characterize its sustainable development at the micro-level. It is also important for the implementation of the state accounting policy in the field of sustainable development to adapt the provisions of the modular standards for non-financial reporting (GRI Standards) to national conditions in the process of developing guidelines for sustainable development reporting, as a document that regulates, environmental and social aspects of the activity.

At the micro-level, organizations are currently actively using standards-approved alternatives. Thus at the formation of provisions of the accounting policy directed on coverage of ecological and social aspects of activity, the following situations can arise:

- The legislation establishes clear rules on valuation methods and procedures for reflected transactions;
- There is no legislative regulation or undeveloped provisions of regulatory regulation of valuation methods and accounting procedures for transactions;
- The possibility of using several options for valuation methods and accounting procedures defined at the legislative level.

According to the first option, the situation should be clearly reflected in the account without any accountant's professional judgment. Where legislation is not developed, or there is no regulation of accounting principles, methods, and procedures, entities may apply International Financial Reporting Standards (IFRSs), the provisions of which relate to similar and related transactions, events, and conditions. In the absence of IFRS, organizations are given the right to use professional judgment as an opinion expressed in good faith by a professional accountant in relation to an economic situation that is useful for its description and making effective management decisions. This option can be used to identify non-financial objects that characterize the economic, environmental, and social aspects of the activity to assess the organization's sustainable development. Suppose the legislation and regulatory framework provide for several options for accounting for the object in the account. In that case, the organization chooses one of the possible options while forming its accounting policy on the basis of the legal and regulatory framework. In this regard, it should be noted that the legislation of Ukraine gives companies the right to determine "in agreement with the owner (owners) or his authorized body (official) in accordance with the constituent documents of the accounting policy of the enterprise" [15]. The imperative-recommendatory norm of the law and the absence of a separate normative-legal document on the obligation to form an accounting policy by business entities leads to a formal approach to this process. In view of this, the accounting policy does not ensure the implementation of the defined purpose of the organization but is a purely formal procedure, which is taken into account only because prescribed by the legislation of Ukraine. At the same time, the effective choice and implementation of accounting policies depend on the effectiveness of management of the organization and the future strategy of sustainable development. The current accounting policy does not take into account the provisions of the concept of sustainable development and does not meet the information needs in terms of reporting on sustainable development.

Accounting in accounting policy as an information basis for management, goals, objectives, and principles of sustainable development will provide:

- Formation of reliable, objective, and complete information of financial and non-financial nature on economic, environmental, and social aspects of the organization;
- Providing users with information about the degree of social responsibility of the organization;
- The ability to compare financial statements in terms of indicators that characterize the environmental and social aspects of activities for different periods and with the reporting of other organizations;
- Formation of non-financial information, without which it is impossible to assess the achievements of the organization in the field of sustainable development;
- Elimination of contradictions and imperfections of the current legislative and regulatory acts through the use of accounting policy provisions for substantiated evidence of the chosen method of reflecting individual business transactions;
- Increase the efficiency of activities and prevent negative results of economic, environmental, and social aspects of activities through a system of selected accounting procedures;
- Formation of a single methodological basis for creating an accounting and analytical system for objective assessment of assets, liabilities, expenses and income, tax optimization, a full reflection of internal and external accounting information and non-financial indicators that directly or indirectly determine the degree of social activity of the organization, as conditions for its sustainable development.
- Optimization of the taxation system, when the choice of individual elements of accounting policy affects the amount of taxable income;
- Achievement of optimal performance indicators for all types of activities, which are embodied in financial and

non-financial indicators (indicators that characterize the environment and social aspects of activity).

The implementation of this should be carried out in the context of individual, clearly defined components of accounting policies. Pushkar points to four components - the theory of accounting policy, organizational methodology, techniques, and accounting technology [19, p. 239-240]. Rozhelyuk notes that the accounting policy should cover all aspects of the accounting process, including methodological and organizational-technical [21, p. 142-143]. Koryagin points out that for the effective formation of accounting policy in assessing the value of the enterprise, it must consider its main elements in terms of organizational, methodological, technical, and other components [11, p. 227]. The author does not specify other components, but we can assume that these are components which the enterprise can allocate independently, proceeding from its own needs. It is also proposed to distinguish two types of components of accounting policy: those based on the legislative regulation of accounting policy (methodological, organizational, technical, and tax) and those based on the strategy of the enterprise, the main purpose of which is to ensure cost-oriented management and achieve sustainable development (analytical and international components) [14, p. 233]. Given the review of accounting policy components, it is logical to identify three that will contribute to effective accounting and reporting (financial, management, tax, and reporting on sustainable development). These are organizational, methodological, and technical components that are traditional but aimed at the formation of information flows of financial and non-financial nature and ensuring the information needs of stakeholders (Table 1).

Table 1: Components of the accounting policy of the organization in the management of sustainable development

Components of the accounting policy of the organization
I. Organizational component
- Determination of persons responsible for accounting, reporting (financial, management, tax) and reporting on sustainable development; - Development of job descriptions of specialists who form reports on sustainable development; - Determining the method of accounting; - Determining the order of interaction of accounting with other services in order to obtain information of a non-financial nature (quantitative and qualitative indicators) for the formation of reporting on sustainable development; - Development of internal legal and methodological support for accounting of environmental and social aspects of activity; - Definition of the organizational form of accounting
II. Methodical component
2.1 Methodical component that determines the financial parameters of the activity: - Definition of objects of accounting, including economic, environmental and social aspects of activity; - Establishing a list, criteria for choosing methods of valuation of assets and liabilities, including environmental and social nature; - Determination of income and expenses, including environmental and social; - The choice of methods of accounting for environmental and social aspects of the activity; - Choice of taxation system **2.2 Methodical component that determines the non-financial parameters of activity:** - Definition of non-financial objects of sustainable development accounting; - Definition of qualitative criteria of identification, definition of criteria of estimation of nonfinancial objects
III. Technical component
- Development and approval of the working plan of accounts and the plan of accounts-accounting of non-financial objects (information accounts); - Development of forms of primary documents in the absence of standard forms, as well as for the collection of information on environmental and social aspects of activities; - The choice of form of accounting; - Development and approval of the document flow schedule; - Development and approval of the schedule of inventory of assets and liabilities; - Composition of management (internal) reporting, including environmental and social aspects of activities; - Keeping records of activities of branches, representative offices and other separate units; - Development of the schedule of formation of the financial, administrative and tax reporting; - Development of a schedule for reporting on sustainable development

Source: developed by the authors.

The organizational component involves the definition of persons responsible for accounting and reporting, the structure of accounting, the development of internal instructions and standards, a description of the method of accounting, the order of interaction of accounting with other services.

Here it is important to identify the person responsible for reporting on sustainable development. Of particular importance in the formation of accounting and analytical systems of sustainable development is the description of the interaction of accounting with other services because such interaction is formed non-financial information in the relevant subsystem.

The methodological component concerns the features of the organization's economic, environmental, and social aspects, i.e., the establishment of criteria and a list of methods for valuing assets and liabilities, rules and procedures for applying these methods, and the order of reflection in the accounts and reporting. Since the assessment of sustainable development of the organization is determined by indicators of a financial nature and non-financial indicators, the methodological component should include a list of non-financial objects and describe the procedure for their definition. Therefore, the composition of accounting policy issues for this component should be developed with a focus on the preparation of various types of traditional reporting (financial, management, tax) and reporting on sustainable development.

The accounting policy's technical component concerns the sequence of documents and the order of their processing, development of internal reporting forms, and organization of internal control. Taking into account these components of the accounting policy will ensure the implementation of the organization's strategy of sustainable development. When developing an accounting policy from the standpoint of sustainable development should take into account the needs of stakeholders of information of financial and non-financial nature, without which the assessment and management of sustainable development are impossible.

The process of forming an accounting policy involves the implementation of several stages: preparatory, basic, and final (Figure 1).

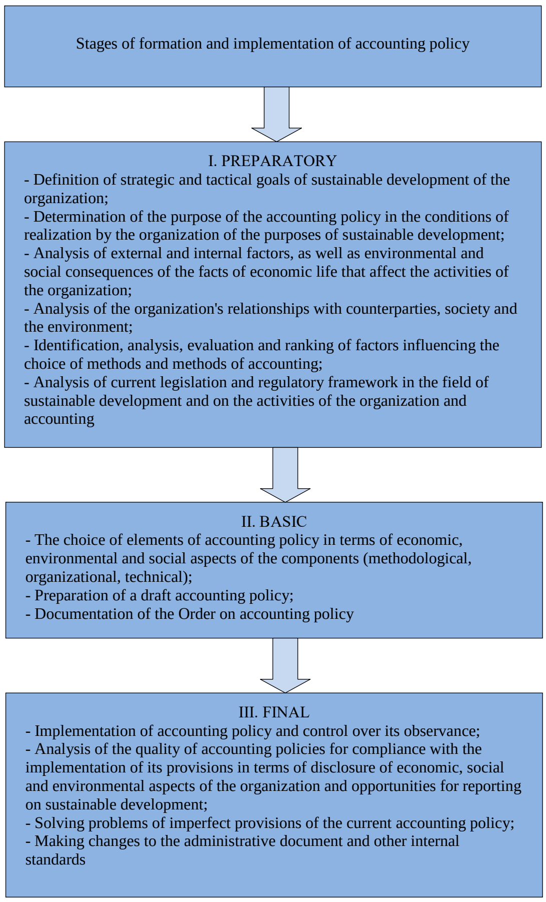

Figure 1 – Stages of formation and implementation of accounting policy as a tool for managing sustainable development of the organization.
Source: developed by the authors.

At the preparatory stage: the strategic and tactical goals of the organization are determined taking into account the strategy of sustainable development defined by the organization; outlines the purpose of accounting policies in sustainable development management; external and internal factors that affect the economic, environmental, and social aspects of the organization are analyzed; diagnoses the state of the organization's relationships with counterparties, society, and the environment; factors of influence on the choice of methods and techniques of accounting objects are determined, evaluated and ranked; the current legislation and regulatory framework in the field of sustainable development and on the activities of the organization and accounting are studied.

This stage is the basis for the development of accounting policy elements in the second – the main stage, which selects the elements of an accounting policy that provide an objective reflection of economic, environmental, and social aspects of the organization and, accordingly, its economic, environmental and social performance. According to International Financial Reporting Standards, each entity has the right to choose the elements of accounting policies based on considerations of economic efficiency and the specifics of their activities [9].

The third is the final stage aimed at resolving issues that arise during the implementation of accounting policies. Actions at this stage relate to the improvement of certain elements of accounting policy in terms of coverage and implementation of the concept of sustainable development.

The chosen accounting policy, which is aimed at implementing the principles of sustainable development, must meet quality criteria. As a rule, it is not the quality that is determined but the effectiveness of accounting policies, which are understood differently in scientific circles. The research states that the methods of accounting should be aimed at improving the efficiency of financial and economic activities. At the same time, an effective accounting policy will provide an opportunity to reduce the tax burden, simplify document flows and the order of reflection in the accounting of business transactions, reduce errors in accounting and financial results, increase financial stability (use of accounting methods that increase working capital, optimize the amount of profit and, accordingly, increase the amount of taxes and non-tax payments to the budget, as well as ways to increase profits and improve the financial result). Also, an effective accounting policy is defined as enshrined in the internal documentation of a set of principles, techniques, and rules of accounting, which corresponds to the organization's development strategy and helps to get the maximum effect from the functioning of the accounting system under current legislation. Under the effect, it is proposed to understand the achievement of goals and solutions to certain tasks that are set before the accounting policy. Accounting policies should meet such characteristics as rationality (manipulation of accounting data to achieve the objectives of financial performance and reporting without additional costs) and achieve one of four goals: streamlining cash flows, reducing the complexity of accounting, increasing the investment attractiveness of reporting, convergence with International Standards financial statements (IFRS) [28, p. 9].

Since the effect and efficiency, as a rule, is expressed in quantitative terms to determine the compliance of the established accounting policy with the information needs of sustainable development, it is advisable to use the concept of accounting policy quality. The indicators embodied in the criteria are used to assess the quality of the accounting policy. Based on the analysis and generalization of research by scientists [3, 28], to assess the quality of accounting policies in sustainable development management, we highlight the criteria listed in Table 2.

Table 2: Criteria for the quality of accounting policy in the implementation of the principles of sustainable development of the organization

Criteria	Characteristic
1. Compliance with the requirements of legislation in the field of sustainable development and regulation of accounting and reporting	Assessment of the completeness of the reflection of the elements of accounting policy, options for their use and compliance of their use with the requirements of the law (including environmental and social issues)
2. Compliance of the accounting policy with the defined purpose of its formation	Assess the compliance of the accounting policy of the purpose for each task
3. Compliance of the selected elements with the strategic and tactical goals of sustainable development of the organization	Analysis of each element in order to assess the feasibility of its choice in terms of achieving maximum effect in the activities of the organization (maximum positive impact on the economy, environment and the environment)
4. Coverage of methods and ways of accounting for significant environmental and social aspects of activities, as well as information on non-financial indicators	Identification of the most significant environmental and social aspects of the activity and assessment of their compliance with the defined social and environmental policy of the organization; determining the composition of non-financial objects that form the Sustainable Development Report
5. Accounting policy statement (table of contents)	The accounting policy must meet the following requirements: - Expediency - the absence in the accounting policy of elements under which the legislation is clearly regulated, as well as other redundant information; - Detail - a rational detailed approach to the presentation of the accounting procedure or method of reflecting a certain element of accounting policy, based, inter alia, on existing industry regulations; - Structure - clarity and logical construction of sections of accounting policy, taking into account the need to separate units in the methodological component, which outlines the financial and non-financial parameters; - Proportionality - the optimal ratio between the presentation of essential aspects and elements that are subject to option choice, but is not essential for the organization; - Consistency - the absence of elements and their descriptions that contradict each other

Source: developed by the authors.

A prerequisite for the formation of a quality accounting policy is the purpose for which it is carried out. The accounting policy is seen, on the one hand, as a process of selecting certain options, on the other hand, as a tool for streamlining, regulating accounting techniques and methods. The choice of certain options and methods of accounting leads to the fact that the same facts of economic life in different organizations can be interpreted in accounting differently and, accordingly, differently affect the balance sheet items.

In determining the quality of accounting policy, it is advisable to use the expert method, which involves assessing accounting policies' compliance with the criteria on the scale of assessments. The rating scale can be represented by a scoring system or a rating system "excellent", "good", "satisfactory".

To assess the quality of accounting policy, a 10-point system of assessments of compliance of accounting policy elements with certain criteria is proposed (Table 3).

Table 3: Scale for assessing the compliance of selected elements of accounting policies with quality criteria

Points	Explanation
10	The item fully meets the defined criteria
9	The item fully meets certain criteria, but there are isolated inaccuracies of wording, which in general do not affect the content of accounting policies
8	The element practically meets the criteria, but the subject of assessment is not sure enough about the correctness of the choice due to objective circumstances beyond the control of the organization
7	An element of accounting policy generally meets the criteria, but subject to a more thorough analysis of the proposed regulatory framework, another element would more accurately reflect the fact of economic life
6	The accounting policy element is chosen formally, without focusing on financial results and stakeholder inquiries, but generally does not distort the content of the statements.

5	The element of accounting policy is consistent with the law in terms of its essence, but has the wrong wording, in particular due to legislative and regulatory changes
4	The selected element of the accounting policy significantly affects the results of activities and, accordingly, reduces the objectivity of determining their value
3	The element of the accounting policy is chosen for the purpose of misleading the interested persons concerning formation of the general estimation of activity of the organization
2	The element of accounting policy misleads the management of the organization
1	There is no accounting policy element, but it is implied based on the analysis of other elements (for example, analytical accounts of the 3rd order, etc.)

Source: developed by the authors.

Based on the scores through the application of the expert method, the level of quality of accounting policy (Q) is proposed to be determined by the formula:

$$Q = \frac{p}{10} \times 100,$$

where p is the value of the evaluation by the relevant criterion.

The level of quality of accounting policy is determined by the scale (Table 4).

Table 4: The level of quality of accounting policies

Level of efficiency, %	Determining the level of quality of accounting policy
90–100	High level of quality of accounting policy
70–89	Appropriate level of accounting policy quality
60–69	Satisfactory level of accounting policy quality
30–59	Doubtful level of quality of accounting policy
10–29	Critical level of accounting policy quality
0–9	Unsatisfactory level of quality of accounting policy

Source: developed by the authors.

This valuation technique is applied to the accounting policy of PJSC "Dnieper Metallurgical Plant". PJSC "Dnieper Metallurgical Plant" is one of the largest enterprises of the mining and metallurgical complex of Ukraine, is part of the six leading metallurgical plants in the country in terms of production and sales of metal products [18]. The company actively implements sustainable development strategies through the development of environmental measures, social programs, and the achievement of planned economic indicators.

The level of compliance of the company's accounting policy with the law was assessed based on the fact that the total number of elements was 50 (according to the order on accounting policy), of which one element does not meet the legal framework (in the working plan of accounts – outdated names of accounts). This item was awarded 5 points as the purpose of the account corresponding to the economic content. As a result, the level of efficiency in compliance with accounting policies with the requirements of the legislation will be 99% (Table 5).

Table 5: Compliance of accounting policies with legal requirements

Criterion of efficiency	Number of accounting policy elements	Number of elements that meet the requirements of the legislation / points	Number of items that do not meet the legal requirements / points	Number of points	Level of quality, %
Compliance with legal requirements	50	49 / 490	1 / 5	495	99
Average value	x	x	x	9,9	99

Source: authors' calculations.

The analysis of the compliance of the accounting policy with the defined purpose showed that the purpose and objectives of the accounting policy are not defined in the Order of the enterprise, and therefore it is not possible to assess this criterion for this enterprise.

To analyze the compliance of the selected elements with the tactical and strategic goals of the enterprise, the selected elements are selected, according to which the enterprise is given the right to choose from the proposed options (Table 6).

Table 6: Correspondence of the chosen elements to tactical and strategic purposes

Element of accounting policy	Number of points	Level of quality, %
1. Displays the cost of repairing fixed assets	10	100
2. Valuable features of items that are part of low-value non-current assets	10	100
3. The procedure for determining the useful life of non-current assets	10	100
4. Criteria for deciding on the revaluation of fixed assets	10	100
5. Methods of depreciation of fixed assets	10	100
6. Depreciation methods of other non-current tangible assets	10	100
7. Criteria for deciding on the revaluation of intangible assets	10	100
8. Methods of amortization of intangible assets	10	100
9. Choice of methods for estimating inventory disposal	10	100
10. The order of accounting and distribution of transport and procurement costs	10	100
11. List and composition of articles for calculating the production cost of products (works, services)	10	100
12. List and composition of items of variable and fixed overhead costs and determining the basis for the distribution of fixed overhead costs	10	100
13. The procedure for assessing the degree of completion of operations for the provision of services	10	100
14. The method of calculating the amount of the provision for doubtful debts	8	80
15. Classification of receivables by maturity	7	70
16. List of collateral for future expenses and payments	10	100
17. Determination of exchange rate differences on the date of the transaction	10	100
18. Recurrence of deferred tax assets and deferred tax liabilities in the financial statements	10	100
19. Determining the threshold of materiality of information	10	100
20. The duration of the operating cycle	10	100
Average value	9,75	97,5

Source: authors' calculations.

Two elements of accounting policy according to the developed scale are assigned 7 and 8 points because these elements, although selected from the point of view of regulatory correctness, but an in-depth analysis of, for example, receivables by maturity indicates the need for more detailed grouping (7 points), which accordingly affects certain coefficients of doubt, which when changing the grouping of overdue receivables must also change (8 points).

The evaluation according to the fourth criterion (coverage of methods and ways of accounting for significant environmental and social aspects of activities, as well as information on non-financial objects) involves the selection of such aspects in the accounting policy. Analysis of the company's accounting policy content showed that aspects of environmental and social nature (including the list of relevant costs), and especially the list of non-financial objects, it is not covered, and therefore the accounting policy is unsatisfactory. The results of assessing the quality of the content of accounting policies are shown in Table 7.

Table 7: Assessment of the quality of the content (presentation) of the accounting policy of the enterprise

Element of accounting policy	Number of points	Level of quality, %	Disadvantages
1. Structured	8	80	Insufficiently structured sections on income, expenses, financial results, taxation, lack of separate sections. There are no sections on the order of accounting for these objects of environmental and social nature
2. Expediency	5	50	The order on accounting policy contains provisions that are clearly defined by law and do not provide for the right to choose, and therefore they clutter the content of the document (accounting principles, the procedure for classifying objects as intangible assets, etc.).
3. Detail	4	40	The order does not detail income and expenses in terms of environmental and social activities, as well as information on the composition of non-financial facilities
4. Consistency	10	100	The order on accounting policy does not contain contradictory provisions
5. Proportionality	5	50	The information provided in the order is presented taking into account its importance, but the absence of such important aspects as the definition of goals and objectives reduces the value of this criterion.
Average value	6,4	64	X

Source: authors' calculations.

The overall level of quality of accounting policy in general is presented in Table 8.

Table 8: The level of quality of the accounting policy of the enterprise

Criterion	Number of points	Level of quality, %	Determining the level of quality
1. Compliance with legal requirements	9,9	99	High
2. Compliance of accounting policies with the defined purpose of its formation	0	0	Unsatisfactory
3. Compliance of the selected elements with the tactical and strategic goals of the enterprise	9,75	97,5	High
4. Coverage of methods and ways of accounting for significant aspects of social and environmental activities, as well as information on non-financial objects	0	0	Unsatisfactory
5. Qualitative content (statement of accounting policy)	6,4	64	Satisfactory
Total (average)	5,21	52,1	Questionable

Source: authors' calculations.

Despite the almost complete compliance of the enterprise's accounting policy with the legislation and the expediency of the selected options and methods of accounting, the quality of the accounting policy is at the level of 52.1%, which on the quality scale is defined as a questionable level. This indicates that the current accounting policy does not provide the formation of the necessary information for effective management of the enterprise's sustainable development, which requires the development of measures to improve the quality of accounting policies and, consequently, the quality of management information. Management should clearly define the purpose and objectives of the accounting policy, accordingly, based on this, review the set of elements and options for accounting for them. Since the goal will be determined, including the implementation of sustainable development principles, it is necessary to detail the list of environmental and social assets, liabilities, income, and expenses of the enterprise. This will affect the criterion of quality of the content of the order on accounting policy, the value of which is 64%, mainly due to uncertainty of the purpose, objectives of accounting policy, environmental and social indicators, and non-financial indicators required for reporting on sustainable development.

Addressing the shortcomings identified in the process of assessing the quality of accounting policies will ensure a high level of its content, which will take into account the need and ability to fully reflect all processes occurring in the economic, environmental, and social spheres of the organization.

5 Conclusion

Coverage of accounting policies of economic, environmental, and social aspects of activities as components of sustainable development will ensure the formation of a single information space for management decisions by the management of the organization and other stakeholders. Improving the methodological, organizational, and technical principles of building the organization's accounting policy, aimed at meeting the information needs of sustainable development management, is possible in the process of implementing a purposeful national policy in the field of accounting.

Using the developed approach to determining the level of quality of accounting policy, each organization will have a reasonable opportunity to change its accounting policy, focusing on the formation of information support of environmental and social aspects of activities. The proposed method of assessing the quality of accounting policies will contribute to the formation of complete, reliable, and objective information to develop and implement sustainable development strategies by organizations in modern conditions.

Literature:

1. Akimova, L.M., Levytska, S.O., Pavlov, K.V., Kupchak, V.R., & Karpa, M.I. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and Credit Activity Problems of Theory and Practice*, 3(30), 54-61. DOI: https://doi.org/10.18371/fcaptp.v3i30.179501.
2. Al-Hajri, M. & Al-Enezi, F. (2019). The association between Corporate Social Responsibility Disclosure and accounting-based financial performance: a Kuwaiti evidence. *Investment Management and Financial Innovations*, 16(1), 1-13. DOI: http://dx.doi.org/10.21511/imfi.16(1).2019.01.
3. Artemeva, N. (2013). Quality criteria of the bank's accounting policy. *Banking Bulletin*, 3, 47-53.
4. Budko, O.V. (2017). *Oblik i analiz u zabezpechenni stalogo rozvytku pidpryyemstv Ukrayiny* [*Accounting and analysis in ensuring sustainable development of Ukrainian enterprises*]. DDTU, Kamianske.
5. Butynets, F.F. & Maliuha, N.M. (2001). *Bukhhalterskyi oblik: oblikova polityka i plan rakhunkiv, standarty i korespondentsiia rakhunkiv, zvitnist* [*Accounting: accounting policy and chart of accounts, standards and correspondence of accounts, reporting*]. PP "Ruta", Zhytomyr.
6. Davydov, H.M. & Savchenko, V.M. (2017). *Oblikova polityka* [*Accounting policy*]. PP "Eksklyuzyv-System", Kropyvnyczkyj.
7. Gutsalenko, L., Marchuk, U., Hutsalenko, O., & Tsaruk, N. (2020). Wine industry: economic and environmental factors which influence development and accounting. *Economic Annals-XXI*, 181(1-2), 105-114. DOI: https://doi.org/10.21003/ea.V181-09.
8. Hakobyan, N., Khachatryan, A., Vardanyan, N., Chortok, Y., & Starchenko, L. (2019). The Implementation of Corporate Social and Environmental Responsibility Practices into Competitive Strategy of the Company. *Marketing and Management of Innovations*, 2, 42-51. DOI: http://doi.org/10.21272/mmi.2019.2-04.

9. International Financial Reporting Standards. (2020). *Ministry of Finance and Education*. Available at: http://minfin.gov.ua/news/view/mizhnarodni-standarty-finansovoi-zvitnosti-versiia-perekladu-ukrainskoiu, last accessed 2020/09/28.
10. Kasych, A. & Vochozka, M. (2018). Methodical support of the enterprise sustainable development management. *Marketing and Management of Innovations*, 1, 371-381. DOI: http://doi.org/10.21272/mmi.2018.1-29.
11. Koryagin, M.V. (2012). *Buxgalterskyj oblik u systemi upravlinnya vartistyu pidpryyemstva: teoretyko-metodologichni koncepciyi* [*Accounting in the value management system of the enterprise: theoretical and methodological concepts*]. LKA, Lviv.
12. Krutova, A.S., Tarasova, T.O., & Nesterenko, O.O. (2018). Sustainable development reporting as an instrument for institutional reform in Ukraine. *Scientific Bulletin of Polissia*, 1(13), 15-19.
13. Kundrya-Vysotska, O. & Demko, I. (2020). Environmental, social and management (ESG) information in accounting system as a tool to verifying the concept of sustainable development. *Financial and Credit Activity Problems of Theory and Practice*, 2(33), 554-565. DOI: https://doi.org/10.18371/fcaptp.v2i33.207241.
14. Lagovska, O.A. (2012). *Oblikovo-analitychne zabezpechennya vartisno-oriyentovanogo upravlinnya: teoriya ta metodologiya* [*Accounting and analytical support of cost-oriented management: theory and methodology*]. ZhDTU, Zhytomyr.
15. Law of Ukraine. (2020). *On Accounting and Financial Reporting*. Dated on July 16, 1999, №996–XIV. Available at: http://zakon3.rada.gov.ua/laws/show/996-14, last accessed 2020/09/21.
16. Levytska, S.O., Krynychnay, I.P., Akimova, A.O., & Kuzmin, O.V. (2018). Analysis of the results of financial and economic activities of economic entities in terms of sustainable development. *Financial and Credit Activity Problems of Theory and Practice*, 2(25), 122-127. DOI: https://doi.org/10.18371/fcaptp.v2i25.136476.
17. Lutsyk, Yu.O. (2019). Accounting policy of the government sector entity at the stage of accounting system modernization. *Financial and Credit Activity Problems of Theory and Practice*, 1(28), 170-178. DOI: https://doi.org/10.18371/fcaptp.v1i28.163920.
18. Official site of PJSC. (2020). *Dneprovsky Integrated Iron & Steel Works*. Available at: http://www.dmkd.dp.ua.
19. Pushkar, M.S. (2010). *Suchasni problemy obliku* [*Modern accounting problems*]. TNEU, Ternopil (2010).
20. Pylypiv, N.I., Maksymiv, Ju.V., & Piatnychuk, I.D. (2018). Conceptual approach to construction of accounting and information provision of social responsibility for business enterprise through the prism of the business partnership system. *Financial and Credit Activity Problems of Theory and Practice*, 4(27), 201-211. DOI: https://doi.org/10.18371/fcaptp.v4i27.154374.
21. Rozhelyuk, V.M. (2013). *Organizaciya buxgalterskogo obliku diyalnosti pererobnyx pidpryyemstv* [*Organization of accounting of processing enterprises*]. NNC IAE, Kyiv.
22. Sokil, O., Zhuk, V., & Vasa, L. (2018). Integral assessment of the sustainable development of agriculture in Ukraine. *Economic Annals-XXI*, 170(3-4), 15-21. DOI: https://doi.org/10.21003/ea.V170-03.
23. Sokil, O., Zvezdov, D., Zhuk, V., Kucherkova, S., & Sakhno, L. (2020). Social and environmental costs: the impact of accounting and analytical support on enterprises' sustainable development in Germany and Ukraine. *Economic Annals-XXI*, 181(1-2), 124-136. DOI: https://doi.org/10.21003/ea.V181-11.
24. Tomchuk, O., Lepetan, I., Zdyrko, N., & Vasa, L. (2018). Environmental activities of agricultural enterprises: accounting and analytical support. *Economic Annals-XXI*, 169 (1-2), 77-83(2018). DOI: https://doi.org/10.21003/ea.V169-15.
25. Tsaruk, N.G. (2016). *Oblikova polityka pidpryyemstva ta yiyi formuvannya v ovochivnycztvi* [*Accounting policy of the enterprise and its formation in vegetable growing*]. *Actual problems of economics*, 2, 317-328.
26. Vallišova, L., Černa, M., & Hinke, J. (2018). Implementation of sustainability aspects in the financial reporting system: an environmental accounting standard. *Economic Annals-XXI*, 173(9-10), 55-59. DOI: https://doi.org/10.21003/ea.V173-09.
27. Vasilyeva, T.A. & Makarenko, I.A. (2017). Modern innovations in corporate reporting. Marketing and Management of innovations, 1, 115-125. DOI: http://doi.org/10.21272/mmi.2017.1-10.
28. Zalyshkina, T.A. (2006). *Technology of forming an effective accounting policy of the organization* (PhD Thesis). NSUEM, Novosibirsk.
29. Zhytnyi, P.Ye. (2007). *Oblikova polityka v umovakh rozvytku finansovo-promyslovykh system: metodolohiia ta orhanizatsiia* [*Accounting policy in the development of financial and industrial systems: methodology and organization*]. SNU named after V. Dal', Luhansk.

Primary Paper Section: A

Secondary Paper Section: AE, AH

THE FANTASY NATURE OF THE FAIRY-TALE WORLD IN THE WORKS OF V. ODOYEVSKY

[a]OLHA ALISEIENKO, [b]TATYANA VOROVA, [c]OKSANA BOVKUNOVA, [d]HANNA MUDRENKO

[a-d]Oles Honchar Dnipro National University, 72, Gagarin Ave., 49010, Dnipro, Ukraine
email: [a]olga_aliseenko@ukr.net, [b]tatvorova34@gmail.com, [c]ov2bovkunova@gmail.com, [d]annamudrenko@ukr.net

Abstract: It is shown in the article that a nature of fantasy in V. Odoyevsky is different from usual one, as much in it was determined by the personality of the author. The narrative structure of his tales is emphatically his own, imaginary, but with folkloric elements. The irony of Odoyevsky is united with a high tragedy and intensified in the epilogue, which depicts human being as a puppet, Kivakel. In Odoyevsky's tales the author's principle completely changes the traditional narrative form, creates new literary laws and traditions. Odoyevsky embodied the philosophical idea of "an integral person and integral knowledge".

Keywords: Culture, Fairy tales, Ignorance, Non-Material world, Spiritual evolution.

1 Introduction

Literary tales represent invaluable treasure of national culture: they combine the polarities of cosmic universalism, the wealth of the individual spiritual world, and the endless variety of forms of material life. Writers often turn to the genre of literary fairy tales in order, with the help of their own miraculous fiction, to present an unusual perspective on the perception of their contemporary, to highlight the basic platform of his character and the stages of growing up in unusual, surreal conditions. In this case, real, magical, and moral plans are inevitably formed.

The peculiarity of the presented fairy-tale works, according to T. Vorova [18], is their obvious two-layeredness, when an idea formulated in an unexpected form or a system of postulates based on a coherent theory and/or specific practice is hidden. As a result, these works cannot be classified as light reading, because working with them requires the researcher to show the skills of an experienced analyst to track, decipher, and recognize the hidden content, which is in reality a generous scattering of truly precious ideas, thoughts and judgments provided by the authors as a disinterested gift, and are pages of a kind of a hermetic, as we believe, ‘textbook’ for self-education and self-development of a thoughtful reader [1, 8, 9, 19-23]. The analysis of this kind of works requires a certain preparation and at least a minimum level of some specific knowledge that helps to get closer to understanding the special information presented by V. Odoyevsky in the fantasy-artistic form of a fairy-tale work.

2 Materials and Methods

Being a single cycle, “Motley fairy tales with a red word, collected by Iriney Modestovich Gomozeika, master, philosopher and member of various scientific societies, published by V. Bezglasny” (1833) [10] by V. Odoyevsky reflect, first of all, the specifics of cyclical artistic thinking, typical for all the creativity of the writer. Consequently, all the works of the collection should be analyzed as its integral parts, containing some postulates of a certain unified theory in its ideological integrity.

The colorful tales include the following chapters: 1) Publisher's Preface; 2) Writer's Preface; 3) Retort (the only one from the collection's fairy tales, divided into four additional chapters); 4) A Tale of a Dead Body That Belongs No One Knows to Whom; 5) The Life and Adventures of One of the Local Inhabitants in a Glass Jar; 6) The Tale of Why the Collegiate Counselor Ivan Bogdanovich Otnoshenye Was Unable to Congratulate His Superiors on Holy Sunday; 7) Igosha; 8) Just a Fairy Tale; 9) The Tale of How Dangerous It Is For Ladies to Walk in a Crowd Along Nevsky Avenue; 10) The Same Tale, But Backwards; 11) The Wooden Guest, or the Tale of the Doll Who Has Woken up and Mister Kivakel; 12) Epilogue.

The analysis of fairy tales should be preceded by a consideration of the double image of the publisher and the writer V. Bezglasny and I. M. Gomozeiko, behind whom the personality of the author can be distinguished. For the first time, the idea that Iriney Modestovich Gomozeiko is Odoyevsky's alter ego was expressed by P. Sakulin in 1913 [14]. The same idea is deepened by the modern researcher of the writer's works M. Turyan [16], who emphasizes that emotional, psychological, and intellectual aspects of the personality of the writer are superimposed on the indistinct image of the publisher and the more detailed image of the writer, presenting certain information from Odoyevsky's own life experience under the guise of philosophical fairy tales. Behind the image of the publisher-writer, two hypostases of the personality of the writer appear: the first is the cold, rational, and socially oriented publisher V. Bezglasny, since his opinion in the work is unimportant, therefore, he immediately removes himself, freeing up artistic space for the second author's face, which in fact is the writer of fairy tales. The personality and the principles of worldview of this second person are extremely interesting and very different from the salon polish and sleekness of the publisher. He is timid and modest, but at the same time honest and frank, he is not afraid to open up in his innermost, life-long hobbies, intellectually methodical and well-read, although he may look somewhat ridiculous and naive when he lifts the veil of his soul in an innocent desire to attract attention of the enthusiastic people who are similar to himself.

Just as the writer doubles as the publisher-writer, so his tales should be interpreted in two ways. They begin with the name of the author: the Greek root hieron- / iron- means a temple, a sanctuary, the Latin homo at the base of Homo (*seika*) is just a person; patronymic Modestovich is interpreted in Latin as moderate, prudent, judicious, that is, there is an interpretation of the modest temple of a person who sows good in the soul. At the same time, the Old Slavic Iri(ne)y means paradise; in this case the interpretation of the name is a humble paradise of a person. In general, it turns out the following: a modest, blessed paradise or a temple of the human soul. This interpretation of the author's name on a deeper semantic level confirms, as one can think, the author's intention to introduce the reader into the world of alchemy and the alchemical nature of the human soul, the transmutation of which was the main goal of noble alchemical work.

In order to level the slightest remnants of doubt about the author's involvement in special, specific knowledge, rich information is introduced in the form of Latin names of occult books; the text is replete with the names of alchemist scientists who became famous for their research in this mysterious science, and to strengthen the mystical foundation of the narrative from the very first tale, attention is purposefully focused on some specific areas of occult science. The author himself (Master of Philosophy and member of various scientific societies), as the author's alter ego, modestly asserts his “weakness” – he is “one of the intellectuals” and most of all loves “to puzzle over the beginning of things and other similar complex items” [10, p. 10-11], therefore he does not miss the opportunity to discuss his ideas in a respectable society, as he has “plenty of thoughts” [10, p. 14].

To maintain the sciolistic style of the narrative, the chapter “From the Publisher” is sustained in the spirit of strict consistency, which is further emphasized by the phrase “logical hierarchy” that directs the reader to the preliminary preparation for reading the complex information “prima vista” (at sight). In the same chapter the other slightly veiled form of Τετρακτύς is used, recognizable in a selection of simple symbols (, / -, - /; /. = 1-2-3-4-5-6-7-8-9-10), arbitrarily arranged according to the author's will, these symbols do not correspond with the grammatical rules; in order not to overlook the important formula, it is accompanied by the keyword combination “logical hierarchy”. In alchemical transcendental wisdom, Τετρακτύς means three basic substances that have a triple nature and result in nine new substances, to which the mysterious universal source of life Nitrogen is added, that forms the sum of the number ten or the sacred decade of Pythagoras.

The chapter “Writer's Preface” is built on the basis of the logical principle of opposing one object to the other, that is according to the thesis – antithesis – synthesis model, while the object under discussion is not so much important as the use of the model itself: for example, “read, do not read, close or open the book, but still the printed letters will not stop speaking”, “willingly or unwillingly, listen: <...> I will talk to you until the end of the century” [10, p. 13-14]. In this form the absence of chaos and randomness in reasoning is indicated, an emphasis is placed on the logical regularity of all the events described in the following nine tales. In this regard, it is necessary to remind about the importance of the numerological approach when it comes to the alchemical Magnum Opus – the Great Work: this is the functioning of the principle of trinity in four worlds ($3 \times 4 = 12$), where *three* can mean different concepts (three aspects of the triune God; three symbolic substances – salt, mercury, sulfur; three components of a human being – body, soul, spirit and his three ages – youth, maturity, old age, etc.), four levels of existence of the universe (divine, human, elemental and chemical elements) are reflected in number *four*, while *twelve* is the basis of the Great Work and the final, completing the process of *alchemical growth and multiplication*. As a result, the alchemist receives the persistently sought and passionately desired philosopher's stone, without which it becomes impossible the alchemical mystery of the three worlds in the form of *twelve* steps of the Great Work, corresponding to *twelve* zodiac signs, *twelve* stages of the process of obtaining the secret mystical substances, *twelve* degrees of the Rosicrucian Mysteries. The entire philosophy of occult science cannot be expressed otherwise than through “a system of subtle allegories that hide this wisdom,” Hall emphasizes [6, p. 569], since the philosophical and mystical worldview of alchemists is “chemically theologized and alchemically philosophized” [6, p. 576]. Consequently, the emblems, symbols, secret signs of the Great Work hide the threefold mystery of transformations and modifications that are of an inhuman nature: “until a higher alchemy is accomplished first in the soul of a person, he will not be able to perform a lesser alchemy [transformation of simple metals into gold] in a retort” [6, p. 578]; but one should still start with a simple chemical retort.

3 Results and Discussion

3.1 The Specifics of the Interpretation of the First Three Tales of the Author's Cycle

Retort is the name of the first fairy tale in the collection, but it is the third in the table of contents and has four chapters: 1) “Introduction”; 2) “How the writer found out what made the living rooms stuffy?”; 3) “What happened to a writer when he found himself in a retort?”; 4) “How the writer found himself in the Latin dictionary, and what he saw in it?” The content of the first chapter fully corresponds to its title: indeed, it is an introduction to the area of ancient alchemical knowledge, which is important for the writer; even though these sciences are defined by him as “strange”, they are time-honored and belong to “majestic antiquity”, exerting a “vast influence on humanity”. It is stated that the thoughts of the representatives of previous generations were more voluminous and weighty; at the same time the writer casually mentions his own “thorny path” [10, p. 12]. He strengthens the numerological symbolism of the chapter by listing the goals of alchemists from the past (*six* points from the text) and the breadth of coverage of their activities (the next *six* points of the text), which add up to *twelve* and lead to understanding the symbolic “journey” or spiritual path [10, p. 4].

Continuing to expand the numerological layer, the writer discusses the non-randomness of the discoveries of alchemists (*four* points of listing) [10, p. 8], indicates the reason for the failures of modern scientists (*four* more points of listing) [10, p. 9] and mentions some of the great achievements of the devotees of alchemy from the past (*four* points) [10, p. 6-7], which also gives the sum of *twelve*. Highlighting the reasons for the failures of modern sciences (*six* points) [10, p. 10-11] is balanced by listing the successes of the occult sciences (*six* points) [10, p. 12], which again amounts to *twelve*. As a conclusion to his reasoning, the writer sincerely admits that these sciences are studied by him, and the roles of “philosophical calcination, sublimation and distillation” (the alchemical terms) have already been well mastered [10, p. 12]. Having his own alchemical experience, he intends to “tell <…> the real truth about it, without adding a single word from myself; I will tell you what I saw, saw, saw with my own eyes” [10, p. 12-13] – again, the *triple* repetition of the verb “saw” (in accordance with the alchemical principle of trinity) speaks of the author's exceptional sincerity and expresses a direct appeal to the reader to trust to his experience, taking the subsequent allegories with the proper *seriousness and respect*. The additional touch, emphasizing the importance of this part of the tale, is the volume of the “Introduction” – 10 pages out of 24 pages of the entire volume of the tale. In strict accordance with the given alchemical direction, the next three chapters of the tale illustrate in stages three important alchemical processes – distillation (the 2-nd chapter), calcination (the 3-rd chapter), sublimation (the 4-th chapter); since these alchemical terms are introduced with the label “philosophical” [10, p. 12], they should not be perceived in a direct meaning, but rather in a figurative one.

The second chapter describes the ball, all the participants of the ball find themselves in a mysterious way in a retort, and the writer has to turn to his own “kabbalistic knowledge” [10, p. 17] to understand what is happening and what is the essence of the “accursed Chemist” [10, p. 17], who coolly “distilled the venerable public” [10, p. 17]. This conveys (1) the literal idea of the stratification or distribution of the mini-society presented at the ball into some factions or groups of interest – musicians, dancers, gamblers, ladies' men, ladies looking for admirers, simply philosophizing personalities, to which the narrator belongs; (2) a figurative meaning indicates close external observation of people in a room by someone on a different level of existence.

The third chapter describes the direct and figurative meaning of calcination – the process of calcinating or roasting in order to achieve the oxidation or decomposition of a substance. In the process of calcinating it becomes possible to separate the inquisitive hero from the rest of participants of the ball. As a side effect, the nature of the being conducting the experiment is clarified – he is neither Lucifer, nor Mephistopheles, nor practitioner of black magic, but just an impudent 5-year-old imp, and this fact is seen as a sign of disrespect for the venerable public of the 19-th century, admiring positivism. The hero decides to confront the long-standing, large-scale evil with the help of the recognized kabbalists from all over the world; he passionately wants to punish the “scoundrel” small satan who, with his games with heating the retort, prevents the people from seeing the true state of affairs in the world, and insists that those who support positivism serve the forces of “darkness and stuffiness”, the devil (literally and figuratively) and just evil.

The third chapter is devoted to the description of the process of sublimation: on the material level, it is a transition from one chemical state to the other, and in a figurative sense – the transfer of energy of lower motives to higher goals; a side effect of this process is the all-perviousness and multiplication. In strict accordance with this position, the hero comes to the conclusion that from a low level of vanity of human life one should ascend to the level of beautiful and exalted states of love, goodness, wit and remember the absence of easy ways to them; therefore, mistakes should be attributed only to a human being. The hero managed to move from a liquated state of brain to the state of its solidification and crystallization. At the same time he gains the ability of all-perviousness that is illustrated by his flowing through the pages of the Latin dictionary, in which the imp placed him, and multiplication of certain aspects of his personality in a spider, a dead body, a nightcap, Igosha, and some other characters. From the moment of meeting with these strange beings who can be regarded as the mirror reflections of certain aspects of the hero's “Self”, the sublimation – or the process of crystallization of certain qualities and characteristics of the hero – starts and is realized in the way of comparison of the new characters.

The consequences of the contact and the communication with the new acquaintances are so effective that they provoke the process of transformation and transmutation of the hero's human nature into the informational (textual, hermetic) matrix; even the possible deviations (errors) from the norm are demonstrated – they are described as the hero's loss of human entity and the transformation into a thing that belongs to the small satan. The hero miraculously manages to escape from this adventure without prejudice to himself because the devil in a hurry drops the sheets from a poorly bound book together with the imprisoned beings – the hero and his new acquaintances. In this episode the human life is allegorically presented in the form of a certain book with pre-printed information about every past or future event. However, even in the absence of the harmful influence of the imp, the hero has to make significant efforts to revive and recreate presumably all human qualities in himself, while his new acquaintances remain in their former guises; for the sake of curiosity they are presented to the attention of people who could be interested in them.

The content of the second work – *A Tale of a Dead Body That Belongs No One Knows to Whom* – looks more like a joke than a fairy tale: a dead body of a man without any signs of violent death is found; a soul of an ownerless body comes to a prikaznoi Sevastyanych (in the tale an obsolete word "prikaznoi" means "Russian policeman" in XIX c.) while his writing the report and insistently asks to return this thing back for 50 rubles.

This work is always considered to be exclusively satirical, that, we believe, is not entirely fair, since the hermetic subtext of the entire cycle of fairy tales is not taken into account. A closer examination of the text reveals the following important numerological marks: 1) the body is found on 21st November, the protocol is written in 21 days – on 12th December, the body is buried on 13th December, but every morning within 20 years the soul visits Sevastyanych with the same request – to give back the body; 2) it is methodically stated (four times) the decrease of a homemade acorn brandy from a bottle that the prikaznoi drinks with goose during writing the report: a quarter of favourite brandy is in line with the description of a piece of life of Sevastyanych; in this form an additional hermetic layer is put on the comic base of the story – the soul's petition for returning the body. It is important to note that the mentioned dates are correlated with the tarological meanings of the Arcana 12, 13, 20 and 21, and this fact affords ground for the following interpretation of the analyzed tale: an embodied soul goes through various life situations and in this way studies how to live in a human world (Arcanum 21), however the soul is in an unstable, suspended state (Arcanum 12), since the body is provided to the soul for temporary, not permanent use, as a result a death (Arcanum 13) is in the end of life, then the soul should report (Arcanum 20) about the performed work.

The four quarters of the strong drink and the goose are served as an allegory for the annual and life cycles of a human being. The goose as a solar symbol indicates the increasing and decreasing power of the sun: the main action in the tale linked with writing the report happens on 12th December (the eve of the winter solstice), and the body is buried on 13th December (the date of the weakest level of the annual solar power – it is emphasized by the symbolism of the Arcanum 13 "Death"). Four quarters are associated with four periods of the annual cycle (spring, summer, autumn, winter) and the human life (childhood, youth, maturity, old age). Every quarter of brandy that Sevastyanych drinks from a bottle – an image-symbol of the life force that runs away from his body but, in return, the life experience is gained – means a piece of information about the corresponding period of the hero's life and achievements. The direct conversation with the soul is possible only when a bottle is empty; this kind of allegory is simple and evident: the body has spent all life force and meets face-to-face with its own soul on the threshold of death.

Separately, we note the use of the number 12 as the important number of Jupiter: it is duplicated by the number 21, representing the same dozen, only in reverse reading; at the hidden level, the Jupiterian symbolism is reinforced by mentioning the strong acorn drink: an oak is the sacred tree of the head of the divine pantheon. From mythology, it is known about the seven wives of Jupiter as an allegory of seven universal qualities that function in three worlds: in a fairy tale it is illustrated by the symbolic activity of the prikaznoi within *three weeks* (or 3×7). In general, a certain divine symbolism is demonstrated, on which alchemy is also focused: during the alchemical practice the prayers are said to the heavenly ruler for help in conducting the experiments and achieving the successful results; therefore, the importance of the mentioned allegory and the associations is beyond doubt. The tale ends with the reference to another – 20-year – period as an exact indication to a phenomenon that occurs every 20 years: it is the great approaching of the planets Jupiter and Saturn. In the cycle of fairy-tales this indication serves as a kind of transition and a key to the interpretation of the next fairy tale – *The Life and Adventures of One of the Local Inhabitants in a Glass Jar, or New Zhoko*.

The plot of the third work is built according to the classical scheme of many life stories; therefore, the tale has a subtitle "a classic novella": it means that all the events described are typical and occur in the life of ordinary people (birth, growing up, marriage, having children, aging, death). The main character is a young spider from a noble ancient family; he has a cruel father who persecutes and eats all living beings, including his own children; the hero tries to escape from his cruel father, but the ferocious parent continues to pursue his son. Turyan believes that the name Zhoko is associated with the popular French sentimental novel à la Rousseau by C. Pougens, in which it is described a life of a boy brought up by a monkey that later becomes a victim of the foster child [16, p. 13-17]. The correspondence between the "New Zhoko" and the original source of the sentimental novel "Zhoko" by the French novelist Pougens is also noted in the pre-revolutionary edition of Sakulin [14, p. 370] and the works of foreign literary critics E. Passage and N. Cornwell [12, p. 56-57; 4, p. 303]. Traces of the content of the tale *New Zhoko* can also be seen in the story *A Journey in a Stagecoach* from the cycle "Evenings in Little Russia" by A. Pogorelsky [13]: although Pogorelsky tells about the devoted love of a monkey to human, while the plot in the tale of Odoyevsky is set in the spider family, the thematic and plot coincidences show the undoubtedly common points of contact between the two works.

Indeed, a share of copying is present in the work of Odoyevsky, tracing the apocalyptic passions of the French novel in a parody, grotesque, playful form; however, in addition to associations with this novel, the plot of the fairy tale brings to mind the myth of the cruel Kronos, devouring his own children. (In this case, the subtitle of the classic novella should be taken as a kind of hint and reference to the classical myth of antiquity). It is known that this mythological image is the embodiment of the inexorable destructive action of time in the material world, and in this regard, Kronos is identical to Saturn, symbolizing the infinity of time – in Greek mythology this gloomy cold planet is called Father-Time. Obviously, exactly this idea is the basic for the narration and at the same time the key to interpreting the events of the fairy tale, with the exception of an important episode in the finale, when, fleeing from his father, the hero finds himself in a kind of dungeon – a beautiful glass jar that makes an indelible impression on the hero.

The jar-dungeon represents an allegory of the beautiful material world, which, according to alchemists, is the dungeon for the human soul. Moreover, namely within the boundaries of this dungeon the hero is overtaken by the ruthless Father-Time, a meeting with whom must be ended in death. However, an unexpected miracle occurs – the glass walls of the jar are broken, and instantly the cruel Father-Time disappears. The final conclusion is presented in the fairy tale in an artistic form – as an allegory of a broken vessel: the inexorable influence of time can be avoided only with the destruction of the material boundaries of earthly existence, that is, with the destruction of the physical body and the liberation of the soul from its earthly captivity. The ideological content of the tale is based on figurative symbolism associated with the spatio-temporal form of the existence of the world, in which time – Saturn or Kronos – mercilessly destroys his creations.

3.2 Hermeneutic Perspective of Perception of the Second Triplet of Odoyevsky's Cycle

The fourth tale *About the Collegiate Counselor* tells about the collegiate counselor Ivan Bogdanovich and his colleagues who are keen on playing cards. Their passion turns into vice when unholy gamblers play all night on Easter; the cards come to life and take full control of the players. Despite the seemingly obvious layer of social criticism, this work, like the previous ones, has a kind of double bottom and hermetic overtones. The tale is chronologically linked with the second *Tale of the Dead Body*, which takes place on the eve of the winter solstice, while in the analyzed work the plot unfolds a quarter of year later on Holy Sunday, the most significant holiday according to the Orthodox Church calendar, during which, after a winter sleep the spring nature and the human soul, cleansed of the burden of old sins, are powerfully renewed. The celebration of this holiday is arranged in the most careful way: the stages of preparation include several weeks before Easter, the night from Holy Saturday to Sunday, the ritual of celebration on Sunday. Traditions and rituals associated with eating and drinking, taking care of the house, clothes, body, cleansing thoughts, correcting behavior and relationships with other people are described in detail in the work of I. Kalinsky [2, p. 164-196]. Ritual regulation, preparing a person for the sacred rite of meeting with Easter in the time of Odoyevsky, was an integral part of the Russian way of life. Therefore, the criminality of the actions of gamblers on Holy Saturday was obvious to a reader of the 19th century, brought up in the Orthodox culture; in this regard, it would be quite logical to shift the focus of attention to a hidden informational layer that is not associated with social evil or sin of the soul. At the same time, we note that the hero and his partners are quite respectable, decent and noble people, leading a measured lifestyle within the framework of social rules and decency, therefore, the heroes are pushed to commit the Easter sin by cards – not just ordinary playing cards, but the Tarot cards.

In ciphered form several cards have already been used in the second tale, but in this work the entire pack of cards is used. At the same time, the functional meaning and the corresponding tarological interpretation of the cards from the pack remained beyond the understanding of the characters, for whom the transcendental perception of the mysterious cards turned out to be inaccessible. The key final scene [10, p. 85–87] describes the amazement of the players who have no power over their own bodies, actions, thoughts, deeds due to their submission to the superhuman power of the Tarot. Not knowing it, the unfortunate players gave the cards the enormous strength and power with their game on Easter, launching a certain mechanism, the principle of control and functional purpose of which were completely unknown to them.

Having launched the flywheel of the tarological influence, the players could no longer stop it, completely submitting to the influence of the suddenly transformed Arcana: this is expressed through the way of reviving the cards that not only moved, spoke, and acted like people, but also commanded, subordinating to their will the people reduced to the level of weak-willed automatons. It is worth noting the interesting detail: only Queens of four suits were sitting at the table and playing, while the rest of the cards were sitting imposingly on sofas or walking around, and Ivan Bogdanovich with his friends froze in a resigned immobility – it looked as if people had been drowned in sleep or "dead to the world" [10, p. 88]. In this way it is illustrated a point about the significant influence of the world of physical matter on the nature of a human soul, and the Queens just personify this matter in four elemental forms.

In the fifth fairy tale *Igosha*, the character Igosha is seen as a malevolent spirit, a creature akin to a kikimora (a Russian folkloric personage): the common people believed that it was an armless and legless being that settled in a house and troubled the host with his family with his tricks. There exists a single-root version of the name: *igot'* is a kind of round hand mortar or a small-shaped flask, for which the *igotishka* variant is admissible, which is consonant with the name of the spirit from the analyzed fairy tale. In fact, the narration in the fairy tale illustrates in detail the folklore definition of Igosha [17]. The tale is about Father, who gets to know about Igosha's existence, the manner of his behavior and the habit of doing bad things to people; incredulous Father jokingly invites Igosha to live at his place; in the house, Igosha takes a small boy – a Father's son – under his personal protection that in reality means a series of worries and misfortunes in the life of the little character. Turyan is convinced that in this work some "features of the human psychic setup" [16, p. 23] on the particular example of the author are reflected: the author delved deeply into the unknown structures of his own infant consciousness while his contacting with the world of adults. This is undoubtedly an important observation, which, however, requires additional explanation.

In the context of the cycle of fairy-tales, the "armless, legless" spirit personifies the "pure" soul (from the point of view of alchemists) that is incarnated in the human world for the first time. It is not without reason that an appearance of Igosha is formless and sexless, because the soul is believed to exist in the form of an energy formation without any particular gender. It is quite obvious that the character Igosha plays the role of an inexperienced soul just starting to live from a "blank slate", so he does not pay attention to the large number of laws, rules, and social conventions that are necessary to be followed in order to avoid some unpleasant consequences.

The absurd logic and, therefore, illogical behavior of Igosha as a newly born being from the other world lead a tiny soul and his carrier-boy into the contradiction with the realities of life of the earthly world and the world of adults, since the positive in the world of the soul can be perceived negatively in the human world and vice versa. Igosha-soul performs actions that are reasonable from his own point of view, but they are assessed by the people around him as devoid of meaning, because the people see them only as violation of the order and the established course of life, inconsistency with the routine logic of adults. At the same time it is delicately indicated that Igosha-soul came into the human world to live and study, getting to know it in games, but these are his own games, unclear to people, who, in turn, also have their own games which are hard to understand by their complexity and importance for Igosha-soul. As a result, a conflict and misunderstanding arise between the representatives of different worlds – the old, experienced soul and the firstly-incarnated, inexperienced soul. The little boy constantly reproaches Igosha for getting him into trouble, in answer Igosha places the blame for being "ungrateful" on the boy: "I always serve you <...>, I break your toys and smash the nurse's teapots, and I don't let you stand in the corner and untie the ropes; and when there's nothing to do, I break the window; and besides, I do you and Father the honour that I serve you, I don't get the promised food, and you still make complaints against me. It is the truth that people are the most ungrateful being" [10, p. 102]. So, the contradictions between the young and old souls are reflected in such a nonstandard, quarrelsome form.

In the sixth work, *Just a Fairy Tale*, the content is as follows: a host Walter falls asleep, and just at once the things in the room come to life and have showdowns with each other. In this work Turyan saw a typical example of imitation à la Hoffmann with a rapid transition of "fantastic and real" plans [16, p. 23]. However, it is unlikely that the purpose of creating the fairy tale was exclusively the imitation and the statement about the coexistence of reality and unreality; in this regard, the need for a more detailed study and analysis of the text of the work is obvious. Of all the named objects in the room, two 'leaders' stand out: a white knitted nightcap of the host and a red shoe – their appearance is primarily associated with the idea of the existence of a monad – one in essence, but divided into yang/yin or masculine/feminine polarities. This interpretation is prompted by the special gender characteristics of the behavior of the nightcap and shoe. The nightcap is a lover of leadership, looks down on everyone, sitting on a Voltaire chair, which is a clear hint of the habit of the male mind to philosophize on various occasions: when a thought appears, he "frowned", and "hinges [i.e. brain cells] were in convulsive motion" [10, p. 109]. The shoe appears, "flirting and spinning on the heel" [10, p. 107], she is a "miracle of nature", "indescribable beauty", although "windy" [10, p. 112], bickers with the nightcap on all issues, until, finally, she jumps into the chair, casually plays with the nightcap, cooing gently and affectionately with him and persuading him to act incompatible with his model of behavior. An upright knitted nightcap completely falls under the charm of the charmer and agrees to follow her, ignoring the reasonable advice of more careful indoor things.

Another conceptual layer in the tale is associated with the display of the competitive struggle of existing religions for an increase in the flock, as well as a description of the specifics of religious thinking, which imposes restrictions on the activity of the mind. In this context, the nightcap and shoe are positioned as representatives of different religious denominations and ideologies. The nightcap is a bearer of a certain faith, the dogmas of which assert the existence of knitting needles, stitches and a master of hosiery; in this "nightcap" religion, there is a prophet – a soap dish, which guides the nightcap on the right path in a critical situation of seduction with the shoe. A smart soap dish recognizes the opposite polarity and aspirations of a nightcap and a shoe and predicts a future conflict of interest on this ground. Later, having turned into a dirty-black rag with wax, the cap will bitterly recall the apocalyptic forecast of the soap dish and, like the biblical prodigal son, rush back into his native bosom to wash off the uncomfortable religion of the adorable charm from the world of shoes to whiteness.

The religion of the shoe is different in nature, fundamentally different from the tall (literally) idea of a white nightcap, since the nightcap sits on an armchair, and the shoe lives on the floor. The shoe begins its Jesuit work of religious temptation by degrees, imperceptibly sowing the first seeds of doubt in the soul of the nightcap about the truth and correctness of his religion. For this, the shoe asserts the supremacy of the shoemaker over the master of hosiery, cruelly ridiculing those who do not recognize the "great shoemaker". She extols the positive aspects of her faith before the limited mind of the nightcap, which begins to find "something high and mysterious" [10, p. 109] in the words of the interlocutor and, voluntarily giving up his own religion, limply drags after the seductress, dreaming of a sweet union with a beautiful shoe. Failure in the established system ends in a completely predictable tragedy: "the block moved, the boots fell, the ears rattled, the heels stomped, the shoe clapped; a mad awl whirled and shouted among the crowd, and a cast-iron hammer slapped with a stupid joy on the thick belly of the bottle; rivers of wax poured on the poor nightcap ...and where are you the old whiteness of the nightcap? Where is his purity and innocence? Where is that sweet time when the nightcap used to come out of the trough, like Cypris from sea foam <...>?" [10, p. 111-112]. The noted allegory is simple and leads to the understanding of the work as a description of the classic struggle between white and black, light and darkness, God and devil, heaven and earth for the white, that is, immaculate, innocent and inherently non-sinful human soul. The soul is seduced by material benefits as a special type of sin, it is tempted to earth by the temptations of a beautiful life, but at the same time they hide the burdens and hardships of physical existence, dependence on social hierarchy (an allegory of the omnipotence of a shoe with an awl and rows of shoes obedient to them), the need to get daily bread the hard way.

The presence of mystery in this tale is indirectly confirmed by the hidden number *seven* in the form of seven names of indoor things belonging to different categories of the material world: this number reminds of the seven mysterious levels. The narrative contains all the components necessary for any initiation mystery: the existence of poles of light and darkness, as well as the descent from light into darkness, that is, from heaven to earth or from heaven to hell, and a return back to light. True, the reverse movement is no longer described, and the nightcap, eager to whitewash himself to its original purity and again get on the head of the sleeping host, remains dirty. The allegory of the sleeping master is also unpretentious and simple: it is the Creator himself (he is the only character with a proper name Walter, the rest of the characters are shown under common nouns), and while God is asleep, an innocent soul is seduced, as in the myth of Adam and Eve, it is forced to sin because of their weakness, thereby the whiteness of innocence is denigrated with the mud of betrayal and the uncleanness of thoughts. The tale ends with a meaningful understatement: "at that very minute Walter woke up..." [10, p. 112], leaving the opportunity to independently think out the further course of events.

Thus, *Just a Fairy Tale* is not at all simple as it might seem at first glance, and it contains large-scale allegories of the foundations of human existence and worldview. The two central images – the nightcap and the shoe – can be interpreted in several aspects at once: firstly, they introduce fabulous heroes of the emphatically masculine and feminine gender, thus indicating their opposite polarity; secondly, the limiting influence of earthly religions and religious ideologies on the human mind and the motivation of human behavior is displayed; thirdly, the presence of a classic struggle between light/darkness or god/devil is stated; fourthly, in the recognizable image-symbols, a mystery action is described with a characteristic descent of the hero into darkness and his subsequent ascent to the light. The work is called *simple* because in any allegorical work of this kind, an easily recognizable mystery scheme is necessarily used. Therefore, *Just a Fairy Tale* is *just a mystery*.

3.3 Symbiosis of the Didactic and Hermetic Aspects of the Interpretation of the Last Three of the Writer's Cycle

The seventh *Tale of How Dangerous it is For Ladies to Walk in a Crowd Along Nevsky Avenue* tells about a group of girls strolling along Nevsky Avenue; they enter a fashionable ladies' store, and after leaving it, they do not notice the absence of one of their friends. The owner-"basurman" bewitches the unfortunate girl and performs a number of magical operations with her, pursuing his own goal – to take her natural beauty and give artificial beauty to the doll in return; a young man falls in love with a girl, but, having worn out with a soulless doll, throws it out into the street.

This tale was the only one that, even during the life of Odoyevsky, received critics' approval, perhaps because of the strongly felt didacticism and clearly readable morality about the dangers of foreign education and its malicious consequences, which is clearly illustrated by a simple plot. While supporting this interpretation on the whole, we still consider it necessary to introduce additional explanations about some plot-thematic lines. First of all, the fairy tale emphasizes the harm and pernicious influence of Western – French, German, English – education on Russian education, which a priori is natural, meeting the urgent needs of the Slavic soul, whose image-symbol is the Russian beauty from the fairy tale. This generalization enlarges the scale of the fairy tale, and instead of boring moralizing about the mistakes and omissions of secular education, the theme of preserving national priorities and values through an all-encompassing system of educating young people as a recipient of Russian culture, language, and traditions is manifested. At the same time, it is noted with bitterness that senseless foreign models and cliches are supplanting the primordially national educational spirit, and the Slavic soul receives a miserable surrogate that poisons the work of the heart and mind: instead of spirituality and enlightenment, the soul is filled with a terrible mixture of distorted foreign speech models from foreign languages and corrosive rust of "basurman" education. However, even in its humiliating and derogatory form, the tortured soul doll is still attractive, and a young man falls in love with it. Unfortunately, having become heartless and soulless, the doll cannot reciprocate love: without heartfelt love, it does not perceive the good, does not understand music and art, does not even know how to manage the household, turning the life of a young man into hell, so he gets rid of it, throwing it into window. Thus, the work embodies the idea that consciousness determines being, but if consciousness is reduced to a primitive level, then being triumphs, trampling consciousness into dust.

The ideological content of *Tales of Ladies on Nevsky* by Odoyevsky is consonant with similar thoughts of W. Küchelbecker about the importance of the formation of a national institution of educators, presented in the fantastic tale *The Land of the Headless, or Akephalia* (1824) [7, p. 349–352] with the following typically fairytale elements: the hero suddenly embarks on a risky journey into the unknown (for comparison: in Russian fairy tales, the hero often suddenly sets off on a journey *I don't know where*, and he chooses the most dangerous and risky road); he unexpectedly ends up on the moon in the country of Akephalia (literally: "severed head") with the capital Akardion (literally: "severed heart"), erected from candies near the Lemonade River, which flows into Lake Shcherbetnoe (similar to the Russian fairy tale, in which there are milk rivers with jelly shores and gingerbread houses). However, the narrative unexpectedly deviates from the fairy tale canon, since the Russian system of fairy tale coordinates ceases to coincide on the main points with the model embodied in Akephalia. The main attention is focused on the specifics of the local education system, which completely falls out of the well-oiled scheme of the development of a fairy tale plot. In a traditional Russian fairy tale, the hero is always taught wisdom by an old sage, a wise old woman, Baba-Yaga, or a wise gray wolf. In the analyzed work, cognitive teaching about the true path with the parallel receipt of wise instructions about its features is replaced by a wretched educational scheme of semi-literate foreign tutors who have a detrimental effect on children and young men, deliberately disfiguring them physically, mentally, and intellectually, literally depriving them of the heart and head.

The absurdity of the situation, with its complete inconsistency with the fairy tale canon, is aggravated by the fact that the mutilated inhabitants can be beaten with impunity, since beating is synonymous with payment for services rendered (for comparison: in a Russian fairy tale, the inhabitants of a fairytale country should be thanked for the wise instruction and the help or assistance provided to the hero). We believe that it would be an unforgivable oversimplification to see in a fairy tale only social satire on the contemporary writer of Russian society, although it is also present in this work. Yet, the main attention is focused on the importance of traditional, national cultural values and secrets of ghost vision, introduced in encrypted form into the fairy tale canon as a kind of model of spiritual evolution: unfortunately, namely they turn out to be inaccessible to the younger generation due to the merciless and harmful influence of foreigners on the vital and, therefore, a particularly vulnerable area associated with the upbringing of children and youth. In this anti-fairy tale or fairy tale on the contrary, by Küchelbecker, the author's assessments are set as strictly as possible, coinciding with the ideological position of Odoyevsky about the importance of forming the institution of domestic educators. In this context, it can hardly be considered accidental that Odoyevsky's "Tale of a twist" appears, in which the same accents and priorities are set as in the two analyzed works: an increase in the thoughtless demand for foreign educators and, as a consequence, their harmful effect on youth in key areas of spirituality and intellectuality.

The eighth tale *The Same Tale, But Backwards* contains actually two separate works, and although the second tale is a mirror image of the previous *Tale of Ladies on Nevsky Avenue*, it has a lengthy introduction that is not connected with the subsequent narration. Arbitrarily combined by the author's will, in the table of contents, these tales are indicated as two different ones. In our opinion, this is connected, firstly, with numerological symbolism (the author had to present an ennead of fairy tales), and, secondly, with the fragmentation of a long and, therefore, inconvenient title, which in full form would sound like this: "*The Same Fairy Tale, But Backwards. The Wooden Guest*, or the *Tale of the Doll Who Has Woken up and Mister Kivakel*.

In the introduction to the tale, there is no action – there are only the author's reflections on the cardinal difference between those who represent the class of commoners and those who belong to the class of aristocrats. To substantiate the naturalness of such a division, an analysis of the worldview platform of the "writing fraternity" is introduced – this definition means representatives of the lower class: they are characterized by immunity to someone else's point of view, envy of wealthy members of society, inability to perceive art subtly, lack of understanding of the social significance of etiquette, ignorance, rejection of the sacred ideas and some other qualities testifying to the "mediocrity" of the profane, while on the other social pole there are "intelligence, love, enlightenment, high humility of spirit" [10, p. 140]. Thus, the apologetics of aristocracy is introduced as a special state of mind that dictates noble behavior, thinking, education, lifestyle to its bearer, belonging to a thin social stratum, the purpose of which is to preserve and accumulate the cultural and intellectual wealth of the nation. Of course, aristocrats have their own shortcomings, but they are not emphasized. The idea is especially highlighted that the ladies of high society, as refined carriers of culture, spirituality (and the image-symbol of the embodied enlightened soul), contribute to enlightenment, the evolution of men (and the image-symbol of the physical body). On the whole, this tale serves as a preamble to an allegorical tale about stupid men with a darkened soul.

The ninth tale about "Wooden Guest" introduces a description of the polar functions of the soul and body. In terms of content, the work is divided into two parts - theoretical (about the ideal model of a perfect person) and practical (about the results of the implementation of this model in society). In accordance with the author's idea, the ideal model of a perfect person includes a divine soul (a beauty from a fairy tale) and a beautiful body (a young man is a beauty's beloved). To become beautiful, a beautiful soul must be fanned by the harmony of music and poetry, radiate light, be able to feel with heart and think; in such a soul, everything "shines with the light of dreams, love and sounds" [10, p. 147-148]. However, a beauty soul cannot instantly become ideal, since earlier it was distorted by a wild, unnatural upbringing and education inappropriate to its status. To reach the peak of evolution, she needs the help of a certain sage – the bearer of secret knowledge, after meeting with whom the girl radically changes for the better, reaching shining heights of perfection.

A beautiful soul must match the physical body or her beloved man, who is seen in the dreams of the soul as a beautiful young man in an amazing temple. However, the villainous power of sorcery distorts the imaginary ideal appearance and, to its horror in earthly life, the poor soul meets a pitiful likeness of its dreams, which it would be criminal to call a human: a fat, ugly creature with a small head and a narrow forehead, on which *Kivakel* is inscribed. This explains the strange name of the tale - *The Wooden Guest, or the Tale of the Doll Who Has Woken up and Mister Kivakel*. The soul is in an awakened state, but the inharmonious body does not correspond to it in its physical development: a heavy, inactive, phlegmatic-passive carcass, not enlightened by the divine energy of a beautiful soul, is a person frozen in its development, alien to the bright holiday of life; he cannot be penetrated with a feeling of pity and compassion, the slightest glimmer of thought is absent in an empty head, his imagination does not lend itself to revival, and inspiration does not ignite. Thus, the inertness of physical matter and the human body is emphasized, which by itself, without the assistance of the creative nature of the divine soul, is not able to perceive more subtle energies to raise the spirit above the mortal world. Kivakel is *wooden* as an image-symbol of a personality that has stopped in its development: the only action available to him is a constant nodding of his head in agreement with the interlocutor, therefore he has a name that speaks for itself – Kivakel.

The beauty-soul is trying with all her might to help the body in its revival, because in this she sees "the high destiny of a woman in this world" [10, p. 151], but fails; for many years, the meaning of

Kivakel's life remains observing the life of horses in the stable and daily smoking eighty shanks with tobacco: forty before noon and forty after noon – as allegorical morning and evening magpies for life health or repose in death. The meaning of the number *forty* is diverse, but mainly it symbolizes the "domination of evil forces", as well as "changes and death", – J. Cooper believes [3, p. 384]. This indirectly emphasizes that the soul in the bodily shell over and over again needs to go through the same path and the same trials until the intended peak of spirituality is reached. However, for the wooden Kivakel, all the splendor and diversity of the world remains outside the sphere of perception; moreover, seeing in the beautiful soul his slave, he tries to remake her in his own primitive way. The end of such slavery is the easily predictable death of a tortured, exhausted soul as a result of exhaustion of strength and patience.

It should be recalled that the earliest traces of the theme of love for a doll, to which Odoyevsky dedicated two fairy tales of his cycle, can be seen in the Pogorelsky's fantastic work *The Harmful Consequences of Unbridled Imagination* from the above-mentioned cycle "Evenings in Little Russia" [13], in which a young man falls in love with a beautiful girl, who in reality turns out to be a mechanical doll, made by some criminal foreign master. Here the analogy is too obvious: the treacherous blow of the foreign manipulator is again inflicted on the heart and head, that is, on the soul and mind of the hero, which inevitably leads to his spiritual and physical death. The difference lies in the fact that Pogorelsky presented his love for a doll in tragic tones, while Odoyevsky is more inclined to a dry, pedantic and instructive tone. The heroine-doll of Odoyevsky and the young man in love with her suffer deeply, experiencing heartache due to mutual misunderstanding, lack of community of interests and the presence of certain mistakes in upbringing that make it impossible for the heart to perceive the world, which leads the heroes to thoughtless burning of life. Obviously, Odoyevsky was aware of the aforementioned works of Küchelbecker and Pogorelsky, since the motives of the importance of domestic education and love for the doll present in him are clearly traced in the chronologically earlier works of the named authors.

In a short "Epilogue", it is bitterly stated that in real life dolls, diligently imitating the behavior of people, still prevail, and the horror of the situation is that they are all wooden, incapable of development and, therefore, falling out of the process of spiritual evolution.

4 Conclusion

Wise writer V. Odoyevsky remains faithful to the practice of comprehending the phenomena of life through a philosophical and mystical platform. Previously, literary critics analyzed individual works from the collection of Odoyevsky *Motley Fairy Tales*, which were arbitrarily pulled out of the general context of the fairy tale cycle and were considered as social criticism, psychological study, literary imitation, which gave Turyan a reason to correlate this cycle with the "conditionally fantastic, didactic-allegorical world" [16, p. 25]. Fairy tales that did not fit into the framework of the usual explanations remained on the periphery of research attention. Ignoring the generalizing ideological platform of the entire cycle, bringing together disparate, phantasmagoric pictures on a single hermetic basis, left the philosophical wealth of the author's collection unclaimed.

The study of *Motley Tales* shows that the ideological content of these works is originally designed in alchemical allegories with encrypted subtext; the conceptual key to the fairy-tale cycle is the laconic language of symbols representing the ideologemes of the spiritual path. All fairy tales have more than one level of interpretation, of which the main one is the level associated with the disclosure of the mystical basis of the world. Mystery without the presence of an archetype is presented in *Just a Fairy Tale.*

In the fairy-tale cycle of Odoyevsky, three alchemical processes (sublimation, calcinationб and distillation) are duplicated with the help of numerical symbols; in this way, the influence of the numerological principle is affirmed. In tales I, II, III the difference between the nature of the soul and the body is emphasized, and the influence of time is limited to the limits of the material world. In tales IV, V, VI the idea of the asexual nature of the soul is developed, which, however, must pass through the world of human passions and emotions. In tales VII, VIII, IX the importance and significance of the values of representatives of an aristocratic society is affirmed; at the same time, it is necessary to note the actual coincidence of the ideological content of Odoyevsky's *Tale of Ladies on the Nevsky Avenue* with Küchelbecker's fairy tale *Akephalia*.

Literature:

1. Coe, N. & Yeung, H.W-C (2015). Global Attebery, B. (1992). *Strategies of Fantasy*. Bloomington: Indiana University Press.
2. Church and People's Months of I. P. Kalinsky. (1990). *Afterword of V. Anikin. Months*. Moscow, Artistic literature.
3. Cooper, J. (1995). *Encyclopedia of Symbols. Series "Symbols". Book. IV.* Moscow, Association for Spiritual Unity "Golden Age".
4. Cornwell, N.V. (1986). *F. Odoyevsky. His Life, Times and Milieu*. Routledge.
5. Fairy tales of Russian writers of the 18^{th}-19th centuries. (2010). *Collections of essays*. Moscow, Prestige Book Literature.
6. Hall, M.P. (1997). *Encyclopedic exposition of Masonic, Hermetic, Kabbalistic and Rosicrucian Symbolic Philosophy*. Novosibirsk: Science, Siberian Publishing Company RAS "KSP".
7. Kuchelbecker, V.K. & Romanov, N.M. (1989). *Works. Entry. Art. Letter*. Leningrad. Introductory article by N. M. Romanov, "Land of the Headless, or Akephalia", 349–352.
8. Luthi, M. (1986). *The European Folktale: Form and Nature*. Indiana University Press.
9. Martin, P. (2009). *A Guide to Fantasy Literature - Thoughts on Stories of Wonder and Enchantment*. Crickhollow Books.
10. Odoyevsky, V.F. (1833). *Colorful fairy tales with a red word*. SPb: In the printing house of the Expedition of Procurement of State Papers.
11. Overcamp, J. (2014). *Truth, Fantasy, and Paradox: The Fairy Tales of George MacDonald, G.K. Chesterton, and C.S. Lewis*. CreateSpace Independent Publishing Platform.
12. Passage, E. (1963). *The Russian Hofmanists*. The Hague.
13. Pogorelsky, A. (1960). Twin, or my evenings in Little Russia. Moscow, Art literature.
14. Sakulin, P.N. (1913). *From the history of Russian idealism. Prince V.F. Odoyevsky. Thinker. Writer*. Moscow, Publishing M. and. S. Sabashnikovs.
15. Sokolov, A.N. (1955). *Ruslan and Lyudmila*. Pushkin, A.S. in Sokolov, A.N. (Eds.). Essays on the history of the Russian poem of the 18th and first half of the 19th century. Moscow, Publishing house of Moscow University, 410-444.
16. Turyan, M.A. (1991*). Supplement to facsimile reproduction of the 1833 edition*. In: M. A. Turyan. Odoyevsky V. F. "Colorful fairy tales with a red word". Moscow, Book, pp. 3–48.
17. Turyan, M. A. (1977). "Igosha" by V. F. Odoevsky (To the problem of folklorism). In: M. A. Turyan. *Russian Literature*, No. 1, pp. 132–136.
18. Vorova, T. P. (2016). Ciphered Content of the Literary Fairy Tales by V.E. Odoyevsky. Cambridge Journal of Education and Science, *January-June*, 2(1), 690-696.
19. Vuckovic, D. (2018). A fairy tale (R)evolution: The value and the critical reading of fairy tales in the contemporary educational context. *History of Education and Children's Literature*, 13(2), 309-336.
20. Ziolkowski, Jan M. (2010). Straparola and the Fairy Tale: Between Literary and Oral Traditions. *Journal of American Folklore*, 123(490), 377–397.
21. Zipes, J. (2006). *Why Fairy Tales Stick: The Evolution and Relevance of a Genre.* Routledge.
22. Zipes, J. (2011). *Fairy Tales and the Art of Subversion*. Routledge.
23. Zipes, J. (2015). *The Oxford Companion to Fairy Tales*. Oxford University Press.

Primary Paper Section: A

Secondary Paper Section: AI, AJ, AL

INSTITUTE OF AGRICULTURE AND FORESTRY IN MARYMONT: EUROPEAN RESEARCH AND EDUCATIONAL PRACTICES IN THE CONDITIONS OF RUSSIAN CENTRALISM (1816-1861)

[a]OLENA HOLIKOVA

[a]National Scientific Agricultural Library of the National Academy of Agrarian Sciences of Ukraine, 10, Heroiv Oborony Str., 03127, Kyiv, Ukraine; Kharkiv National Agrarian University named after V.V. Dokuchaiev, Dokuchaevske – 2, Kharkiv region, Kharkiv district, 62483, Kharkiv, Ukraine
email: [a]golikova.elm@gmail.com

Abstract: The aim of the work is to correct erroneous ideas about the Agronomical Institute in Marymont (Kingdom of Poland) in the history of agricultural education and sectoral experimentation, which are quite common in modern historical literature. Created following the example of the first European higher agricultural schools, this institute adopted the traditions of sectoral experimentation from the recognized ideologists of scientific agronomy of the modern era A. Thayer and F. Fellenberg. To carry out the research, a general scientific and comparative-chronological method was used, with the help of which the analysis of the constituent documents of the institute for 1820, 1835, 1840, and 1857 was carried out in order to study the evolution of the scientific and organizational foundations of experimental work. It is shown for the first time that the pan-European discussion between the followers of the autohumus theory of Thayer and the founder of agrochemistry Y. Liebig directly affected the development of the educational institution and predetermined personnel changes in it. The study of archival documents makes it possible to correct the established ideas about a certain primitivism of the educational institution in Poland in terms of its research work. It is proved that the initial formation of scientific experimentation on a long-term basis in the system of higher industrial education of the Russian Empire is associated with the Agronomic Institute in Marymont. The experimental field created there was the first in the system of higher agricultural education in the Russian Empire.

Keywords: Agricultural experimental work, Agronomic chemistry, Higher agricultural education, Humus theory, Mineral fertilizers, Principles of rational management.

1 Introduction

Among the many factors capable of ensuring the progressive development of agriculture, a prominent place belongs to science, in particular, its scientific research potential. In the historical literature, deep coverage was given to versatile problems associated with the formation and formalization of agricultural experimental work as an independent branch of natural science and organization. In Ukraine, Academician of the National Academy of Agrarian Sciences V. A. Vergunov and representatives of the scientific school founded by him work most consistently in this direction. In their works, various aspects of industry experimental activity are investigated from the activities of individual talented experimenters to the functioning of state research institutions. Scientists substantiated the idea of the leading role of higher educational institutions in the development of agricultural experimental activity [43, p. 6, 44]. However, the historical analysis of the literature makes it possible to state that the problem of the establishment and development of branch experimental work in the system of higher special education in Ukraine has not received an independent study.

The question of the beginning of systematic work on the creation of experimental fields is controversial. In recent years, the statement of Professor Viner about the priority of the experimental field of the Gory-Goretsk Agricultural Institute, created in the Mogilev province simultaneously with the institute in 1840, received recognition [42, p. 26-27]. The Gory-Goretsky Institute is called the first higher agricultural educational institution in the Russian Empire. This statement negates the activities of the Agronomical Institute in Marymont, created on the outskirts of Warsaw by the Decree of the Russian Emperor Alexander I in 1816. The Marymont Institute became the fourth higher agricultural educational institution in Europe and the first in the Russian Empire. It was created following the example of the first higher European agricultural schools: 1) The Academy of Agriculture “Georgikon”, founded in 1797 by Count D. Festetics in the Keszthеiv estate of Hungary; 2) the school of F. von Felenberg, opened in the Swiss Hofwil, near Bern, in 1804; 3) Thayer's school, organized in 1806 in Möglin, near Brandenburg. The legal successor of the Marymont Institute is the Kharkiv National Agrarian University named after V.V. Dokuchaev (hereinafter KNAU). For more than two centuries of continuous development, the educational institution developed within the borders of different states: Poland (Marymont: 1816-1861; Novo-Alexandria: 1862-1914) and Ukraine (Kharkov: since 1914). KNAU has a common historical past with two modern Polish scientific institutions the State Research Institute of Plant Production and Soil Science in Pulawachi, and the Warsaw University of Life Sciences (the primary School of Agriculture in Warsaw).

Despite the fact that KNAU is the oldest higher agricultural educational institution in Ukraine, the Polish period of its history did not become a subject of independent comprehensive study, and the scientific literature contains multiple erroneous statements. The history of the Marymont experimental fields and the experimental activities of the professors of the institute also did not become the subject of independent study. Consequently, an objective coverage of the history of the Agronomic Institute in Marymont (since 1840 – the Institute of Agriculture and Forestry) on the basis of all documents available to a modern researcher is an urgent task.

2 Materials and Methods

The history of the Agronomic Institute in Marymont has not received a comprehensive study due to various circumstances. Among them, there is the isolation of Russian historians' perception of the Polish educational institution, which before the anti-Russian uprising of 1830–1831 developed mainly on the basis of national traditions under the influence of German agrarian culture. For Polish historians, it was problematic to study the history of the Russian higher educational institution, which became the institute after it was relocated from Marymont to Novo-Alexandria in 1862. In addition, due to relocations and world wars, many of the institute's official documents were lost. Polish historians note that a significant part of the documents burned down together with the archive of old acts in Warsaw during the Second World War.

Many documents taken from Poland to Kharkov at the beginning of the First World War have also been lost. Nevertheless, in the State Archives of the Kharkiv Region (hereinafter – SAKR), little-studied documents of the official office work of the institute for 1816-1919 are preserved. Today these archival materials are presented in Fund 669 (New Alexandria Institute of Agriculture and Forestry). The Statutes of the Institute for different periods of its development are of particular interest. The constituent documents for 1820, 1835, 1840, and 1857 provide an opportunity for a scrupulous study of the process of forming the scientific and organizational foundations of experimental work in an educational institution. In the process of working on the documents, general scientific and interdisciplinary methods were comprehensively used, as well as the method of comparative chronological analysis.

3 Results

Agricultural experimental activity originated at the Marymont Institute from the very beginning of its activity in 1820 on the basis of the European practice of agricultural education, inseparable from research work. The beginning of the scientific and organizational design of the research activity was laid by the Charter of 1835. The specific content of scientific research activities and the methodology for their conduct are not yet subject to detailed study due to the narrowness of the source base. In the context of bringing the Polish education system to Russian educational standards and the lack of financial resources, the provision on compulsory scientific research was excluded from the Charter of 1840. The pan-European agrarian discussion between the supporters of the humus theory of Thayer and the founder of agrochemistry Liebig had a noticeable impact on the development of the institute in general and experimental work in particular. The wide recognition of Liebig's ideas by the scientific community served as a prerequisite for reforming the Marymont Institute in accordance with the Charter of 1857. The spread of anti-Russian revolutionary sentiments among the students became an insurmountable obstacle to the transformation of the institute.

4 Discussion

We dare to assert that the experimental field at the Marymont Institute in the Kingdom of Poland was created earlier than the experimental field at the Gory-Goretsk Agricultural Institute in the Mogilev province, which scientists call the first experimental field in the Russian Empire. However, the loss of archival documents in Warsaw and Kharkov led to a certain oblivion of the Marymont Institute in the history of agricultural science and industry experimental activity. The content of research work and experimental techniques is of greatest interest. For further study of the issue, it is advisable to refer to the information contained in the Polish periodicals founded by the heads of the institute in Poland – “Ceres” and “Sylwan Warszawski”. Also, the expansion of the information field can be helped by referring to the scientific works of the leading professors of the Marymont Institute, most of which are written in Polish.

Warsaw became part of the Russian Empire after the Napoleonic Wars in accordance with the decisions of the Congress of Vienna in 1815. The following year, at the initiative of Polish public figures, in particular, the director of the government Department of Industry and Crafts, S. Stashits and the chairman of the Government Commission for Internal and Spiritual Affairs and Public Education, Count S. Pototsky, several higher educational institutions were established. Among them, there were the Institute of Agriculture, Institute of Practical Veterinary Medicine, and the School of Handicrafts in Marymont and Warsaw Forestry School (synonymous names – Forestry School or Institute), founded by the Decree of Emperor Alexander I, respectively, from October 5 and October 17, 1816. In accordance with the Decree of November 19, 1816, the Royal University in Warsaw (now the University of Warsaw) was founded. Unlike other Russian universities, Varshavsky's activities were subordinated to the task of administrative and economic restoration of the Kingdom of Poland after the Napoleonic wars, and, therefore, it is not surprising that the Warsaw Forestry School began its activities in its premises.

Educational institutions were created during the existence of the Kingdom of Poland as an autonomous state entity within the Russian. The establishment reflected the needs of Poland in training qualified agronomists and foresters in the conditions of “semi-statehood”, according to the Polish historian T. Lepkowski [22, p. 66–67]. Studying the prerequisites for the formation of educational institutions, historians for a long time ignored the circumstances of a planetary scale, the real influence of which on the European history of the early 19th century scientists were explained only two centuries later.

Volcanic eruptions brought many troubles to different countries of the world in the 10s of the 19th century. The largest of these occurred in April 1815 on the island of Sumbawa in present-day Indonesia, where the Tambora volcano began to operate. The explosion threw into the air 100 km³ of volcanic ash and sulfur, which formed a pillar 44 km high and caused the death of more than 70 thousand people [31, p. 2]. The eruption led to global climatic anomalies and cooling throughout the planet, which lasted for several years (the so-called volcanic winter). The year 1816 went down in history as “the year frozen to death” due to the unprecedented low temperatures in Europe and North America. In Europe, the temperature difference was accompanied by heavy rainfall, which damaged crops in many countries. In the spring of 1817, grain prices increased tenfold, and famine broke out among the population, which was accompanied by outbreaks of epidemic typhus [29, p. 230]. Under such circumstances, the patriotic Polish public, in order to accelerate economic, technical, and intellectual progress, initiated the opening of a whole network of educational institutions.

The founder and first director of the Institute of Agricultural Economy in Marymont (since 1820 Agronomical Institute) was a public figure, Professor Jerzy Beniamin Flatt (1768-1860). Despite the fact that this scientist-agronomist was at the very origins of European agricultural education, in historiography his work remains a poorly studied problem.

To get acquainted with the European practice of organizing agricultural institutions, Flatt attended the school of Thayer in Prussian Möglin, near Brandenburg, and school of Felenberg in Switzerland. The result of the scientific and educational trip was the “Plan for the founding of an agricultural school in Marymont”, drawn up on August 3, 1818 [25]. In Poland, the scientist argued, that, as in other European countries, it is necessary to provide training for three categories of farmers who need different “degrees of knowledge”: 1) elders, foremen and senior farm laborers; 2) housekeepers, clerks, and stewards for individual estates; 3) managers of large estates (both own or those belonging to others). The criterion for such specialization was the social affiliation of the students. Regulation on the simultaneous provision of different levels of education in one educational institution was adopted by Flatt from the experience of the Felenberg school; moreover, he borrowed the concept of organizing a separate school for the poor. Also, according to the results of the business trip, Flatt raised the issue of the director's independence in decision-making: “...in agriculture, a lot depends on timely and thorough work, and, therefore, only the director knows about the general course of affairs ... he alone can manage everything .. The less the director will be tied, the more responsible he will be, and the more success can be expected” [25]. This postulate of Flatt vividly reflected his enthusiasm for the Felenberg School, whose activities were completely directed by the head of the educational institution. Upon his return from abroad at the end of 1818, Flatt was appointed director of the Institute on January 1, 1819.

The regulation on different stages of educational training was reflected in the “Charter of the Institute and Agricultural School at the Institute” dated September 12, 1820, which was signed on behalf of the Government Commission for Internal and Spiritual Affairs and Public Education by State Councilor Stashits. The Charter of 1820 unambiguously defined the duties of professors to ensure the unity of theoretical and practical knowledge: “...information of a guessing nature should be left aside, for it is necessary to teach only that which is accessible to direct experiment” (section II) [5, p. 6]. Although the constituent document primarily regulated the educational process, it is quite obvious that the history of agricultural experimental work at the institute began namely with the “direct experiment” carried out by the professors.

At the same time, the Agronomic Institute in Marymont was created as an exemplary agricultural complex, the proven efficiency of which could serve as an example for organizing other estates on the principles of rational management. The issues of organizing an exemplary economy in the state estates Vavrzhishev, Marymont, Ruda, Belyany and Burakov allocated for the development of the institute were considered by Flatt in the “Plan for the founding of the agricultural school in Marymont” of August 3, 1818 [26, p. 4] and “Instructions for Economic Meetings at the Institute” dated March 18, 1819 [18]. Based on the experience gained in the Prussian Möglin and the Swiss Hofvili, Flatt suggested: 1) to ensure strict control of income and expenses on estates; 2) introduce fruit changes to increase the fertility of the plowed field; 3) sow the best fields with fodder grasses; 4) apply abundant fertilization of the fields; 5) bring Spanish sheep to farms; 6) to breed cows, “which are an integral part of the agricultural economy” [26]. According to the “Instructions for Economic Meetings”, a special central body called “Economic Meetings” was created to manage the estates of the Agronomic Institute, consisting of the following positions: the director of the institute, inspectors of the Marymont forests and agronomic farms, cashier and agronomists of state estates

[18]. Subsequently, the exemplary farms at the institute were transformed into experimental fields, the activities of which will also be subordinated to the task of improving the economy through the dissemination of effective agricultural technologies.

Created by the Decree of the Russian Emperor Alexander I of October 5, 1816, the Institute of Agricultural Economy began work on August 30, 1820 in Marymont, the former residence of Maria KazimiraSobieska, wife of the Polish king Jan III Sobieski. The term "Marymont" comes from the French "Marie-mont" and is translated as "Mount Mary" [3, p. 149]. The palace on the high bank of the Vistula was built by the outstanding Baroque architect TilmanavanGameren in 1692-1696. After the death of the Sobesskys, the palace changed its shape, owners, and purpose many times. For some time, it was the residence of the British ambassador. In 1820, the Italian architect Antonio Corazza (1792–1877) drew up a plan to adapt the palace to the needs of the institute and designed the main building of the institution. Now on the foundations of the palace, the Church of the Queen of Poland, Mother of God has been erected.

In practice, the idea of training specialists, taking into account the specifics of their future work, was transformed into a two-level training system the so-called higher and lower schools. The high school, or Agronomic Institute, trained scribes for economy offices, economists, and managers of large estates. The lower school, or Rural, opened at the Institute in 1824 for the training of elders, shepherds, distillers, gardeners older than farm laborers, which protected poor farmers from poverty in adulthood [7, 17]. Also, in 1824, a Veterinary School was founded on the Burakov estate, which trained military veterinarians. Summing up the results of the Institute's activities for ten years from 1820 to 1830 Professor Flatt noted that the educational institution in Marymont can be put on a par with the best foreign Agronomical institutes [17].

In the continuation of all life, the sphere of scientific and public interests of Professor Flatt was associated with Poland's agronomy and agricultural education. Acting as director, Flatt did not stop scientific work. He is the author of the following works: "Description of the Principality of Warsaw with a short sketch of the history of Poland to the present" (1809), "Description of the Institute of Poor Students in Hofwili" (1816), "On the state of horse breeding in the Kingdom of Poland" (Warsaw, 1829, in 2 volumes), etc. [14, p. 35-36]. Since 1824, the scientist edited the scientific journal "Ceres", dedicated to all branches of agricultural production [25, p. 127]. Now, in the Main School of Agriculture in Warsaw, which has a common historical past with Kharkov NAU, outstanding scientists and teachers are awarded the Jerzy Benjamin Flatt medal [15].

During the anti-Russian uprising of 1830-1831, the Institute in Marymont and the Forestry School in Warsaw were at the center of revolutionary events. The number of students in "both institutions" has significantly decreased [16]. The buildings of the Agronomical Institute were destroyed. Due to the small number of students and the lack of funds, the government suspended funding for educational institutions in 1832. During the period from 1820 to 1830, 71 specialists for agriculture were trained at the Agronomic Institute [17, p. 2]. In the period from 1818 to 1830, at the Forestry Institute in Warsaw, 56 specialists were trained for the management of state forests [23, p. 4].

The closure of the first and only agricultural institute at that time in the Russian Empire worried primarily the Polish public. By order of the Board of Governors of the Kingdom of Poland, the Agronomic Institute in Marymont resumed its work. According to the new Statute of October 13, 1835, the educational institution was supposed to train experienced masters of the highest and lower ranks who would be able to choose, through "studying theory and acquiring practice ... the most correct path in achieving the goal assumed in the agricultural industry, which is possible increment in net profit" [4]. It is quite obvious that in this version, the purpose of the Institute's activities coincided with the definition of the essence of the concept of "agriculture", which Thayer outlined in his work Fundamentals of Rational Agriculture: based on the study of theory and the acquisition of practice, to obtain the expected increase in the agricultural industry net profit. Thus, the ideas of sustainable agriculture were the foundation of special training at the Agronomical Institute in Marymont at this stage of its activity.

The third clause of the Charter of October 13, 1835 formalized the conduct of agricultural experiments: "...the Institute will carry out the most important observations and experiments in relation to a certain area; each time, such experiments are repeated several times on soil with different properties and under the influence of different circumstances; any new method that contributes to the improvement of any branch of agriculture, and which can be usefully used for any part of the local region, should be initially subjected to detailed consideration and experiments, and the results of such research will be made public in full for general information" [4]. In fact, this norm of the constituent document laid the foundation for the process of scientific and organizational formalization of research at the institute.

In the following sections of the Charter of 1835, the principles of the organization and purpose of model fields (§26) and economic and botanical gardens (§27) are determined [4]. The document notes that, for the cultivation of new plants for the local climate, it is necessary to allocate several plots of land in different places up to ten or more morgues in order to carry out "different economic experiments on the method of processing and the order of sowing fruit," for the unpredictability of the expected results. In the economic botanical garden, according to the Charter, "plants that are useful or harmful in agriculture, forestry and horticulture, as well as some medicinal plants" must be grown under the supervision of an experienced gardener who "will show pupils through experiments how to cultivate fruit trees and care of greenhouses". None of the subsequent statutory documents of the Marymont Institute contained such instructions on the experience activities.

Taking into account the fact that almost a third of the real estate in the Kingdom of Poland consists of forests, and there were not enough qualified specialists to manage them, the Government Commission of Finance and Treasury and the Government Commission of Internal and Spiritual Affairs and Public Education made a motion to restore forestry education in the Kingdom of Poland. The Chief Director of the Government Commission on Internal Affairs and Public Education Adjutant General Shipov argued that neglect of the training of foresters could lead in the future to incalculable losses for the region, because "...forests have a great influence on the formation of climate and soil fertility; they are the most important material for construction and heating, as well as for factories and manufactures; forests are one of the main sources of government revenue; the benefits of forestry are not limited to the short duration of the era, but its results are sometimes discovered through the centuries" [23]. General Shipov also had the idea of establishing a "special department" at the institute, which would collect statistical information on agriculture and forestry and publish scientific works on agriculture [23, p. 6].

As noted above, the Warsaw Forestry School was founded on October 17, 1816. The grand opening took place on March 26, 1818 at the University of Warsaw, where the Forestry School operated in the first year of its activity. The initiator of its discovery was Count Ludwig August Plater-de-Broel (1775-1846). In the State Archives of the Kharkiv region, several documents have been preserved with his signature: "Regulations on the internal organization of the Council of the Warsaw Forestry School", approved on March 20, 1818, and "Instruction of the Government Commission for the Corps of Foresters" dated December 23, 1823 [19, 33]. The pro-Polish orientation of all his activities (despite certain periods of rapprochement with the Russian government) was an insurmountable obstacle for historians of the 19-20 centuries on the path of an unbiased study of his role in the development of forestry and forest education [16, p. 87–88]. In 1794, Plater took part in the uprising under the leadership of T. Kostyushko against Russia and Prussia, the main goal of which was the restoration of the Commonwealth within the borders of 1772. Only in recent years, works by Russian authors have appeared, which reflect the activities of Count Plater on the preparation of the draft Constitution of the Kingdom of Poland [9].

At the beginning of the reign of Alexander I, Count L.-A. Plater, through the mediation of Prince A.-E. Czartoryski got access to the so-called Unspoken committee. It is known that L.-A. Plater developed an innovative project for the creation of ministries in Russia at the request of a member of the committee N.N. Novosiltsev [24]. At the same time, the government's "Review of the actions of the Department of Agriculture" for 1844-1854 states that L.-A. Plater is the author of the draft of the first state Charter on forests in Russia (1802), which covered all the main issues of state forest management. In particular, the draft Charter stated: "The Forestry Department was instructed to establish schools in appropriate places for the education and training of people in forestry sciences [35, part II, p. 2]. As a result, on May 19, 1803, following the example of the corresponding German institutions, the first Practical Forestry School in the Russian Empire was opened (now the St. Petersburg State Forestry University). In 1803-1804, Plater studied the experience of forest management in Germany and France, and in 1807 published the first work in Poland on forestry, which laid the foundation for modern scientific forest terminology. In 1816 he was appointed Director General of the state forests, and later the State property of the Kingdom of Poland. In order to streamline forestry and increase fixed income, L.-A. Plater developed a program of inexhaustible use of forest property and a detailed forest management plan. Professor of the St. Petersburg Forestry Institute P.N. Verekha emphasized that the further development of forestry science recognized the introduction of Count L.-A. Plater forest management in the Vistula region (as the empire called Poland) is undoubtedly correct [24]. In 1820, LudovikKonstantinovich founded the publication of a special journal on forestry "SylwanWarszawski", which is still being published. During the November 1830 anti-Russian uprising, Senator L.-A. Plater supported the A.-E. Czartoryski National Government. After the defeat of the uprising, he appeared in exile in France, then in Prussia, where he died on October 6, 1846 [24]. The Forestry School founded by him in Warsaw did not function until 1840.

As a result of the merger of the Institute of Agriculture in Marymont with the Forestry School in Warsaw, on March 14, 1840, the Institute of Agriculture and Forestry in Marymont was created, consisting of two departments – Agricultural and Forestry. On August 31, 1840, the Russian Emperor Nicholas I approved a new constituent document "Regulations on the Institute of Agriculture and Forestry". The institute was freed from the leadership of the Polish government commissions and was subordinated directly to the Russian Ministry of Public Education, which had its trustee in Warsaw (Article 6). According to the new "Regulations ..." of 1840, the division of the institute into the highest category (Agricultural and Forestry departments of the institute) remained, where they trained managers of large estates, state and private forests, and the lower category (the so-called Rural School), in which they taught shepherds, distillers, gardeners, etc. [12, 25, 34.]. According to this "Regulation", the purpose of the institution's activities was adjusted. The task of "increasing net profit", which contained the Charter of 1835, was removed from it. The main purpose of the Agricultural Department was determined to train practical owners who, through the study of theory and practice, "could set in motion a plan for improved agriculture," and would also be able to manage large estates (Art. 2). The forestry department was supposed to train experienced foresters for the management of state and private forests (Art. 3). The document carefully regulated various aspects of the institute's activities, first of all, educational work and student practice. However, the provisions of the Charter of 1835, which regulated the scientific and organizational design of the experimental activities, were removed from it. The statutory document of 1840 laconically defined that the institute "will conduct observations and experiments in agriculture and forestry, which are published for public viewing" (Article 5). At the same time, the experimental fields, economic and botanical gardens, together with the natural history cabinet and the household tools cabinet, the library, model estates, institute forests, chemical and technical laboratories, etc. were classified as "teaching aids" so to speak, tools of educational work (Art. 34) [34]. In our opinion, such a step back in the organization of agricultural experimental business, along with other factors, was caused by the strengthening of the reaction of tsarism after the suppression of the November uprising of 1830. This was expressed in bringing the Polish education system to the then Russian requirements, for which in 1839 the tenth Warsaw educational district in the empire was created, and all Polish educational institutions in 1840 were subordinated to the Russian Ministry of Public Education. In fact, such actions led to the elimination of the autonomy of the Kingdom of Poland in the field of education and science and marked the beginning of a slow Russification.

At the same time, the idea of the priority of theoretical and practical training in the activities of special educational institutions as the only true principle of training "practical masters" dominated in the highest state leadership of the empire. In the conditions of reaction, many scientific societies were forced to suspend their work. Finally, there was simply not enough money to organize a pilot business – sectoral experimentation required significant material resources and did not give a quick economic effect. Moreover, there was not enough finance even for current affairs. On March 20, 1839, on the proposal of the Board of Governance of the Kingdom of Poland, the emperor signed a decision on the financial support of the Marymont Institute. In order for the institution "to have a decent degree of perfection in agricultural terms, without burdening the treasury of the Kingdom", the emperor allowed the Marymont estates of Vavrzhishev, Ruda, Belyany, as well as the Burakov estate, to be pledged to the Zemstvo credit society, and the money thus obtained to be used to improve the material and technical base of the institute [23].

Nevertheless, agricultural experimental research was carried out at the institute even after the approval of the "Regulations" of August 31, 1840. They were inspired by the real leading figures of agriculture and natural science in general.

From November 27, 1835 to November 1853, the Institute in Marymont was headed by Professor Mikhail Nikolaevich Ochapovsky (in Polish – Michał Oczapowski; 1788-1854) a talented scientist, researcher, recognized ideologist and organizer of agricultural education. A whole period in the development of agrarian science and education in Russia and Poland is associated with his activities.

A native of the Slutsk district of the Minsk province, a graduate of the physics and mathematics faculty of Vilnius University in 1810, an agronomist, biologist, economist Michal Ochapovsky, is considered as compatriot by Polish [21, 28], Ukrainian [43], Belarusian [1, 2], and Russian [31] scientists. After defending his 1812 dissertation in soil science, he received his Ph.D. The dissertation work with additions was published in Vilna under the title "Principles of Agronomy, or Earth Science" in 1819. This work, based on the ideas of his teacher, the German agronomist Thayer, was the first Polish textbook on soil science and the only one until 1901.

During 1812-1819, Ochapovsky was the manager of the estates of Baron A. Renne in Lithuania and the Kingdom of Poland. The scientist achieved outstanding results thanks to the organization of the economy "on the rules of rational agriculture" [29]. Serfdom was abolished on the Renova estate of the Telshevsky district (now the Telsiai district in the north-west of Lithuania), and hired labor was introduced on the new estates. Although such transformations cannot be called systemic, they contributed to the formation of new principles of the agrarian economy and a new social ethics. Ochapovsky outlined his views on this issue in the article "It is more useful for the owners to cultivate the land with the help of hired labor as opposed to serfdom." Also, the scientist translated Thayer's work Fundamentals of Rational

Agriculture and the work of the outstanding English agrochemist and physicist Humphry Davy Fundamentals of Agricultural Chemistry into Polish. Students of the Institute of Agriculture and Forestry in Marymont studied this book [20, p. 10]. In 1818-1819, these works were published in the popular science and literary magazine "Vilensky Diary" ("Dziennik Wilenskis"; publication of the Vilnius University, and since 1818 – the Vilnius Society of Printers). Polish scientists note that Ochapovsky did not evoke special affection from the Polish and Lithuanian professors because of the great number of his published works, while he was very popular among local farming, for which he wrote his works [6, p. 18].

After unsuccessful attempt to occupy the vacant position of professor of the Department of Agriculture (created in 1803) at Vilnius University in 1819, with the assistance of Baron A. Renne and the curator of the University, Prince A.-E. Czartoryski, the scientist made an educational and agronomic journey to the Kingdom of Poland and Germany. He visited the newly opened Agronomic Institute in Marymont in 1820. For almost a year, he trained at the Möglinu estate of Thayer, and then corresponded with him until the end of his life. He visited well-managed farms in Saxony, Mecklenburg, and Holstein. In the winter of 1820-1821, he studied veterinary medicine, forestry and agricultural engineering in Berlin. According to Polish sources, thanks to the petition of the first rector of the Royal Warsaw University, Wojciech Szewikowski, Ochapovsky, on November 30, 1820, was elected professor of the Department of Agriculture at Warsaw University and director of the Marymont Institute [28, p. 523] (although according to the documents of the State Agricultural Academy, on January 1, 1819, Professor Flatt was appointed director of the institute). At the same time, at the expense of the Government Commission for Internal and Spiritual Affairs and Public Education of the Kingdom, he was sent abroad, where in 1821-1822 he visited centers of agricultural knowledge in Austria, France, the Netherlands, and England.

In 1822, through the efforts of Prince A.-E. Czartoryski scientist was elected professor of the Department of Agriculture at Vilnius University. As evidenced by the Polish Biographical Dictionary, Ochapovsky's teaching activity was not successful: his lectures, mainly of theoretical content, were not popular with students. However, the research work was effective. During 1824-1827, the scientist carried out experiments in the remote state estate of Svitnik in Trakai (now a city 27 km west of Vilnius) and the Zameczek estate acquired by the university in 1827 for practical training of students. The director of this farm was the former teacher of agriculture at the Kremenets Lyceum, Mikhail Fryczynski (1794–1859) [10, p. 18]. In 1829-1832, he worked as a professor of agronomy at Vilnius University [12, p. 75–76, 457]. Based on the results of experimental observations, Ochapovsky wrote a work "A look at the current state of agriculture in the northern climate, in particular in the provinces of Lithuania and Poland", dedicated to the cultivation of industrial plants flax and hemp (Vilno, 1828-1830; for this work, the scientist was awarded the Highest award with a diamond ring). Ochapovskiy's book On the Role of Caring for Agricultural Plants became a popular scientific publication and at the same time a textbook for district schools. Written succinctly in the form of questions and answers, this work contained basic knowledge of agricultural technology (Vilno, 1825). During 1822-1832, Ochapovsky worked on the creation of the Agronomical Institute at the University of Vilnius, a detailed project of which he developed. Belarusian sources report that the head of this institute in the Zamechek estate was Professor Frichinsky. Ochapovsky's plan to create the Agronomical Institute did not receive substantial support, and the anti-Russian uprising of 1831–1832 finally put an end to it.

After Ochapovsky moved from Vilna to Warsaw in 1834, the Government Commission for Internal and Spiritual Affairs and Public Education appointed him manager of the educational economy of the Agronomic Institute in Marymont, and in 1835 the director of this institute. Thanks to his efforts from the Higher Preparatory School, which operated at the Warsaw Polytechnic in 1826–1831, teachers were transferred to Marymont and models of agricultural machinery, as well as carpentry and turning workshops were transferred [36, p. 98]. The director lectured on agriculture and crop production; he combined the presentation of the material with field studies and demonstration of experiments. Graduates received diplomas only after passing a one-year internship and qualifying exam.

Ochapovsky proved to be a successful administrator. Under his leadership, a chemical and technological laboratory, a new main building were built, as well as an experimental field, a botanical garden, a museum of agricultural machines and tools, and a library were created. At the same time, as a director, he was unable to provide the Forestry Department with development conditions equal to those that the Agricultural Department had (according to the Charter of December 29, 1857. The Forestry Department was liquidated). Unlike Professor Flatt, Mikhail Nikolaevich somewhat depreciated the value of the Rural (lower) school and considered its students as a source of labor for the Marymont households. Due to financial difficulties, he was unable to implement the idea of a long-term experiment on an experimental field. However, the flourishing of the Agronomic Institute in Marymont is associated with his name. Under his leadership, more than 2,000 graduates received diplomas of qualified agronomists and foresters [28, p. 523].

Professor Ochapovsky was an active participant in the pan-European discussion between two spiritual leaders of agrarian science of modern times the author of the humus theory Thayer, whose student and follower he was, and the German agrochemist, the creator of the theory of mineral nutrition of plants, professor at the University of Giessen, Justus von Liebig (1803-1873). Thanks to the research and propaganda activities of Liebig, the idea of chemical regulation of the crop by applying mineral fertilizers became widespread. At the same time, the scientist severely criticized Thayer's doctrine of dividing plants into those that deplete the soil and those that enrich it. Liebig very convincingly proved that any plants deplete the soil, albeit to varying degrees, and, therefore, persistently defended the idea of returning mineral substances to the soil. Liebig's ideas were very popular among Russian scientists. In the first half and middle of the 19th century, Russian universities, technical educational institutions and the Ministry of Public Education of Russia widely practiced long-term foreign business trips to train qualified specialists. At various times, outstanding scientists worked in the Giessen laboratory of Liebig, among whom were the well-known ideologists of mineral fertilizers: the patriarch of Russian chemical science, teacher D.I. Mendeleev, N.N. Beketov, A.N. Engelhardt, rector of St. Petersburg University in 1861-1863 and 1865-1867 Professor A. A. Voskresensky, as well as other prominent figures [25, p. 169, 180].

The theory of mineral nutrition of plants by Liebig won increasingly more adherents. At the same time, the conservative views of Professor Ochapovsky and traditional teaching methods were increasingly criticized by his opponents, who at the same time accused the scientist of excessive adherence to the Russian government. The Polish agrochemist, Mecheslav Koter, showed that the director of the Marymont Institute was not a principled opponent of Liebig's theory. Ochapovskii believed that the basis of a successful economy was the mechanical cultivation of the soil and its replenishment through animal husbandry and the use of fertilizers. As fertilizers, the scientist considered any organisms of plant and animal origin, "which, after the final decomposition into humus, increase the fertility of the soil." At the same time, he did not deny the importance of such mineral compounds as "sulfur, lime, phosphorus; they are always and constantly included in the composition of plants, and, therefore, are necessary for their organic formation" [21, p. 28-29].

The significance of Ochapovsky's activities goes far beyond the agrarian discussion between Thayer's followers and Liebikh's apologists. In the research works of Ochapovsky, experts distinguish two directions. The first is theoretical and experimental, the purpose of which was to improve the principles of practical agriculture. As a theoretician and practitioner, Ochapovsky possessed the unique skill of an experimenter, which allowed him to develop the author's concept of the development of agriculture based on his own observations. To a certain extent, this activity of the scientist was oriented towards the future. The second direction is purely practical, aimed at raising the efficiency of the agricultural industry as a whole in its modern era [39, p. 19].

The most famous work of the scientist is the reference book Agriculture, Which Unites All Branches of Arable Farming (synonymous names – Farmhouse or Farm) in 10 volumes, published in 1834-1844 and republished in 1848-1849, and also the work The Science of Economy, or Economic Management, which is actually a continuation of the above work (in 2 volumes; 1856-1857). The publication covers all branches of agriculture in theoretical and practical aspects. This scientific handbook on many issues was ahead of its time and contributed to the development of agriculture in the Kingdom of Poland, Lithuania, Galicia.

In November 1853, Professor Ochapovsky was dismissed, and the next year he died in Warsaw. The scientist was buried, according to his will, in Marymont. He bequeathed his own library, which he collected throughout his life, to the institute.

During 1853-1860, the Institute of Agriculture and Forestry in Marymont was headed by Josip-Severin Stanislavovich Zdzitowiecki (1802-1879). A talented theoretical chemist, in 1842 he worked in the laboratory of Liebig at the University of Giessen, and before being appointed director of the institute, he studied the experience of agricultural schools in Germany and France [14, p. 37]. As an agrochemist, Zdzitovetsky linked the progress of agriculture primarily with the results obtained in the chemical laboratory, denying experimental observations in nature [40, p. 430].

There were many talented scientists among the teachers of the Agronomical Institute. Among them, there was Wojciech Bogumił Jastrzębowski (1799-1882), a graduate of the Faculty of Natural Sciences of Warsaw University in 1825. In 1836-1858, he served as professor of botany, zoology, physics, mineralogy and horticulture. Back in 1828, the scientist invented a device for determining the time anywhere in the world and carrying out various astronomical calculations without the aid of counting the so-called Yastrzębowski's compass or universal compass. Presented at the exhibition of industry, this device was highly appreciated by the competition committee, which, however, noted that “Yastrzhembovsky's invention could claim one of the highest awards if it were useful for the technical industry, not science” [13, p. 428]. Since then, however, Jastrzębowski has gained recognition as a scientist. In 1836, he was appointed professor at the Institute of Agriculture and Forestry in Marymont, whose director since 1835 was Professor Ochapovsky. For 22 years, Wojciech Matveyevich taught natural sciences. Students admired his lectures, which “significantly exceeded the scientific theories that he taught” and quoted the scientist literally [36]. Early in the morning, Professor Jastrzębowski with a shovel or a hoe, together with the students, worked in a field or a botanical garden. Under his leadership, an economic botanical and vegetable garden were created at the institute, where all types of cereals, fodder, medicinal and industrial plants, as well as valuable trees were grown experimentally. On vacation, he went around the country on foot with the students to familiarize them with the agricultural industry in practice. It is known that together with eight students in the summer of 1843 he studied the organization of farms in Western Galicia [37, p. 105]. The moral and scientific authority of the scientist was very high, and, therefore, he was elected a member of many scientific institutions: the Society of Friends of Science in Warsaw (1829), the Krakow Scientific Society (1850), the Imperial Free Economic Society (1852), Lvov (1854), Krakow (1856)) and Warsaw (1858) agricultural societies, etc. Yastshembovsky is the author of many scientific works. In 1847, he published in Polish and French the Climatological Map and a collection of meteorological observations made in Warsaw during 1779-1800 and 1803-1828. He also is the author of following works: Natural Science in Relation to the Needs of Practical Life and Everyday Things (Warsaw, 1848; second edition 1854), Mineralogy, or the Science of Stones (Warsaw, 1851), Rural Meteorology (in Russian, St. Petersburg, 1852), in which the main agricultural work is considered in relation to the time of year and day, etc.

Polish historian Gloger Zygmunt (1845–1910) showed that due to disagreements with the institute director, V. M. Yastrzębowski was relieved of his duties as a professor at Marymont Institute in 1858. Two talented scientists – I.-S. Zdzitovetsky and V. M. Yastrzębowski represented opposite directions of the theory and practice of agricultural science and were extremely definite in their convictions. The natural scientist V.M. Yastshembovsky insisted on studying the physiology of plants and defended the importance of mechanical soil cultivation, while the chemist I.-S. Zdzitovetskiy gave priority to the development of agriculture to agrochemistry and chemical regulation of crops. This scientific discussion ended with the dismissal of V.M. Yastshembovsky in the context of reforming the institute according to the Charter of December 29, 1857. Theoretical and practical contradictions between the supporters of A. Thayer and the followers of J. Liebig were reflected on personnel appointments.

Among other talented teachers of the Marymont Institute, the professor of chemistry and agroforestry technology in 1836-1858 Jozef Belza (1805-1888) stands out. A graduate of Warsaw University in 1827, he is a pioneer of the Polish sugar industry and co-founder of the School of Pharmacy in Warsaw (1840). Professor Belza is the author of the works On the Manufacture of Sugar from Beets (Warsaw, 1837), “Principles of chemical technology of farms: including the sciences of the manufacture of vodka, beer and various alcoholic beverages; obtaining vinegar and beet sugar, flour extraction; knocking out oil, etc.” (Warsaw, 1840; 2nd edition in 1851), Police and Forensic Chemistry (Warsaw, 1844, in Polish and Russian; 2nd edition with additions in 1854), “Review of chemistry with the addition of its concise application in agriculture” (Warsaw, 1852), etc. However, among the large range of scientific works of Belza, there are no works on agronomic chemistry at all. In our opinion, this could be one of the reasons for his departure from office in 1858, when, under the leadership of Professor Zdzitovetsky, the reform of the Institute in Marymont began in accordance with the new Statute of 1857. After the dismissal of Professor Belz, agricultural chemistry at the Institute in 1859-1860 was taught by Professor Joseph Bohdan Rogoysky (1818-1896), one of the ideologists and practitioners of the use of mineral compounds in agriculture. In 1872-1873, he founded a mineral fertilizer enterprise near Lodz, which, however, quickly went bankrupt.

On the basis of indirect facts, it is possible to draw some conclusions regarding the development of sectoral (industry) research at the institute. For example, the so-called teaching aids of the institute according to the Charter of 1857 included the following: an exemplary institute farm with cowsheds and sheepfolds, a veterinary clinic with stables, cattle and sheep, experimental plots and an experimental field, an arboretum, a library, a chemical and technological laboratory, a pond for fishing experiments etc. (§51) [34]. It is obvious that all these structural divisions of the institute were not only centers of educational, but also experimental work as a necessary condition for organizing an exemplary economy. After the resignation of the Institute director Ochapovsky in 1853, personnel reshuffles under the conditions of reforming the institution under the Charter of 1857 continued. A detailed comparison of the staff of the Institute after the adoption of the Statutes of 1840 and 1857 is contained in a monographic study, little known in Russian historiography, “The First Polish Polytechnic. 1825-1831. The information presented allows summarizing that new teachers were invited by the director of the institute Zdzitovetsky to read the “extended course of sciences” [36, p. 104-105].

Comparison of the content of training courses on the Charters for 1820, 1835, 1840, and 1857 and the Curriculum for the two periods of activity of the Marymont Institute, respectively, for

1820-1831 [42] and 1836-1840 [43], as well as for 1842 [20, p. 1-18] allows seeing the transformation of the content of the course “chemistry” under the influence of the theory of mineral nutrition of plants. From an auxiliary educational discipline, which was chemistry according to the Charter of 1835 and 1840 and which was studied in a summary to establish “methods of chemical analysis of soils, water quality, air purity, etc.” [20, l. 10], this subject, according to the Charter of 1857 (§33), turned into an integral part of agricultural science called agricultural, or agronomic, chemistry, which was studied in exactly the same way by agronomists and foresters [15, 19, 41]. The article on experimental research (§48) in the Charter of 1857 remained in the same edition as it was stated in the Charter of 1840.

The significant science-intensive content of the curriculum demanded a higher level of initial training from the applicants. If, according to the Charter 1840 (Art. 37), a person entering the institute was allowed having home education, and during the interview he should show “sufficient ideas about the subjects that are in the closest relation to agriculture and forestry”, then according to the Charter 1857, the right to study at the institute was received only by persons who have completed the full course of a gymnasium or a real school (§22), and the period of study was extended from two to three years [41, p. 3]. This led to a significant reduction in students in the educational institution. If in 1857 139 people received diplomas, then in 1859   only 10, and in 1861   40 people [39, p. 67].

5 Conclusion

A comprehensive study of the available documents and published facts allows us to conclude that the reasons for the adoption of the new Charter of 1857 were not only student riots and, as a consequence, the intention of the Russian authorities to strengthen administrative control over students, which was traditionally said in all scientific studies on the history of KNAU [39, p.67, 44, p.16]. The educational institution needed extensive modernization to improve the professional knowledge of graduates, taking into account the breakthrough in the development of scientific natural science. This was also understood by the Trustee of the Warsaw School District in 1851-1861, Privy Councilor Mukhanov, who, in a private letter dated January 12, 1855 to the Minister of Public Education, raised, firstly, the question of amending the terms and curriculum, and, secondly, of strengthening supervision of students [45].

The charter of December 29, 1857 was developed on the basis of the following: 1) the Charter of the Marymont Institute of August 31, 1840; 2) Regulations on the Gora-Goretsky Agricultural Institute of June 30, 1848; 3) Charter of the Noble Institute in Warsaw of May 2, 1854, the regulations of the Charter of the Marymont Institute of 1857 on training courses and teaching aids were borrowed from the “Regulations on the Gora-Goretsk Agricultural Institute”, and the paragraphs on control over students from the “Charter of the Noble Institute in Warsaw”. Despite the fact that the Marymont Institute was subordinate to the Ministry of Public Education, the Charter of 1857 was coordinated with the Scientific Committee of the Ministry of State Property, to which the Gory-Goretsky Agricultural Institute was subordinate. The scientific committee concluded that “the institute wins a lot in comparison with its current position” [6, p. 35]. However, neither the renewal of the curriculum and the teaching staff, nor the introduction of the post of inspector to monitor students, nor the prohibition for students to travel home on vacation, nor other changes implemented in accordance with the new Charter of 1857, contributed to the implementation of the intentions of its drafters. Students were increasingly drawn into revolutionary confrontation with the Russian authorities.

Agricultural experimental activity originated at the Marymont Institute from the very beginning of its activity in 1820 on the basis of the European practice of agricultural education, inseparable from research work. The beginning of the scientific and organizational design of research activities at the institute was laid by the Charter of 1835, the development of which was most likely carried out by the director of the institute, Professor Ochapovsky. For a long period, the activities of the experimental field in Marymont were strongly influenced by Thayer, the “father of the fruit-changing economy”, whose student and follower was Professor Ochapovsky. The experimental field at the Marymont Institute was created earlier than the experimental field at the Gory-Goretsk Agricultural Institute, which scientists call the first experimental field in the Russian Empire. However, the loss of archival documents in Warsaw and Kharkov led to some oblivion of the significance of the Marymont Institute in the history of agricultural science and industry experimentation. Unfortunately, the specific content of scientific research and the methodology for conducting it cannot be studied in detail due to the narrowness of the source base. In the context of bringing the Polish education system to Russian educational practices, the provision on compulsory scientific research was removed from the new Charter of 1840. Nevertheless, under the guidance of professors Ochapovsky and Yastshembovsky, an experimental field, economic botanical and vegetable gardens, a nursery, a chemical laboratory, etc. were set up. The pan-European agrarian discussion between the supporters of Thayer's humus theory and the founder of agricultural chemistry, Liebig, had a significant impact on the development of research at the institute. The dissemination of Liebig's ideas served as a prerequisite for reforming the Marimons Institute in accordance with the Charter of 1857.

Located near Warsaw, the Marymont Institute has become a center for the spread of revolutionary sentiment among Polish youth. Increased supervision of students could not eradicate their free thinking. This led to the suspension of the admission of first-year students in 1861 and the transfer of the institute by special government order to Novo-Alexandria (Pulawy), a small county town near Lublin.

Literature:

1. Achapovsky, M.N. (2006*). Enlighteners of the Belarusian land, 10   early 20th century: encyclopedic reference book (2nd edition*). Minsk, 31-32.
2. Achapovsky, M.N. (2003). *Encyclopedia of the History of Belarus: in 6 volumes.* Minsk: BelEn, 1993–2003, 1, 236–237.
3. Berg, N.V. (1873). *Notes on Polish conspiracies and uprisings: 1831-1862. Russian Archive*. Moscow, Publishing house of Gracheva and Co. At Prechistenskiye gates, Shilova village. Available at: http://elib.shpl.ru/ru/nodes/10396-berg-nv-zapiski-nv-berga-o-polskih-zagovorah-i-vosstaniyah-1831-1862-m-1873#mode/flipbook/page/5/zoom 4.
4. Charter. (1835). *Regulations of the Institute, approved on October 13, 1835*. SAKR, F.669, Op. 3, Ed. 16, L. 1–13.
5. Charter. (1820). *Regulations of the institute and the agricultural school at the institute, approved on September 12, 1820 by the State Agricultural Academy*. F.669, Op. 3, Unit 7, L. 1–27.
6. Charter. (1857). *Regulations of the Institute of Agriculture and Forestry in Marymont and the rural school attached to it, approved on December 29, 1857, and the materials for its provision (letters, conclusions)*. F. 669, Op. 3, Ed. 28, L. 1–43.
7. Decision of the Government Commission. (1924). *On the Establishment of a Rural School for Poor Children at the Marymont Institute of Agriculture*. Dated on August 27, 1924. SAKR, F. 669, Op. 3, Ed. 13, L. 1–13.
8. Extract from a letter from the trustee of the Warsaw Educational District to the Minister of Public Education. (1856). *On improving the internal organization of the institute and supervising the pupils*. Dated on January 12, 1856. SAKR, Op. 3, Ed. 27, L. 1.
9. Falkovich, S.M. (2010). *Poland and Russia in the first third of the 19th century. From the history of the autonomous Kingdom of Poland. 1815–1830*. Moscow, Indrik.
10. Feduta, A.I. (2019). Filomat in the Empire: A Documentary Story about FrantishkaMalevsky. Minsk, Limarius.
11. Fursenko, I. D. (1968). Kharkov Agricultural Institute named after V.V. Dokuchaeva: essays on history. Kiev, Harvest.
12. Gerasimchyk, V.V. (2018). *Konstantin Kalinouski: Personality and legend*. Grodno, YurSaPrint LLC.

13. Gloger, Z. (1901). Wojciech Bogumił Jastrzębowski.1799–1882.Album biograficzne zasłużonych Polaków I Polekwieku XIX / Wydane Staraniem I Nakładem Mary i Chełmońskiej, T.I, Warszawa 1901. Available at: https://pl.wikisource.org/wiki/Album_biograficzne_zasłużonych_Polaków_i_Polek_wieku_XIX/Wojciech_Bogumił_Jastrzębowski.
14. Golikova, O.M., Kravtsov, A.I., & Kirichok, R.I. (Eds.) (2011). *History of Kharkiv National Agrarian University named after V.V. Dokuchaev*. Kharkiv National Agrarian University named after V.V. Dokuchaev, 35–36.
15. Golikova, O.M. (2015). Activities of Professor Jerzy Benjamin Flat as the founder and first director of the Institute of Agriculture in Marymont (to the 200th anniversary of Kharkiv National Agrarian University named after VV Dokuchaev). *Ukrainian Studies Almanac, Center for Ukrainian Studies of Philosophy Department in Kyiv National Taras Shevchenko University*. Kyiv, KNU, 18, 143–147.
16. Golikova, O.M. (2020). *Educational-scientific and organizational principles of Kharkiv NAU named after V.V. Dokuchaev during the location of the Free Economic Zone in the Kingdom of Poland (1816–1914).* Kharkiv: FOP Brovin, 62–113.
17. Historical information. (1830). *About the Agronomic Institute in Marymont*. Warsaw, SAKR, F. 669, Op. 3, Ed. 14, L. 1–7.
18. Instruction. (1819). *For Economic Meetings of the Board at the Institute, approved by the Director of the Institute on March 18, 1819*. SAKR. F. 669. Op. 3. Ed. hr. 5. L. 1–2.
19. Instruction of the Government Commission for the Corps of Foresters, December 23, 1823. SAKR. F. 669. Op. 3. Ed. hr. 12. L. 1–16.
20. Institute. (1842). *Curricula for 1842*. SAKR. F. 669. Op. 3. Unit xp., 24. L. 1–24.
21. Koter, M. (1971). Michał Oczapowski Jako Twórca Chemii Rolniczej w Polsce. *Roczniki Gleboznawcze – Soil Science Annual*, XXII, No. 2, Warszawa.
22. Łepkowski, T. (1987). *Rozważania o losachpolskich*. London: Wyd. Puls.
23. Materials on joining the Institute of the Warsaw Forestry School. (1840). *Decree, letters, reports,* (October 9, 1838 March 14, 1840 SARR. F. 669.
24. Manteufflowa, M. (1981). Plater (Broel-Plater) Ludwik August. *Polski Słownik Biograficzny*. Polska Akademia Nauk, Instytut Historii, XXVI. Wrocław–Warszawa–Krakow–Gdansk–Łodź: Zakład narodowy imienia Ossolińskich. Available at: https://www.ipsb.nina.gov.pl/a/biografia/ludwik-august-plater.
25. Musambekov, Yu.S. (1962). *Justus Liebig. 1803–1873*. Academy of Sciences of the USSR. Moscow, Publishing House of Academy of Sciences of the USSR.
26. Note of the director of the Institute of Flatt with a proposal for a plan for the establishment of an agricultural school in Marymont. (1818). *State Archives of the Kharkiv region*. Dated on August 3, F. 669, Op. 3, Unit 4, L. 1–7.
27. Note. (1820). *The character of the institute and the agricultural school at the institute, approved on September 12, 1820 by the State Agricultural Academy*. F. 669, Op. 3, Unit 7, L. 1–27.
28. Note. (1818). *From the director of the Flat Institute with a proposal for a plan to establish an agricultural school in Marymont.* Dated on August 3, 1818. SAKR, F. 669, Op. 3, Ed. 4, L. 1–7.
29. Oczapowski, M. (1978). Polski Słownik Biograficzny/ Polska Akademia Nauk. T. XXIII: Niemirycz Wladyslaw – Olszak Vaclav. Wrocław–Warszawa–Krakow–Gdansk, Zakład narodowy imienia Ossolińskich.
30. Oczapowski, M. (1854). Obituary. *Zemledelcheskaya Gazeta* [published by the Ministry of State Property], 34, 274–275.
31. Oppenheimer, C. (2003). Climatic, environmental and human consequences of the largest known historic eruption: Tambora volcano (Indonesia) 1815. *Progress in Physical Geography: Earth and Environment*, 27(2), 230-259. Available at: https://journals.sagepub.com/doi/abs/10.1191/0309133303pp379.
32. Petrov, A. (1905). *Ochapovsky Mikhail Nikolaevich. Russian Biographical Dictionary*. Imperial Russian Historical Society; under the supervision of A. A. Polovtsov. V.12: Obezjaninov-Ochkin. St. Petersburg, Publishing House of Main Directorate of Appanages.
33. Podlaski, S. (2015). *Studenci Absolwenci Wydziału Rolniczego SGGW, dla Uczelni, Narodui Kraju*. Katedra Fizjologii Roślin, Wydział Rolnictwai Biologii SGGW. Warszawa, Aula Kryształowa.
34. Regulations. (1818). *On the internal organization of the Council of the Warsaw Forest School, approved on March 20, 1818.* SAKR, F. 669, Op. 3, Ed. 3, L. 1–6.
35. Regulations. (1840). *On the institute, approved on August 31, 1840 with an appendix (staff, estimate, training schedule).* SAKR. F. 669. Op. 3. Ed. hr. 21. L. 1–13.
36. Review. (1855). *Review of the actions of the Department of Agriculture and an outline of the state of the main branches of rural industry in Russia for 10 years from 1844 to 1854*. St. Petersburg, Publishing House Imperial Academy of Sciences.
37. Rodkiewicz, A.J. (1904). *Monografie w zakresie dziejów nowożytnych, Wydawca Szymon Askenazy. T. VI: Pierwsza Politechnikapolska 1825–1831*. Warszawa, Druk W. L. Anczycai Społki.
38. Science course. (1831). *Programs at the Marymont Agricultural Institute in the first period (1820–1831).* SAKR. F. 669, Op. 3, Ed. 3, L. 1, 1.
39. Science course. (1840). *Programs at the Marymont Agricultural Institute in the second period (1836-1840).* SAKR. F. 669, Op. 3, Ed.17, L. 1–2.
40. Swiętochowski, B. (1971). Michał Oczapowski I jego zasługi dla rozwoju nauk rolniczych. *Roczniki Gleboznawcze – Soil Science Annual*, XXII, 2. Warszawa, 17–24.
41. Verekha, P.M. (1905). *Plater de Broel, Count Louis Konstantinovich. Russian Biographical Dictionary*. Edited under the supervision of A. A. Polovtsov. XIV: Smelters-Primo. St. Petersburg, Type. General Directorate of Districts.
42. Vergunov, V.A. & Ochapovsky, M.M. (1854). *A scientist and one of the organizers of the domestic branch of the scientific and educational process (1788-1854).* Available at: http://www.rusnauka.com/29_SSN_2013/Istoria/3_145795.doc.htm.
43. Viner, V.V. (1922). *Agricultural Experimental Activity: (A Brief Historical Outline of the Programs of Russian Agricultural Experimental Institutions in 1840–1910): Lectures given in the courses on agricultural research experience, case under Petrov.* Agricultural academy in Moscow: Publishing House of the People's Commissariat for Land “New Village”.
44. Vergunov, V.A. (2019). *Scientific and organizational principles of functioning of agricultural research in Ukraine (the second half of the 19th century - the beginning of the 21st century)*. Doctoral Thesis, History Science: 07.00.07. Pereyaslav-Khmelnytsky.

Primary Paper Section: A

Secondary Paper Section: AB, AM, GC

PREREQUISITES FOR ORGANIZATION OF DISTANCE LEARNING IN PHYSICAL EDUCATION IN HIGHER EDUCATION INSTITUTIONS

[a]TATIANA KRUTSEVICH, [b]ZHANNA MALACHOVA, [c]TETIANA BIELKOVA, [d]VALENTYN YAKUSHEVSKYI, [e]OLENA LOPATIUK, [f]ANDREW BABENKO

[a]National University of Physical Education and Sport of Ukraine, 1, Fizkultury Str., 02000, Kyiv, Ukraine
[b]Donetsk National Medical University, 39, Mechanical Engineers Blvd., 84331, Kramatorsk, Ukraine
[c]Donetsk National Medical University, 2nd Medical Faculty, 1, Velyka Perspektyvna Str., 5000, Kropyvnytskyi, Ukraine
[d]Donetsk National Medical University, 3rd Medical Faculty, 80, Shevchenko Blvd., 87500, Mariupol, Ukraine
[e]Flight Academy of the National Aviation University, 1, Dobrovol's'koho Str., 25005, Kropyvnytskyi, Ukraine
[f]Centralukrainian State Volodymyr Vynnychenko Pedadogic State University, 1, Shevchenko Str., 25000, Kropyvnytskyi, Ukraine
email: [a]tmfv@ukr.net, [b]zhanna.koval.11@gmail.com, [c]belkovato@ukr.net, [d]levpraydov@ukr.net, [e]lopatukelenka@gmail.com, [f]babenko_andrew@ukr.net

Abstract: The article aims to investigate the connections between the level of physical fitness, interest, general level of students' self-consciousness and interests in order to find the most optimal means and methods of conducting physical culture work, identifying individual interests and needs to exercise physical education and sports at full and distance learning form. The main research methods were theoretical analysis and generalization of special scientific data, pedagogical experiment, system-structural analysis and methods of mathematical statistics. Psychological methods included determination of the need for achievements by the methodology of Yu. M. Orlov. The individual profile of the physical "Self" was determined by the personality method according of E. V. Bochenkova. The research showed a fairly high level of consciousness of students regarding the level of development of their own physical qualities. The study found that the greatest level of motivation and influence on the development and self-improvement of young people has physical potential. Young people's awareness of their degree of responsibility for their own development and realization of their talent indicates that they have all the prerequisites for self-development, and adequate assessment of the situation and their behavior is a way to self-realization a way of self-development.

Keywords: Distance learning, Higher education institutions, Motive, Physical education, Self-consciousness.

1 Introduction

The academic year 2020-2021 in higher education institutions not only in Ukraine but also in most countries of the world began in the context of the deteriorating epidemiological situation caused by the distribution of coronavirus disease (COVID – 19). According to the letter of Ministry of Education and Science of Ukraine dated October 12, 2020 "Regarding the temporary transition to distance learning", Ukrainian higher education institutions were recommended to introduce distance learning [1]. Today, according to current legislation, universities have academic autonomy, according to which they independently determine how to organize the educational process in quarantine and what technologies to use for distance learning. This form of learning should be balanced and give students the opportunity to achieve learning outcomes. It is worth choosing the appropriate forms for this, which will not be limited to writing written works (abstracts). The ever-increasing amount of information without full feedback from a teacher, the lack of access to sports facilities of educational institutions make the educational schedule of student youth increasingly tense. Forced constraints of motor activity leads to atrophic changes in muscles, bone tissue, metabolic disorders, decreased protein synthesis.

Hypodynamia has an extremely adverse effect on the brain, there are headaches, insomnia; young people become emotionally unbalanced, and a simultaneous increase in mental stress complicates learning and physical condition. Sedentary lifestyle is one of the main causes of severe chronic diseases of the internal organs. In this case, mental capacity worsens, there are negative changes in the central nervous system; functions of attention, thinking, memory decrease, emotional stability weakens.

In recent years, the Ministry of Education and Science of Ukraine pays most attention to the integration of Ukrainian higher education into European, so there is a need to improve the strategic direction of development of each educational institution for the competitiveness of both the institution and its graduates [20-25]. The main issues identified by the Government are the issues of financial, academic, personnel, and organizational independence of domestic universities. All these types of autonomy represent a priority development strategy of the Association of European Universities. The following aspects are included in the organizational autonomy: a clear and transparent electoral system for the management of higher education activities, the participation of faculty in addressing the issues of reorganization of various departments (departments, faculties, etc.). Financial autonomy is an important and fundamental condition for the development of any educational institution. To achieve this, teachers are encouraged to find ways to commercialize their scientific and methodological developments. In addition, in the field of physical education, it is proposed to use a wide range of commercial services for the organization of sports sections, renting own sports facilities, use of professional teaching potential in a consultative form of communication with potential consumers of educational and sports services. Also, important ones are the issues of legalization of university rights for registration of ownership of university premises, land, improvement of tuition fees for domestic and foreign students, the ability to invest in the capital development of institutions [3, 13, 14]. The aspect of personnel independence is noteworthy clear procedures for concluding contracts with the teaching staff of universities, although the issues of cancellation of scientific pension, an attempt to cancel interest surcharges for experience, scientific degree and scientific rank in the new legislation significantly slows down the development of scientific activities of teachers. To achieve leading academic autonomy, there is the need for improvement of licensing and accreditation of specialties by the Ministry of Education and Science of Ukraine, development of clear industry standards, giving universities greater autonomy in drawing up curricula and programs, including revision of compulsory and elective courses with the need to increase the number of the latter.

According to the modern requirements of educational programs, students of higher education institutions have the opportunity to independently plan and organize their free time to perform independent classes of the course "physical education".

2 Materials and Methods

The research involved 611 1-4 years students of Medical, Dental, and Pharmaceutical faculties of Donetsk National Medical University aged 17-23 years (208 (34%) boys and 403 (66%) girls). The main research methods were theoretical analysis and generalization of special scientific, pedagogical experiment, system-structural analysis and methods of mathematical statistics. Psychological methods included determination of the need for achievements by the methodology of Yu.M. Orlov; the individual profile of the physical "Self" personality according to the method of E. V. Bochenkova was determined.

2.1 Research Participants

The research involved 611 1-4year students of Medical, Dental, and Pharmaceutical faculties of Donetsk National Medical University aged 17-23 years (208 (34%) boys and 403 (66%) girls).

2.2 Statistical Analysis

Statistical processing of the data was performed using the Excel 2010 spreadsheet editor (Microsoft, USA, 2010), the average value was used. The complex research program included 15 indicators. Before analyzing the correlation matrices, there was a need not only to distribute students in percentage to levels, but also to evaluate reliability and accuracy. To determine the accuracy of estimating the distribution of students by level, we used mathematical confidence intervals, and to determine the reliability, confidence level was used. The need was caused by a small number of observations, different numbers of men and women and different types of exercise to assess the level of physical fitness. According to these data (CL = 95%), there is a statistically significant practical value of the selected tests, as both boys and girls did not have a difference in the percentage distribution at relevant levels. Analyzing the correlation tables of two factors was checking the presence of relation between them. Upon obtaining a certain degree of connection, its strength was calculated by Spearman's rank correlation and measure of connection (Goodman). Using rank correlation, we were able to assess the strength of the connection. The value of $r<0.3$ indicated a low level of correlation, $r = 0.31$-0.69 the average level and $r = 0.7$-0.99 a high level of communication.

Psychological characteristics were determined by questioning students. The following were studied: students' attitude to their physical “Self”; establishing gender differences in the perception of their physical development by boys and girls of different levels of physical fitness; determined individual profile of the physical “Self” of the individual. We used Bochenkova's test questionnaire “Self-description of physical development”, which is a modified version of the well-known method of Prikhozhan; the need for achievements was determined by the method of Orlov.

3 Results and Discussion

The most important indicators of the effectiveness of the structural units of physical culture and sports in higher education are the results of research on physical health, physical condition, physical fitness, motivation, interest in various forms of physical education for students. The need to study the self-esteem of physical condition and its comparison with the actual indicators of students arose together with the need to explore the readiness of students to self-control and self-improvement by means of physical education, offering a number of incentives to positive motivation, self-development. From the point of view of age psychology, in student age, features of the internal world and self-consciousness change, mental processes and properties of the person evolve and are rebuilt, the emotional and volitional structure of life changes. The main formation of the student is self-awareness of the subject of activity, so he must be interested in personal development and self-development. The strategy of self-development in physical education of students allows getting deeper into the essence of the student's personality, understanding the motives of behavior. Each student is a unique and inimitable personality, there are a number of typologies of personality that allow classifying students on a certain basis. Given the qualities of a particular group of students on a common basis academic success it is much easier to choose a teaching strategy.

According to the questionnaire data, 611 students took part in our study, of which 403 (66%) were girls and 208 (34%) were boys. The aim of the research was to determine the differences between students who are engaged in physical education in the I-II courses, and those who do not have this cycle in the program in the III-IV courses. Statistically significant differences were related to lifestyle, temperament, emotional state, genotype, and the content of the process of physical education.

According to the study at DNMU, the largest number of students (32.5%) was classified as the average level of physical fitness, of which there were 81 (37.3%) girls of I-II courses and 63 (33.9) girls of III-IV courses and 19 (18.4%) boys of I-II courses and twice as many 36 (34.3%) boys who are studying in III-IV courses.

The smallest number of students 64 (10.5%) was attributed to a high level of physical fitness, as well as girls of I-II training courses, 19 (8.8%), and 13 (7%) of girls III-IV courses; the number of young men was 20 (19.4%) in I-II training courses and almost twice less 12 (11.4%) guys studying at III-IV courses. Almost a third of students 190 (31.1%) had a sufficient level of physical fitness, of which there were 60 (27.6%) girls of I-II courses and 48 (25.8%) girls of III-IV courses; among boys of this level, 37 (35.9%) in I-II courses and 39 (37.1%) boys of III-IV courses were trained. 164 (27%) students had a low level of physical fitness, of which almost a third were girls of III-IV courses 62 (33.3%) and 57 (26.3%) girls of I-II courses, and 27 (26.2 %) boys of I-II courses and 18 (17.1%) boys of III-IV courses. According to these data, there is a clear trend of decreasing the number of students at higher levels of physical fitness in senior courses due to the lack of physical activity in the curriculum and the general decline in physical activity in everyday life.

The need for achievement is a component of the need-motivational structure of the student's personality. In order to assess the need (motive) for achievement, we used a technique developed by Orlov (Table 1). The test aims to identify the degree of impact on a person's need to succeed in any activity (that is the degree of charge for success).

Table 1: The need for achievements according to the Orlov method

	Boys				Girls				Together	
	1-2 course (n = 103)		3-4 course (n = 105)		Level		3-4 course (n=186)			
	n	%	n	%	n	%	n	%	n	%
Low	0	0,0	23	21,9	0	0,0	0	0,0	23	3,8
Below average	5	4,9	38	36,1	3	1,4	6	3,2	52	8,5
Average	80	77,7	43	41,0	176	81,1	141	75,8	440	72
Above average	18	17,5	1	1,0	38	17,5	39	21,0	96	15,7
High	0	0,0	0	0,0	0	0,0	0	0,0	0	-
Together	103	100	105	100	217	100	186	100	611	100

According to Orlov, the need for achievement arises due to differences between the actual level of achievement and the expected level of performance or achievement, in excess of the imagined achievement. This need is manifested as the setting of a distant goal and the desire to ‘compete with self’ in order to achieve more meaningful results. Predecessor scientists prove the relationship between the need for physical activity, the desire to succeed with self-development, self-esteem, self-affirmation and psychosocial characteristics of the individual. Self-analysis of one's own spiritual processes often leads to a critical assessment of the negative aspects of one's inner world, which is what makes a person capable of self-improvement. Therefore, reflection is one of the main factors of youth self-development in general. It is considered as “the ability to perceive introspection, that is the ability to critically review own experience” [10]. Since reflection is unique to a human, it functions as an analysis of the subject's own mental state and is aimed at self-improvement, representing “a key point in the development of personality” [5]. Reflection promotes the conscious performance of any activity. Scientists identify three areas of implementation of reflexive processes:

a) The scope of activities and thinking, which requires reflection on the basics of action;
b) Reflection as an understanding of the meaning of interpersonal communication;
c) The sphere of self-consciousness, where reflection provides a distinction between “Self” – not “Self”.

According to results of our research, 72% of students have an average assessment of the level of need for achievement, which is quite significant, but 15.7% of students received an increased assessment of the need for achievement, all of them have above average level of physical fitness.

Only 8.5% of students were below the average assessment of the level of need for achievement, unfortunately none of the students had a high assessment of need for achievement.

The low level of achievement need was revealed only in 23 (21.9%) of the students of III-IV years of study, indicating a decrease in motivation to study and perseverance, reducing the impact of parents and the beginning of employment attempts. About 36% of students of the III-II-IV courses have a lower average level of need to achieve, compared to the number of girls 6 (3.2%) of these same courses, which are at this level is quite a large number, which is evidence of mental overload in guys during this period. In the first and second year students, a rather small percentage of boys 5 (4.9%) and girls 3 (1.4%) had an indicator of the need for achievement at a level below average. The largest percentage of students from first to fourth year had an average level of need to achieve – 483 (79%) students. In the first and second years, this level was recognized in 176 (81.1%) girls and 80 (77.7%) boys, and in the third and fourth years of study – in 141 (75.8%) girls and 43 (41%) of boys. They differed from others by the lack of a spirit of rivalry, the desire for others to experience success and achievement with them; dissatisfaction with easy success and unexpected ease of task; willingness to accept help and help others in solving difficult problems to experience the joy of success together. In essence, this is a need that has become a personal property, an attitude.

The highest percentage of need for achievements at a level above the average was in girls III-IV years of study – 39 (21%), while in boys of the same age, this figure was much lower (1%), which indicates a significant difference in the need-motivation structure personalities of girls and boys of the same age group, which, according to testing, are characterized by such peculiarity: persistence in achieving goals; dissatisfaction with achieved; constant desire to do better than before; tendency to be very fond of work; the desire in any case to experience the satisfaction of success; inability to work poorly; the need to invent new methods of work in the performance of the most ordinary things. The percentage of boys and girls of I-II courses of this level of need for achievement was the same – 17.7%, which indicates a small difference in motivational factors according to gender distribution. Differences between the levels of correlation in boys and girls we found out exactly in comparison with the actual indicators of health levels, physical fitness and psychological tests for determining the level of risk attitude and achievement need. When comparing students' self-esteem in terms of physical qualities, health, appearance, and global self, the correlations were quite high and similar.

Thus, in contrast to boys (r = 0.38 – the average level of communication), a weak level of correlation was determined by us between the actual indicators of health and the actual indicators of physical fitness in girls (r = 0.18) (Table 2, 3).

Table 2: Correlation table of communication coefficients G (Goodman's communication measure) between indicators characterizing the level of health, physical fitness and self-esteem (girls)

	Fitness level	Attitude to risk	Level of health	Need to achieve	Self-esteem										
					Health	Coordinate quality	Physical activity	Slenderness	Sport abilities	Global self	Appearance assessment	Strength	Flexibility	Endurance	Self-esteem
Fitness level	1,000	0,081	0,181	-0,151	0,111	0,022	-0,058	-0,045	-0,003	0,017	0,014	-0,042	0,007	0,006	0,023
Attitude to risk	0,081	1,000	0,046	-0,084	-0,161	-0,078	0,042	-0,041	-0,154	-0,101	-0,090	-0,019	-0,027	-0,095	-0,053
Level of health	0,181	0,046	1,000	0,024	0,049	0,229	0,183	0,096	0,112	0,127	0,027	0,066	0,118	0,075	0,001
Need to achieve	-0,151	-0,084	0,024	1,000	0,113	0,116	0,091	0,058	0,035	-0,000	0,159	0,082	-0,026	-0,023	0,024
Health	0,111	-0,161	0,049	0,113	1,000	0,188	-0,002	0,483	0,165	0,194	0,278	0,279	0,108	0,126	0,467
Coordinate quality	0,022	-0,078	0,229	0,116	0,188	1,000	0,280	0,267	0,444	0,472	0,264	0,364	0,421	0,433	0,189
Physical activity	-0,058	0,042	0,183	0,091	-0,002	0,280	1,000	0,118	0,615	0,393	0,293	0,448	0,375	0,472	0,054
Slenderness	-0,045	-0,041	0,096	0,058	0,483	0,267	0,118	1,000	0,259	0,428	0,476	0,262	0,201	0,215	0,606
Sport abilities	-0,003	-0,154	0,112	0,035	0,165	0,444	0,615	0,259	1,000	0,694	0,385	0,741	0,537	0,703	0,118
Global self	0,017	-0,101	0,127	-0,000	0,194	0,472	0,393	0,428	0,694	1,000	0,627	0,664	0,510	0,596	0,397
Appearance assessment	0,014	-0,090	0,027	0,159	0,278	0,264	0,293	0,476	0,385	0,627	1,000	0,400	0,433	0,320	0,560
Strength	-0,042	-0,019	0,066	0,082	0,279	0,364	0,448	0,262	0,741	0,664	0,400	1,000	0,562	0,607	0,264
Flexibility	0,007	-0,027	0,118	-0,026	0,108	0,421	0,375	0,201	0,537	0,510	0,433	0,562	1,000	0,467	0,250
Endurance	0,006	-0,095	0,075	-0,023	0,126	0,433	0,472	0,215	0,703	0,596	0,320	0,607	0,467	1,000	0,098
Self-esteem	0,023	-0,053	0,001	0,024	0,467	0,189	0,054	0,606	0,118	0,397	0,560	0,264	0,250	0,098	1,000

The connection coefficients with the significance level p <0.1 are highlighted in red.

Table3: Correlation table of communication coefficients G (Goodman's communication measure) between indicators characterizing the level of health, physical fitness and self-esteem (youngster)

	Fitness level	Attitude to risk	Level of health	Need to achieve	Self-esteem										
					Health	Coordinate quality	Physical activity	Slenderness	Sport abilities	Global self	Appearance assessment	Strength	Flexibility	Endurance	Self-esteem
Fitness level	1,00	0,22	0,38	0,07	-0,13	-0,06	0,08	-0,16	0,04	0,06	0,06	-0,09	0,11	0,01	-0,09
Attitude to risk	0,22	1,00	0,00	0,32	-0,05	-0,12	-0,16	0,24	-0,14	0,36	0,21	-0,03	-0,12	-0,01	0,32
Level of health	0,38	0,00	1,00	0,01	-0,16	-0,05	0,21	-0,16	0,24	0,08	0,01	-0,06	0,05	0,21	-0,26

Need to achieve	0,07	0,32	0,01	1,00	0,02	-0,14	-0,13	0,27	0,04	0,00	0,22	-0,08	-0,18	-0,11	0,30
Health	-0,13	-0,05	-0,16	0,02	1,00	0,53	0,20	0,43	0,35	0,34	0,28	0,46	0,17	0,33	0,58
Coordinate quality	-0,06	-0,12	-0,05	-0,14	0,53	1,00	0,29	0,26	0,45	0,48	0,38	0,45	0,50	0,40	0,40
Physical activity	0,08	-0,16	0,21	-0,13	0,20	0,29	1,00	0,19	0,69	0,55	0,22	0,54	0,38	0,60	0,15
Slenderness	-0,16	0,24	-0,16	0,27	0,43	0,26	0,19	1,00	0,31	0,37	0,43	0,21	0,15	0,21	0,54
Sport abilities	0,04	-0,14	0,24	0,04	0,35	0,45	0,69	0,31	1,00	0,57	0,26	0,67	0,51	0,67	0,13
Global self	0,06	0,36	0,08	0,00	0,34	0,48	0,55	0,37	0,57	1,00	0,52	0,64	0,47	0,56	0,27
Appearance assessment	0,06	0,21	0,01	0,22	0,28	0,38	0,22	0,43	0,26	0,52	1,00	0,38	0,28	0,16	0,42
Strength	-0,09	-0,03	-0,06	-0,08	0,46	0,45	0,54	0,21	0,67	0,64	0,38	1,00	0,50	0,63	0,24
Flexibility	0,11	-0,12	0,05	-0,18	0,17	0,50	0,38	0,15	0,51	0,47	0,28	0,50	1,00	0,27	0,07
Endurance	0,01	-0,01	0,21	-0,11	0,33	0,40	0,60	0,21	0,67	0,56	0,16	0,63	0,27	1,00	0,18
Self-esteem	1,00	0,22	0,38	0,07	-0,13	-0,06	0,08	-0,16	0,04	0,06	0,06	-0,09	0,11	0,01	-0,09

The connection coefficients with the significance level p <0.1 are highlighted in red.

The boys had a statistically significant connection between indicators of risk achievement and risk ratio (R = 0.32); in girls such a connection was not observed, indicating caution and restraint of the latter. In the boys, the actual level of physical health at a low level had a connection with indicators of self-assessment of physical activity and sports abilities (r = 0.21) and (r = 0.24), while in girls such a connection in these indicators was not observed, but their actual physical health indicator had a low correlation with self-esteem of coordination qualities (r = 0.23) and global "Self" (r = 0.54). Thus, the highest level of communication was recorded in boys and girls in the self-assessment of strength, endurance, flexibility, and self-assessment of athletic ability (r = 0.67) and (r = 0.74), (r = 0.51) and (r = 0.54), respectively.

The connection between the global "Self" estimate, the level of physical activity and self-esteem of sports abilities in boys and girls were also at a high level (r = 0.57) and (r = 0.69), (r = 0.69), and (r = 0.62) respectively. This indicates a fairly high level of awareness of students about the level of development of their own physical qualities.

The analysis of correlation matrices of self-assessment of appearance with indicators of health assessment, coordination, strength qualities, flexibility, endurance, physical activity, sports abilities was at the average correlation level within (r = 0.31-0.69) for both boys and girls. At the average level, there was a connection of coordination qualities with athletic ability (r = 0.45) and (r = 0.44), respectively. At the average level, both boys and girls had a relationship between self-esteem, assessment of appearance and slenderness (r = 0.54) and (r = 0.61), (r = 0.43) and (r = 0, 56). The correlation between indicators of risk and self-esteem of sports abilities was rather weak in girls (r = 0.15), while in the boys it was higher (r = 0.36), which indicates an active life position of boys in relation to the need for self-realization.

4 Conclusion

Analysis of interconnections of the components of the functioning of organism of students as a holistic system using methods of mathematical analysis allows developing the ratio of the components of pedagogical actions. The application of correlation analysis allowed us to identify the relationships and interdependencies between indicators of physical health, physical fitness, and self-esteem of students, which has a high degree of importance in developing a system of pedagogical influences to improve organizational and managerial and educational conditions for independent exercise of students for purposeful self-improvement.

The relationship between the level of physical fitness, interest, general level of self-awareness and interests of students allowed assessing the prerequisites for modernizing the process of physical education in order to find the most optimal means and methods of physical culture, identifying individual interests and needs for physical education and sports during school hours and in independent classes during distance learning.

The opinion of scientists that the most informative is social interaction was confirmed, since only in the course of activity the consciousness of the person is formed and developed. In the presented study, almost half of 98 (45%) first- and second-year girls are engaged in various types of physical activity to be able to find a circle of like-minded people and communicate with them, boys of this subgroup in this subgroup were much more than 62 (60%), and already to III - IV course, the vast majority of 108 (58%) girls and 69 (66%) boys enjoy socializing with friends during physical education and sports. Namely, such positive dynamics testifies to the effective work of specialists in this field and stimulates researchers to systematize old and develop new methods of researching interests and motives and encourage young people to a conscious attitude to exercise and the chosen sport.

The greatest level of motivational influence on the development and self-improvement of young people has physical potential. The connection between the level of physical fitness, interest, general level of self-awareness and interests of students is based on biological and social factors, theoretical and methodological substantiation, as well as learning factors that stimulate, shape, and support purposeful behavior.

The connection between the level of physical fitness, interest, general level of self-awareness and interests of students is based on biological and social factors, theoretical and methodological substantiation, as well as learning factors that stimulate, shape, and support purposeful behavior.

Therefore, the process of physical education should be managed not only during practical classes, but also should contain tools and methods that ensure the development of functional capabilities of all subsystems to the optimal level in any form of organization of classes, providing full disclosure of physical potential, which has the property to change the nature of functioning on the basis of the properties of self-regulation and adaptation of the organism and psych regulation. Such behavior is based on a clear awareness of own goals and values. Reliance on one's own values generally provides additional resilience to the individual.

The more these values coincide with the generally accepted ones, the stronger the internal platform of the individual, which is responsible for external actions, and this is one of the possible options for adaptive change. Awareness of a person's degree of responsibility for own development and realization of own talent indicates that this person has all the prerequisites for self-development, and adequate assessment of the situation and own behavior; this is the path to self-realization the path of self-development.

Further research will be devoted to the development of a set of educational and methodological support for the innovative process of physical education in universities with distance learning.

Literature:

1. Byelkova, T.O. (2018). *Pidhotovka studentiv vyshchykh medychnykh zakladiv do formuvannya osobystoho zdorov'ya zasobamy fizychnoyi kul'tury*. PhD Thesis, Kropyvnyts'kyy, 316.
2. Byelkova, T.O. (2020). *Shliakhy pidvyshchennia motyvatsii do zaniat fizychnym vykhovanniam u studentiv medychnykh zakladiv vyshchoi osvity*. In Malakhova, Zh.V., Bielkova, T.O., Naukovizapysky (Eds.). Seriia: Pedahohichni nauky. Kropyvnytskyi: RVV TsDPU im. V. Vynnychenka, 189.
3. Boychuk, Yu.D. (2017). *Zahal'na teoriya zdorov'ya ta zdorov'yazberezhennya*: *[kolektyvna monohrafiya]*. Kharkiv: Vyd. RozhkoS. H., 488.
4. Krutsevych, T.Iu. & Malakhova, Zh.V. (2018). *Fizychna pidhotovlenist studentiv u suchasnykh umovakh navchannia v medychnykh zakladakh vyshchoi osviti. Sportyvnyi Visnyk Prydniprovia: naukovo-praktychnyi zhurnal*. Dnipro: Innovatsiia, 2.
5. Moskalenko, N. & Korzh, N. (2016) Tekhnolohiia formuvannia tsinnisnoho stavlennia u studentiv do samostiinykh zaniat fizychnoiu kulturoiu. *Sportyvnyi Visnyk Prydniprovia*, 1.
6. Matukova, H.I. (2005). *Formuvannia fizychnoi kultury studentiv vyshchykh navchalnykh zakladiv u pozaaudytornyi chas*. PhD refernces. 13.00.04 "Teoriia I metodyka profesiinoi osvity". Kirovohradskyiderzh. ped. un-t imeni Volodymyra Vynnychenka. Kirovohrad.
7. Malakhova, Zh.V. (2020). *Koreliatsiinyi analiz vzaiemozviazku pokaznykiv rivnia zdorovia, fizychnoi pidhotovlenosti ta samootsinky studentiv*. O.V. Tymoshenko (Eds.). Naukovyi chasopys Natsionalnoho pedahohichnoho universytetu imeni M. P. Drahomanova. Seriia 15. "Naukovo-pedahohichni problemy fizychnoi kultury. Fizychna kultura i sport": zb. naukovykh prats.
8. Muntian, V.S. (2014). Dystantsyonnoe obuchenye v fyzycheskom vospytanyy. Strategiczne pytania światowej nauki. Przemyśl: Nauka i studia, 14, 5-8.
9. Kovtun, A. & Shypilo, T. (2018) Formuvannia motyvatsii do zdorovoho sposobu zhyttia v protsesi fizychnoho vykhovannia studentiv vyshchykh navchalnykh zakladiv. *Sportyvnyi Visnyk Prydniprovia: Naukovo-Praktychnyi Zhurnal*, 1,143-147.
10. Korzh, N. (2017). Efektyvnist tekhnolohii formuvannia tsinnisnoho stavlennia studentiv do fizychnoi kultury v protsesi samostiinyk hzaniat. *Sportyvnyi Visnyk Prydniprovia: Naukovo-Praktychnyi Zhurnal*, 3, 59-64.
11. Krutsevych, T. (2017). Teoriia i metodyka fizychnoho vykhovannia (in 2 vol.). T.Iu. Krutsevych (Eds.). Kyiv: Olimp. literatura, 2.
12. Krutsevych, T., Sainchuk, M., & Pidleteichuk, R. (2018). Prychyny polityky devalvatsii fizychnoi pidhotovky v systemi fizychnoho vykhovannia v zakladakh osvity Ukrainy. *Sportyvnyi Visnyk Prydniprovia: Naukovo-Praktychnyi Zhurnal*, 1, 169-174.
13. Krutsevych, T. & Panhelova, N. (2016). Suchasni tendentsii shchodo orhanizatsii fizychnoho vykhovannia u vyshchykh navchalnykh zakladakh. *Sportyvnyi Visnyk Prydniprovia: Naukovo-Praktychnyi Zhurnal*, 3,109-114.
14. Krutsevych, T. & Trachuk, S. (2017) Normatyvni osnovy suchasnoi systemy fizychnoho vykhovannia riznykh hrup naselennia Ukrainy. *Sportyvnyi Visnyk Prydniprovia: Naukovo-Praktychnyi Zhurnal*, 1, 184-189.
15. Maznyi O. (2017). Orhanizatsiia fizychnoho vykhovannia u vyshchykh navchalnykh zakladakh spoluchenykh shtativ Ameryky. *Sportyvnyi visnyk Prydniprovia: naukovo-praktychnyi zhurnal*, 1, 189-192.
16. Moskalenko, N. & Kosheleva, E. (2017). Osobennosty orhanyzatsyy metodycheskoi podhotovky studentov v systeme fyzycheskoho vospytanyia razlychnykh vuzov prydneprovskoho rehyona. *Sportyvnyi Visnyk Prydniprovia: Naukovo-Praktychnyi Zhurnal*, 3, 91-96.
17. Moskalenko, N. & Yakovenko A. (2017). Prohramno-normatyvni zasady fizychnoho vykhovannia u krainakh yevropeiskoho soiuzu. *Sportyvnyi Visnyk Prydniprovia: Naukovo-Praktychnyi Zhurnal*, 3, 101-108.
18. Moskalenko, N. & Pichurin, V. (2017). Analiz fizychnoi pidhotovlenosti studentok. *Sportyvnyi Visnyk Prydniprovia: Naukovo-Praktychnyi Zhurnal*, 3, 97-100.
19. Pravky do Zakonu Ukrainy. (2014). *Pro vyshchu osvitu*. Dated on 18.12.14, No. 392-IX, "Pro vnesennia zmin do deiakykh zakoniv Ukrainy shchodo vdoskonalennia osvitnoi diialnosti u sferi vyshchoi osvity".
20. Richards, K.A. & Levesque-Bristol, C. (2014). Student Learning and Motivation in Physical Education. Strategies, 27(2), 43-46. DOI: https://doi.org/10.1080/08924562.2014.879431
21. Site MON. (2021). *Eight Qualification Levels Instead of Eleven*. Available at: https://mon.gov.ua/ua/news/visim-kvalifikacijnih-rivniv-zamist-odinadcyati-uryad-prijnyav-nacionalnu-ramku-kvalifikacij.
22. Stepanova, I., Smal, A., & Batechko, D. (2019). Suchasna model fizychnoho vykhovannia studentiv, yaki postrazhdaly pidchas provedennia antyterorystychnoi operatsii, operatsii obiednanykh syl. *Sportyvnyi Visnyk Prydniprovia: Naukovo-Praktychnyi Zhurnal*, 3, 175-185.
23. Stratehyia v oblasty fyzychesko iaktyvnosty dlia evropeiskoho rehyona VOZ, 2016–2025. (2021). *Vsemyrnaia orhanyzatsyia zdravookhranenyia: Evropeiskoe rehyonalnoe biuro.* Available at: http://www.euro.who.int/ru/health-topics/diseaseprevention/physical activity/publications/2016/physical-activity strategy-for-the-who-european-region-20162025.
24. Serhiienko, L.P. (2001). *Testuvannia rukhovykh zdibnostei shkoliariv*. K.: Olimpiiska literature.
25. Shiyan, B.M. (2008). *Teoriya i metodyka fizychnoho vykhovannya shkolyariv*. Navchal'na knyha. CH. I., Ternopil.
26. Shchodo tymchasovoho perekhodu na dystantsiyne navchannya. (2020). *Lyst MON*. No.1/9-576 vid 12.10.20. Available at: http://ru.osvita.ua/legislation/Vishyaosvita/76 975/.
27. Shostak, I.O. (2017). *Formuvannya kultury zdorov'ya studentiv medychnykh koledzhiv u pozaaudytorniy diyal'nosti*. PhD Thesis. Uman', 243.
28. Vakulenko, O.V. (2001). *Zdorovyy sposib zhyttya yak sotsial'no-pedahohichna umova stanovlennya osobystosti u pidlitkovomu vitsi*. PhD Thesis, Kyiv, 178.
29. Voytenko, V. P. (1991). Zdorov'ye zdorovykh. Vvedeniye v sinologiyu. K.: Zdorov'ye, 246.
30. Yazlovets'kyy, V.S. (2007). *Orhanizatsiya ta metodyka ozdorovchoyi fizychnoyi kul'tury: [navch. posib.]*. Kirovohrad, 284.

Primary Paper Section: A

Secondary Paper Section: AM

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF TRAINING THE FUTURE PRIMARY SCHOOL TEACHERS FOR RESEARCH AND INNOVATION ACTIVITY

[a]VALENTYNA MELASH, [b]YULIIA SAIENKO
[c]ANASTASIIA VARENYCHENKO

[a-c]Bogdan Khmelnitsky Melitopol State Pedagogical University, 20, Hetmanska Str., 72300, Melitopol, Ukraine
email: [a]vmelash2018@gmail.com, [b]saenko.yulya@gmail.com, [c]varenychenko2013@gmail.com

Abstract: The article examines the theoretical and methodological foundations of preparing the future primary school teachers to innovate pedagogical activity in the context of a modern school. The country's modern education system is going through a difficult period of renewal. The content of education is being updated; new programs, curricula, textbooks, new teaching technologies are being developed; more and more schools of a new type are being created, the process of "authorization" of pedagogical experience is developing. In the outlined contours of the future society, education and intelligence are increasingly referred to the category of national wealth, and the spiritual health of a person, the versatility of his development, the breadth and flexibility of professional training, the desire for creativity, and the ability to solve non-standard tasks are turning into the most important factor in the progress of the Fatherland. This study presents the results that substantiate the need for the practical application of the model to form future primary school teachers in the course of their training.

Keywords: Education system, Innovative pedagogical activity, Research and innovation activities, Theoretical and methodological foundations, Training of future primary school teachers.

1 Introduction

Numerous data indicate that the majority of primary school teachers have a great desire, a desire for innovation [2, 10, 15, 23]. However, this desire is not fully realized because they are not professionally prepared for it.

In our opinion, insufficient attention is paid to the problem of preparing future primary school teachers for innovative activities in the pedagogical education system. The nature of the professional development of a young teacher, the development of his potential largely determines the future of our school, its contribution to the development of society [37]. As a result, entering a young specialist into professional activity, preparing him for innovative activities is considered a prerequisite for self-actualization, self-development of the teacher's personal and professional potential.

A new area of scientific knowledge is currently developing - pedagogical innovation, some aspects of which are reflected in numerous scientific works [1]. In the center of scientific research in the field of theory and practice of an educational school, an individual educational approach turned out to be mastering which a teacher accumulates professional potential, consciously regulates his own educational paradigm, and gains experience of creative self-realization.

The search for ways to improve the teaching and educational process of higher education has caused the need to consider the problem of preparing a future primary school teacher for innovative activities. Today we are talking about innovative activities, the technological readiness of a teacher who is actively working to improve the educational process for the development of the student's personality. Activating a teacher and equipping him with modern teaching technologies is a direct path to personal growth to creative activity. It is a high level of development of a number of professional skills that give mastery [14].

A modern teacher cannot but be an uncreative person and not study innovative developments in organizing the educational activities of schoolchildren [16]. All this explains the increased interest of psychologists, philosophers, sociologists, and teachers in studying the problems associated with the formation of the innovative orientation of the teacher's personality. The development of the teacher's innovative activity is one of the strategic directions in education [31]. The solution to this problem is important since any form of innovation in the field of education can be implemented if it is internally accepted and supported by practicing teachers.

2 Materials and Methods

New trends in school education have necessitated the development of methodological foundations of pedagogical innovation [13]; substantiation of the conceptual foundations of the theory of innovative processes in the field of education and management of the development of educational institutions; mastering innovations; academic development, expertise, and design innovation; determination of criteria for evaluating pedagogical innovations and innovation processes; connection of innovation processes with pedagogical creativity; enhancing the role of experimental work in innovation.

The basis of the concept of humanistic personality-oriented upbringing is the rethinking of the main guidelines of upbringing, the main values of which are: a person as an environment that grows and educates a person; creativity as a way of developing a person of culture in culture. Humanistic personality-oriented education is viewed as a pedagogically guided process of cultural identification, social adaptation, and creative self-realization [15]. Mastering the humanistic meaning of education by teachers, changing their pedagogical positions on its basis requires serious preparation for innovative activities at school, which provides for the formation of theoretical, methodological, and technological readiness of teachers to work in the system of humanistic relations; analysis of the pedagogical goals of educational institutions, their humanization, reorientation to improve interpersonal relations and personal qualities [28]; the formation of a motivational orientation of innovative activity; rejection of stereotypes of professional activity associated with the technocratic style of thinking and interaction;

Of great importance for our research are works related to the problem of the professional development of a teacher, the growth of his pedagogical skills, which directly affect the improvement of the quality of education.

Analysis of the theory and practice of the professional activity of primary school teachers allowed us to establish that there are contradictions between:

- The need of society for a primary school teacher who knows modern pedagogical innovative technologies and knows how to apply them in their activities, and the lack of special research aimed at identifying the pedagogical conditions for improving the training of specialists for their use in future work [3];
- The readiness of higher school workers to prepare future primary school teachers for innovative activities and the lack of scientifically grounded technology for its organization [36].

The need to resolve these contradictions led to the choice of the studying topic. Research problem: what are the pedagogical conditions that ensure the improvement of the training of future primary school teachers for innovative activities in the higher education system? The solution to this problem is the goal of our research.

The object of research is a system of professional training of future primary school teachers in the conditions of institutions of higher professional education.

The subject of research: the process and conditions for preparing future primary school teachers for innovative activities.

The research hypothesis is based on the assumption that the process of preparation for innovative activities of a teacher in general, and a teacher of primary grades in particular, will be determined by the dialectical unity of objective and subjective factors in the development of the personality of the teacher himself. This process can be ensured if:

- A specially developed system for preparing students for innovative activities with a diagnosed target setting [4];
- A clearly defined scientifically grounded program of theoretical and practical preparation for innovative activities [18];
- A complex of scientific and methodological support of the educational process [21];
- At the university, specialists who are ready to use modern innovative pedagogical technologies in their activities [33];
- A scientifically grounded system of accounting and stimulating the innovative activity of the future teacher [23];
- An appropriate material and technical base equipped with modern information systems [19].

In accordance with the specified goal, object, subject, and hypothesis of the study, the following tasks were set:

1. To reveal the essence and content of the concept of "innovative activity of a teacher".
2. To determine the features of the innovative activity of the primary school teacher.
3. To develop the main indicators of the professional readiness of the future primary school teacher for innovative activities.
4. To reveal, theoretically and experimentally substantiate a set of pedagogical conditions that ensure the improvement of the training of future primary school teachers for innovative activities in the system of higher professional education.

3 Results and Discussion

The concept of innovation is closely related to the concept of innovation [6]. Innovation activity is a complex activity for the implementation of a purposeful innovation process aimed at increasing the efficiency of technical, social, economic, pedagogical, and other systems in specific conditions. Generally, the innovation system can be represented as follows (Figure 1):

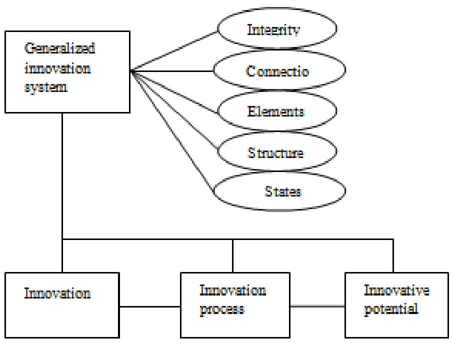

Figure 1 – Generalized innovation system and its characteristics

Consideration of innovation as a system allows us to talk about its properties such as the presence of integrity, a specific structure, elements, connections, and the state at a specific point in time, which is associated with the life cycle of the innovation.

In pedagogical science, the use of modeling in training specialists has three aspects:

- Modeling serves as the content that future specialists should assimilate as a result of studying at the university, the method of cognition that they should master [8];
- Modeling is an educational activity and a means without which a full-fledged training of a future specialist is impossible [25];
- The models, compiled on the basis of sign-symbolic means, clearly represent to us the entire pedagogical system of training specialists, obtained as a result and on the basis of the creation of mental (abstract) images.

On the other hand, building a model for training future teachers makes it possible to:

- Systematize at the level of categories all the concepts included in the system of training future teachers in a specific specialty [17];
- Generalize the observed pedagogical phenomena, see clearly their structure and structural interconnection and mutual influence [22];
- Carry out a mental experiment at the level of abstraction, thereby avoiding shortcomings and mistakes in conducting the ascertaining pedagogical experiment;
- Compare the new model with other models in order to identify the general and special, original and outdated, mature and what is still in the development stage;
- Establish continuity in the training of specialists, tradition, and much more [5].

We drew up the structure of the training model for future teachers based on the requirements for a modern school teacher: purpose, objectives, content, principles, organizational forms, methods, means, result, training conditions. Modeling the structure and content of the system of training future primary school teachers for innovative activities, we took into account the basic principles of modeling that determine its functions in pedagogical research. Since only if these principles are followed, modeling as a method of scientific research allows us to combine empirical and theoretical in pedagogical research, i.e., combine direct observation, facts, experiment with the construction of logical structures and scientific abstractions in the course of studying a pedagogical object.

The main conditions for organizing the research experiment are defined as follows:

- Organization of the process of preparing future primary school teachers for innovative activities on the basis of the developed stages of training in the conditions of the innovative educational environment of the university [7];
- Selection of the content of training in accordance with the structure and content of innovative activities of future primary school teachers [35];
- Use of the developed author's program and a set of methodological support for the course "Innovative activities of future primary school teachers"[20].

When organizing an experimental test of the effectiveness of the developed model of training future primary school teachers and the innovative educational environment of the university, it was important to trace the process of forming from a student into a future primary school teacher to innovative activity to innovative activity, for which it was necessary to identify:

- The effectiveness of the process of forming the readiness of innovative activity on the basis of the selected structural components of the innovative activity of future primary school teachers, implemented according to the proposed stages [24];
- The influence of the innovative educational environment on the formation of students' readiness for innovative activities in the professional-pedagogical, production, and technological components [30].

Future teachers understand the meaning and role of the innovative activity of teachers of vocational training in modern conditions, are interested in the possibilities of this type of activity, imagine what properties it should have, but at the same time, they are not fully aware of all aspects and forms of manifestation of the innovative activity of primary school teachers, identifying it only with the results of scientific and technical developments. This indicates the need for special training of future primary school teachers for innovative activities [26].

In addition, as a result of the study, an expert method was used to assess the properties of innovative professional and pedagogical activities, where the students, based on the results of the questionnaire, assessed such properties of innovative professional and pedagogical activities as demand, controllability, efficiency, dynamism, purposefulness, and the complexity of innovative professional and pedagogical activities. The average assessment results are presented in Table 1.

Table 1: Assessment of the properties of innovative activities of future primary school teachers

Indicators	**Characteristic**	**Average score in points**
Purposefulness	Predictability of the result of innovative activity and the conditions for its achievement	3.6
Demand	High degree of replication of innovative programs	4.2
Efficiency	Improving the quality of vocational training	4.7
Dynamism	The ability to quickly respond to external and internal changes	3.7
Controllability	Ensuring impacts on the innovation lifecycle	3.5
Complexity	Comprehensive innovation	4.4

The proposed model of training future primary school teachers for innovative activities made it possible to outline general ideas about all possible pedagogical conditions and determine the technology necessary for our experiment to prepare future primary school teachers for innovative activities.

The practical significance of the study is determined by the fact that:

- The theoretical provisions and conclusions contained in it, as well as the scientifically grounded methodology of training future primary school teachers for innovative activities, contribute to the improvement of the practice of training teachers [10];
- The developed and tested program of the special course "Preparing future primary school teachers for innovative activities", as well as the methodology for its implementation, can be successfully used in the system of advanced training of pedagogical personnel, recommended to teachers for individual work to improve their pedagogical skills [21].

From the entire diverse spectrum of teaching principles available in the arsenal of a secondary general education school, we have identified those that allow us to reflect the relationship that exists between the objective laws of the educational process of the university and the goals of preparing future primary school teachers for innovative activities. The main ones, in our opinion, are the following principles: axiological; scientific character; cultural conformity; universality and specificity; visibility; the optimal combination of theory and practice; consistency; consistency and continuity; individualization and humanization; activity and independence; professional and creative orientation of training; personality orientation of learning; orientation of training on the formation of the experience of self-educational activities of the future specialist.

The content of theoretical training is the following blocks of knowledge:

- On the development of innovative processes in the history of pedagogy [11];
- About innovative processes in the theory of pedagogy [28];
- About new research, advanced and innovative teaching experience [2];
- About new educational and upbringing technologies [14];
- About the basics of scientific and experimental work in the field of the spiritual sphere and culture [9];
- In the field of technologies of developing education and upbringing;
- About the criteria of the teacher's preparedness for innovative pedagogical activity;
- Technological training is aimed at using [27]:
- Technologically clear optimization of the organization of the educational process in the classroom;
- The technological process of the stage-by-stage formation of mental actions [26];
- Basic technological methods of strengthening didactic units [19];
- Support sheets [30];
- Commented management of the educational process;
- Technologies of early and intensive literacy training [1];
- Technologies for improving general educational skills in elementary school;
- Technologies of developing education;
- Personality-oriented developmental education [6];
- Ways of distance educational communications using Internet technologies;
- Community programs for primary schools [7].

The content of the methodological training includes the following components:

- Ability to independently predict and plan educational work;
- Ability to work with various sources of information;
- Ability to observe, evaluate pedagogical phenomena;
- Ability to determine goals, objectives at each stage of their activities, to predict its results;
- Ability to clearly, reasonably explain;
- Predict the results;
- Conduct a dialogue, debate, argue, listen to the student, the interlocutor to the end;
- To organize work on the selection, storage of information, organization of a workplace at school;
- To evaluate their innovations in the educational process using reflection [33].

Practical training is associated with the formation of the following skills:

- Prepare and conduct a creative lesson with elements of innovation on a given topic;
- Independently evaluate the results of their activities;
- To develop skills in working with various sources;
- Plan and conduct various extracurricular activities, use active methods of teaching and upbringing; conduct scientific and methodological work, use experimental forms of pedagogical activity and the experience of teachers in organizing individual work with students and their parents, etc [37].

Summing up the results of the theoretical analysis of the essence of innovation, the following necessary and sufficient pedagogical conditions can be identified to ensure the success of the process of training primary school teachers:

- The presence of a specially developed system of preparation for innovative activities with a diagnosed target setting [29];
- The presence of a clearly defined scientifically grounded program of theoretical and practical preparation for innovative activities [32];
- The presence of a complex of scientific and methodological support of the educational process;
- Availability of university specialists who are ready to use modern innovative pedagogical technologies in their activities;
- Systems for involving students in the implementation of a variety of increasingly complex types of the pedagogical activity, taking into account the level of development of their endogenous indicators;
- The presence of a well-founded system of accounting and stimulation of innovative activities of the future teacher;
- An appropriate material and the technical base equipped with modern information systems [31].

4 Conclusion

The current socio-economic state of the country could not but affect the educational system in general and the innovation process in particular [3, 12]. Modern education is becoming more and more varied, the range of educational services is expanding, and an innovative movement is developing. In this regard, within the framework of the new educational paradigm, orienting the school towards finding ways of optimal development, pedagogical universities are faced with the task of not only forming the necessary knowledge, skills, and abilities for future teachers for professional activity but teaching them to comprehend a multitude of innovative pedagogical ideas, to look for ways using them in professional activities and thereby form their interest and inclination to innovative activities [20, 34].

It has been found that the majority of primary school teachers have a solid commitment to innovation. However, it is not fully realized just because they are not professionally prepared for it.
In the course of the research, we came to the conclusion that the concept of "innovative activity" has a wide semantic range. In pedagogy, it is viewed as a type of pedagogical activity, as a creative process for planning and implementing pedagogical innovations aimed at improving the quality of education, as a social and pedagogical phenomenon that reflects the teacher's creative potential.

The effectiveness of the teacher's innovative activity depends on exogenous and endogenous factors. Exogenous factors, including organizational, managerial, material and technical, and other resources of the educational institution, which are united by the concept of the innovative potential of the pedagogical system, are an essential condition for the development of the innovative orientation of the personality of the future primary school teacher and affect the success of its implementation. Endogenous factors represent the totality of personality characteristics of the future primary school teacher [34]. These primarily include the ability to generate new ideas and ideas with subsequent design and modeling in practical forms, willingness to improve their activities, internal means and methods to ensure this readiness, developed innovative consciousness.

The process of preparing a primary school teacher for innovative activities is determined by the dialectical unity of objective and subjective factors in the development of the personality of the future teacher.

Literature:

1. Alabi, J. & Weare, W.J. (2014). Peer review of teaching: Best practices for a non-programmatic Approach. *Communications in Information Literacy*, 8(2), 180–191. DOI: https://doi.org/10.15760/comminfolit.2014.8.2.171.
2. Arthur, D., Forbes, J., & Houghton, E. (2004). *Environmental Education Ontario*. Ottawa, 24
3. Atkinson, D.J. & Bolt, S.J. (2010). Using teaching observations to reflect upon and improve teaching practice in higher education. Journal of the Scholarship of *Teaching and Learning*, 10(3), 1–19. Available at: https://files.eric.ed.gov/fulltext/EJ906466.pdf.
4. Bell, A. & Mladenovic, R. (2015). Situated learning, reflective practice and conceptual expansion: Effective peer observation for tutor development. *Teaching in Higher Education*, 20(1), 24–36. DOI: https://doi.org/10.1080/13562517.2014.945163.
5. Bell, A. & Thomson, K. (2018). Supporting peer observation of teaching: Collegiality, conversations, and autonomy. *Innovations in Education and Teaching International*, 55(3), 276–284. DOI: https://doi.org/10.1080/14703297.2016.1212725.
6. Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219–234. DOI: https://doi.org/10.1177/1468794112468475.
7. Borzyk, O.B. & Shepel, I.M. (2019). Ways of educating environmental culture in the educational process of primary school. *Pedagogics of forming of creative personality is in higher and primary schools*, 63, 1, 105-109
8. Buzenko, I.L. (2017). Methodology of realization of pedagogical conditions of ecological and valeological competence formation of future primary school teachers. *Journal of Zaporizhzhya national university. Pedagogical sciences*, 2, 84-91
9. Byrne, J., Brown, H., & Challen, D. (2010). Peer development as an alternative to peer observation: A tool to enhance professional development. *International Journal for Academic Development*, 15(3), 215–228. DOI: https://doi.org/10.1080/1360144X.2010.497685.
10. Carroll, C. & O'Loughlin, D. (2014). Peer observation of teaching: Enhancing academic engagement for new participants. *Innovations in Education and Teaching International*, 51(4), 446–456. DOI: https://doi.org/10.1080/14703297.2013.778067.
11. Cohen, M.J. (2000). Nature Connected Psychology: Creating moments that let Earth Teach. The natural systems thinking process Greenwich. *Journal of Science and Technology*, 1(1), 16-28.
12. Daniels, H. (2016*). Vygotsky and pedagogy (2nd ed.).* Routledge.
13. De Lange, T. & Lauvas, P. (2018). Collegial guidance in higher education. *Uniped*, 41(03), 259–274. DOI: https://doi.org/10.18261/issn.1893-8981-2018-03-07.
14. Deni, A.R. & Malakolunthu, S. (2013). Teacher collaborative inquiry as a professional development intervention: Benefits and challenges. *Asia Pacific Education Review*, 14(4), 559–568. DOI: https://doi.org/10.1007/s12564-013-9280-y.
15. Georgiou, H., Sharma, M., & Ling, A. (2018). Peer review of teaching: What features matter? A case study within STEM faculties. *Innovations in Education and Teaching International*, 55(2), 190–200. DOI: https://doi.org/10.1080/14703297.2017.1342557.
16. Gosling, D. (2002). Models of peer observation of teaching. Available at: https://www.researchgate.net/profile/David_Gosling/publication/267687499_Models_of_Peer_Observation_of_Teaching/links/545b64810cf249070a7955d3.pdf.
17. Gosling, D. (2014). Collaborative peer-supported review of teaching. In Sachs, J., Parsell, M. (Eds.). *Peer review of learning and teaching in higher education*, 13–31. Springer. DOI: https://doi.org/10.1007/978-94-007-7639-5_2.
18. Gough, D., Oliver, S., & Thomas, J. (2017). *An introduction to systematic reviews (2nd ed.)*. Sage.
19. Harris, K.-L., Farrell, K., Bell, M., Devlin, M., & James, R. (2008). *Peer review of teaching in Australian higher education: A handbook to support institutions in developing effective policies and practices*. Centre for the Study of Higher Education.
20. Harvey, L. & Williams, J. (2010). Fifteen years of Quality in Higher Education (Part Two). *Quality in Higher Education*, 16(2), 81–113. DOI: https://doi.org/10.1080/13538322.2010.485722.
21. Hendry, G., Bell, A., & Thomson, K. (2014). Learning by observing a peer's teaching situation. *International Journal for Academic Development*, 19(4), 318–329. DOI: https://doi.org/10.1080/1360144X.2013.848806.
22. Hubball, H. & Clarke, A. (2011). Scholarly approaches to peer-review of teaching: Emergent frameworks and outcomes in a research-intensive university. *Transformative Dialogues: Teaching and Learning Journal*, 4(3), 1–32. Available at: https://gov.viu.ca/sites/default/files/td437_hubbalclarke_peer_review.pdf.
23. Kell, C. & Annetts, S. (2009). Peer review of teaching embedded practice or policy-holding complacency? *Innovations in Education and Teaching International*, 46(1), 61–70. DOI: https://doi.org/10.1080/14703290802646156.
24. Klopper, C. & Drew, S. (Eds.). (2015). *Teaching for learning and learning for teaching. Peer Review of Teaching in Higher Education*. Sense Publishers.
25. Lomas, L., Kinchin, I. (2006). Developing a peer observation program with university teachers. International Journal of Teaching and Learning in Higher Education, 18(3), 204–214.
26. Melash, V., Molodychenko, V., Huz, V., Varenychenko, A., & Kirsanova, S. (2020). Modernization of Education Programs and

Formation of Digital Competences of Future Primary School Teachers. *International Journal of Higher Education*, 9(7), 377-386.
27. Melash, V.D. (2017). *Training future teachers for the implementation of environmental education for sustainable development*. Melitopol: Vyd-vo MDPU im. B. Khmelnytskoho, 250.
28. Moloduchenko, V. & Moloduchenko, N. (2019). Professional teacher's preparation for education of primary school pupil's moral personality. Modern Technologies in Education. *Opole*, 71-83.
29. Nair, C.S., Li, J., & Cai, L.K. (2015). Academics' feedback on the quality of appraisal evidence. *Quality Assurance in Education: An International Perspective*, 23(3), 279–294.
30. Peel, D. (2005). Peer observation as a transformatory tool? *Teaching in Higher Education*, 10(4), 489–504. DOI: https://doi.org/10.1080/13562510500239125.
31. Servilio, K.L., Hollingshead, A., & Hott, B.L. (2017). Partnerships enhancing practice: A preliminary model of technology-based peer-to-peer evaluations of teaching in higher education. *Journal of Special Education Technology*, 32(1), 23–35. DOI: https://doi.org/10.1177/0162643416681161.
32. Thampy, H., Bourke, M., & Naran, P. (2015). Peer-supported review of teaching: An evaluation. *Education for Primary Care*, 26(5), 306–310. DOI: https://doi.org/10.1080/14739879.2015.1079020.
33. Thomas, S., Chie, Q. T., Abraham, M., Jalarajan Raj, S., & Beh, L.-S. (2014). A qualitative review of literature on peer review of teaching in higher education: An application of the SWOT framework. *Review of Educational Research,* 84(1), 112–159. DOI: https://doi.org/10.3102/0034654313499617.
34. White, K., Boehm, E., & Chester, A. (2014). Predicting academics' willingness to participate in peer review of teaching: A quantitative investigation. *Higher Education Research & Development,* 33(2), 372–385. DOI: https://doi.org/10.1080/07294360.2013.832162.
35. Wildman, T.M., Hable, M.P., Preston, M.M., & Magliaro, S.G. (2000). Faculty study groups: Solving "good problems" through study, reflection, and collaboration. *Innovative Higher Education*, 24(4), 247–263. DOI: https://doi.org/10.1023/B:IHIE.0000047413.00693.8c.
36. Wingrove, D., Hammersley-Fletcher, L., Clarke, A., & Chester, A. (2018). Leading developmental peer observation of teaching in higher education: Perspectives from Australia and England. *British Journal of Educational Studies,* 66(3), 365–381. DOI: https://doi.org/10.1080/00071005.2017.1336201.
37. Yiend, J., Weller, S., & Kinchin, I. (2014). Peer observation of teaching: The interaction between peer review and developmental models of practice. *Journal of Further and Higher Education*, 38(4), 465–484. DOI: https://doi.org/10.1080/0309877X.2012.726967.

Primary Paper Section: A

Secondary Paper Section: AM

HUMANISTIC POSITION OF A PRESCHOOL EDUCATION SPECIALIST: CHARACTERISTICS, TYPOLOGY AND DEVELOPMENT MODEL

[a]OLENA KONONKO, [b]NINA PYKHTINA, [c]ANTONINA ANISHCHUK, [d]SVITLANA MATVIENKO, [e]OLEKSANDR PISOTSKYI, [f]LILIIA BOBRO

[a-f]Nizhyn Mykola Gogol State University, 2, Grafska Str., 16600, Nizhyn, Ukraine
email: [a]kononko11@ukr.net, [b]npykhtina@ukr.net, [c]anishchuk1965@gmail.com, [d]masvet9@gmail.com, [e]pisockijsascha@gmail.com, [f]liliya250492@ukr.net

Abstract: The content and structure of the "humanistic position" is revealed, which is qualified as a system of teacher' attitudes of himself, professional activity and pupils. It is determined that the development of the humanistic position of specialists in preschool education is evidenced by active in form and humane in content attitude to themselves and the world, recognition of the right of everyone to self-determination, free development and realization of individuals' abilities, humanity in relationships with others, as well as culture of behavior. It is noted that the humanistic position is an important component of personal competence. Criteria, indicators, and types of humanistic position of preschool education specialists are determined, which include the following: humanistic-reflexive, humanistic-personalized, humanistic-pragmatic, humanistic-regulated, and humanistically-disengaged. Features of development of consciousness and behavior of representatives of each type are characterized. The author 's model of effective development of the humanistic position of preschool education specialists is offered, the important components of which are the principles, psychological and pedagogical conditions, methods and forms of work.

Keywords: Developmental process of humanistic position, Humanism, Humanization of education, Humanistic position, Model of optimization, Subject world process, Teacher's worldview.

1 Introduction

Given the pragmatism of the life attitudes of the new generation, the transformation of its values and the formalization of relationships with others, there is the need for the actual humanization of the educational process modernization of principles and conditions of its organization, updating the content, forms, and methods of work. Humanism as a system of ideas and views on human as the highest value actualizes the need to increase attention to the unique holistic personality, its needs for self-actualization, free self-determination and self-development [23, 24, 25].

Most of the leading experts are supporters of the processes of humanization and humanitarianization of education. At the same time, it should be noted that to date the contradiction between the declared society's need for humanization of education, its orientation to fulfill its main function human and real traditional subordination of education to the subject-content principle has not been overcome. According to V. Kremen, the educational process in preschool educational institutions is focused mainly on the assimilation by students (at best creatively) of a certain amount of knowledge. The author emphasizes: this function remains one of the most important, but the main tasks of modern higher education are to teach young people to master new information, use the acquired knowledge in their practice. To remain effective in a diverse space of communication and influence, personality must be self-sufficient. Therefore, it is time to provide student youth with assistance in designing and implementing the optimal way of cognition and development on the basis of individual essence [17, p. 11-23].

It should be recognized that, in the presence of a significant number of works of theoretical orientation, there is a lack of experimental research on the problem of humanization of the educational process, the development of the humanistic position of the modern teacher in general, preschool education in particular; in fact, there are no empirical data for diagnosing the peculiarities of the development of the humanistic position of the modern teacher, its typology, clear criteria and indicators for assessing the extent and nature of its development; there is a lack of methodological support for the process of humanization of the educational process in general, the development of the humanistic position of the modern teacher in particular [1, 2, 4, 6, 7, 11]. This determines the relevance of our study.

2 Literature Review

According to experts, the modern philosophy of education should focus on its connection with worldview issues. Pointing to the significant role of education of the personality-oriented model in the formation of the humanistic philosophy, Kremen emphasizes: the saturation of the educational space with humanistic content, cultural orientations is one of the foundations of modern philosophy of education. The culturological model of education should be aimed at the individual, at his inclusion in the process of cultural creativity [18, p. 9- 23].

In the context of the problem of development of the humanistic position of the specialist of preschool education, it is expedient to characterize the essence of the process of humanization of education. Humanization of education, according to Goncharenko, is one of the modern principles, which affirms the focus of education on human relations as a universal value. Humanitarization as "humanization" of education, is qualified by him as building relationships between participants in the educational process on a democratic basis, based on the recognition of human' value, view of him as an active subject of life.

Humanization involves the cultivation of respect and tolerance for human, the development of his sense of self-worth, creating conditions for the realization of his spiritual potential. Honcharenko calls the humanization of education a value orientation, which is based on the restructuring of personal attitudes of the teacher. The author emphasizes: humanistic theory and practice is based on individual and differentiated approaches, the development of positive motivation to learn, the development of creativity [15, p.156-158].

Goncharenko clarifies: the humanization of education means the reorientation of education from the subject-semantic principle of teaching the basics of science to the study of a holistic picture of the world, the formation of human systemic thinking, cultural development, personal maturity and creativity. The humanization of education involves overcoming utilitarian, technocratic approach to training of a workforce. Important areas of humanization of education are the reflection in its content of philosophical and cultural heritage, ethical concepts, raising the status of radically renewed humanities [15, p.77].

Unfortunately, most experts consider the problem of the development of the humanistic position of the teacher mainly in passing in the context of a broader solution of scientific issues, in particular: the development of a new philosophy of education (V. Kremen, V. Lugovyi, V. Andrushchenko); improvement of the educational process in preschool educational setting (A. Aleksyuk, V. Bezpalko, S. Honcharenko, M. Yevtukh, O. Kononko, N. Kuzmina, V. Lozova, V. Slastyonin, N. Talyzina, V. Shiyanov, M. Yarmachenko); substantiation of theoretical bases of professional training of teachers (I. Bekh, N. Bibik, A. Bogush, V. Bondar, V. Grinyova, O. Dubasenyuk, O. Kononko, O. Moroz, O. Savchenko, V. Semichenko); teacher training for educational activities on the basis of the humanistic paradigm (A. Boyko, I. Dychkivska, I. Zyazyun, L. Kondrashova, T. Ponimanska, N. Shchurkova); formation of professional competence of future teachers (O. Abdulina, S. Arkhangelsky, G. Belenka, V. Evdokimov, A. Kirsanov, I. Prokopenko, M. Shkil).

The introduction of personality-oriented and competence-based approaches into the system of higher education actualizes the need for modern specialists to analyze such personality phenomenon as position. The problem of the position of the individual is not new, has been and remains the subject of attention of famous philosophers, psychologists, educators [9, 13, 19, 21]. Philosophers interpret the "position" as a point of view of the individual, his assessment of a certain fact, phenomenon, as well as action and behavior due to this assessment and attitude (E. Ilenkov, M. Kagan, V. Polyakhov). The combination in the position of evaluation, action and attitude allows its use as an integrative formation of personality, which determines the ways of its inclusion in life (S. Vershlovsky, N. Kuzmina, K. Levitan). In psychological science, the position of the individual is qualified as a complex system of attitudes, motives, goals and values, which he is guided in his activities (B. Ananiev, K. Abulkhanova-Slavska, L. Bozhovich, S. Rubinstein).

The methodology of forming the humanistic position of the teacher is personality-oriented education (V. Bondarevskaya, V. Kremen, V. Serikov, I. Yakimanskaya), culturological approach in education (G. Ball, M. Bakhtin, V. Bibler, O. Derkach, V. Medintsev), dialogic concept of communication (M. Bakhtin, O. Bodalyov, M. Buber, A. Dobrovych, V. Kan-Kalyk, O. Kirichuk, M. Klarin, V. Myasishchev).

At the same time, the problem of the development of a teacher in general, a specialist in preschool education in particular, a humanistic position as an integrative characteristic of his personality remains underdeveloped. The works of some domestic and foreign teachers are dedicated to it.

Characterizing the pedagogical position, Galaktionova operates with the concept of "value orientations" and the main criteria for its evaluation includes dialogue, creativity, self-education. Highlighting the pedagogical orientation as the leading quality of the teacher's personality, these researchers understand it as a stable emotional and value attitude to the profession, the desire to use their experience in it, a humane attitude to children. Thus, in the structure of the humanistic position of the teacher, the leading element is his focus on the child [14].

Fastovets developed a typology of professional motives of the teacher, singled out the dominant ones, substantiated the types of professional and pedagogical orientation. The author included to it: business orientation (learning motives dominate), humanistic one (communication motives dominate), and individual (motives of improvement dominate). According to the author, the humanistic type of orientation consists of motives focused on helping another person, tolerance, acceptance of the legitimacy of another, not similar to their own, point of view. Fastovets notes that the highest level of humanistic type of professional and pedagogical orientation are the motives of the teacher's assistance in the development of the student's personality the development of kindness and cognitive attitude to life [11].

Bondarevskaya considers the attitude to the child as a subject of life capable of cultural self-development and self-change to be important components of the humanistic position. The author notes that the teacher is a mediator between the child and culture, who should introduce him to the world of culture, to support the individual in his individual self-determination in the world of cultural values. Bondarevska treats education as a cultural process, the driving forces of which are personal meanings, dialogue, cooperation with participants in cultural self-development. She considers the educational institution as a holistic cultural and educational space, where cultural patterns of life live and reproduce, and emphasizes that the humanistic position of the teacher leads to reflection [5].

Operating with the concept of "social-humanistic position of human", Dvoryankina emphasizes that this position is manifested in active attitude to the world and Self as a creator and subject. According to the author, this should be considered as a necessary logic for the training of future teachers. Speaking about the main parameters of understanding and implementation of the subjective position of the future teacher in life and professional practice Dvoryankina qualifies him as a bearer of the goal, a specialist capable of selecting adequate technologies to achieve the goal, model activities, organize this process, implement the outlined program, carry out pedagogical reflection. Thus, according to the expert, the humanistic position is formed as a result of reflection by the teacher of the purposes, values, motives, conditions, ways of actions, results. The author considers as the main the value orientation of the teacher to the child as the purpose of his activity. Orientation to the child is a defining characteristic of the humanistic position of the teacher [5].

Pozdnyakova's research on the study of the humanistic position as a personal-professional integral deserves special attention. The author defines the humanistic position of students of pedagogical university as a system of their attitudes, which allows to reflect, comprehend, transform pedagogical reality and evaluate it according to humanistic criteria [11].

Examining the pedagogical position and conditions of its formation in primary school teachers, Karyagina notes: the main criteria for assessing the pedagogical position as a personal and professional integrative characteristics that determine the holistic system of his attitudes to himself, others and pedagogical activities, are the orientation of values and professional attitudes of human. The author refers to the latter as openness to people, attention to them. According to Karyagina, the basis of the humanistic position of a primary school teacher is a worldview (system of views, ideas, beliefs), which is formed on the basis of knowledge and values of humanistic pedagogy and allows carrying out pedagogical activities consciously and in humanistically oriented manner. According to the author, the necessary quality of a primary school teacher is the ability to business and personal communication [16].

Fedorova's work devoted to the development of the humanistic pedagogical position of future speech therapists came in handy in defining the conceptual apparatus of the research. The author defines the humanistic pedagogical position as a system of positive and constructive attitudes of the future speech therapist to himself, professional activity, and children, which is evidenced by his ability to focus on the child as the highest value, ability to promote his natural potential, ability to satisfy own and the child' right to responsible self-determination, self-organization, and self-expression [12].

According to Baranova, the phenomenon of the humanistic professional position of a teacher connects the personal existence of the bearer of the profession with the goals, conditions, and the main person of professional activity a child. The author identifies the areas in which the formation of the teacher's position is carried out: the development of the motivational sphere of personality, the definition of professional strategy, the formation of the operational sphere responsible for the executive part of the activity, the tactics of interaction. The effectiveness of the formation of a humanistic pedagogical position largely depends on the technological skills of the student to express own attitude in interaction with teachers and students, not to stray into stereotypes and biases, to subordinate own actions to the leading attitude [3].

Makeyeva includes the following to the features of humanistic position: the teacher's focus on the child, associated with interest, care, promoting the development of his personality, maximum self-actualization of personality, self-focus related to the need for self-realization in professional activities, orientation to the subject side of the profession of teacher, on the content of the subject. The author identifies three groups of factors that determine the development of the humanistic position of the teacher.

The first group includes subjective, internal, personal the development of self-awareness, humanistic values, reflective and projective abilities, competence, creativity, ability to self-actualize, life satisfaction. The second group consists of external, objective factors the requirements of professional activity, which are the regulatory basis of professional and personal education. The third group includes the organization of the professional environment, professionalism of leaders, the quality of management of the educational system, the atmosphere of the educational institution. At the same time, Makeeva emphasizes that personal characteristics, in particular, psychological culture, act as a core factor that determines the professional position [20].

The above work of specialists, on the one hand, serves as a scientific basis for further research in this direction, and, on the other, allows revealing the lack of domestic research on the development of the humanistic position of a specialist in preschool education.

3 Materials and Methods

The article used methods of analysis and generalization of data of philosophical and psychological-pedagogical literature on the researched problem; theoretical modeling to build an experimental structural and functional model of the study were applied; questionnaires and observation of subjects in order to obtain empirical data were used.

The purpose of the article is as follows: to determine the content and structure of the humanistic position as an integrated characteristic of a preschool education specialist; to characterize the criteria and indicators of its evaluation; to develop a typology and describe the types of humanistic position of the studied; to substantiate the structural and functional model of its effective development.

Operating of the concept of “humanistic position” in the study, we mean the system of value orientations of the teacher as an active subject of the educational process and the bearer of culture. We consider the humanistic position of a teacher as a unity of internal (view on self and the world) and external (a set of actions, ways of behavior in which he realizes his activity, shows attitude to self, profession, preschool children as values) aspects of personality life. Humanistic position embodies the valuable meanings of pedagogical activities of humanistic orientation.

The study is based on the understanding that the humanistic position is a value-semantic position by its content, and by the structure - an integrated attitude, which testifies to the value attitude of the teacher to himself, pedagogical activity, child. The humanistic position of the preschool education specialist is characterized by three interrelated aspects: moral, spiritual, and behavioral. Worldview one shows awareness of the importance of the teaching profession, belief in the correctness of the choice, the formation of an adequate image of socio-professional space and self-concept. Moral and spiritual ones evidence of the focus on social norms, the formation of basic moral qualities for the pedagogical profession. Behavioral one actualizes the importance of conscious, appropriate, constructive, productive reactions, actions, deeds, attitudes of humanistic orientation.

The humanistic position of the specialist of preschool education is expressed by a complex of personal and professional qualities: in relation to self   in self-esteem; in relation to the profession in pedagogical reflection; in relation to preschool children   in humanity. The harmonious combination of these qualities testifies to the completeness and maturity of the humanistic position of the teacher; disharmony   the partial nature and lack of maturity of the personality of the professional.

4 Results

The main results of the study include the following: a) theoretical justification of the problem of development of humanistic position in specialists of preschool education   a system of attitudes to themselves, professional activities, preschool children; b) development of criteria for assessing the humanistic position of this category of professionals, the main of which include: modern worldview, openness to new experiences, internal determination of behavior and personal culture; c) creation of a typology of humanistic position, which consists of the following: humanistic-reflexive, humanistic-personalized, humanistic-regulated, humanistic-pragmatic, humanistic-disengaged; d) development of a structural-functional model of optimization of the process of development of the humanistic position, aimed at the development of the humanistic position in specialists of preschool education; e) determination of a set of psychological and pedagogical conditions to increase the efficiency of the process of training future professionals in this area: promoting the teachers’ mastery of modern technologies for the development of attitudes to themselves, the profession and students; harmonious combination of individual and collective forms of work with teachers and preschoolers; training of specialists in pedagogical reflection, adequate assessment of oneself as a person (basic qualities, worldview) and professional (basic skills, achievements, miscalculations).

The novelty of research is determined by the following: for the first time, criteria for assessing the types of humanistic position of preschool education specialists and indicators of development of each are determined; a typology is created and the worldview and models of behavior of representatives of each type are characterized; the structural-functional model of optimization of educational process is developed; psychological and pedagogical conditions for the development of the humanistic position of teachers are substantiated; key research concepts, diagnostic tools, and technology for the development of the humanistic position were further developed.

5 Discussion

Based on these conceptual principles, the study developed criteria for assessing the nature of the humanistic position of preschool education professionals. Table 1 describes the criteria for assessing the humanistic position and indicators of each.

Table 1: Criteria and indicators for assessing the humanistic position of the subjects

CRITERIA	INDICATORS
Modern worldview	Perception of the laws of human life and nature as cosmic phenomena, awareness of their connection with the Universe. Understanding the importance of the unity of science, culture and education. Recognition of the importance of harmonious relations between the individual and the world. The search for the meaning of human life in general, one's own in particular. Formation of a holistic realistic picture of the world, the ability to determine its dominant place in it. Confession of actions that do not contradict the laws of nature and society. View of living space as an environment conducive to cognition, development, realization of opportunities and self-improvement.
Focus on spiritual values	Formation of a clear system of values, giving priority to the spiritual in comparison with the material. Attitude to truth, beauty, goodness, peace, conscience, love as the highest values of life. Orientation to high ideals, to the intelligent person and the teacher. Openness to life, a sense of unity with him, satisfaction with his life. Development of the inner world, trust in intuition, their spiritual vocations. The desire to be in harmony with themselves and in harmony with the environment.
Openness to new experiences	The ability to discover the new in the familiar and the familiar in the new. Willingness to change, to know the unknown, the new, the incomprehensible. The ability to look at the problem from different angles and points of view, to take into account different, even opposite judgments and ideas. The ability to take into account the arguments of others, to admit own mistakes. High curiosity, a healthy measure of risk, rejection of conservative attitudes, professional and personal lability.
Internal determination of behavior	Independent behavior in various activities and spheres of life. Trust in one's own experience, ability to support oneself in stressful situations. The ability to rely primarily on self, without the objective need to seek outside help. Formation of adequate self-esteem and reflection. The ability to resist external pressure, to defend one's own position, to show one's own dignity. The desire to self-determine, make independent decisions, make own choices, realize own potential, self-improvement.
Personal culture	A way of life focused on the following: assimilation and conscious observance of moral norms of society; improving health (physical, psychological, socio-moral); socially acceptable self-expression in life; mastering civilized forms of behavior; development of basic qualities of personality (humanity, responsibility, justice, conscientiousness, creativity); mastering cultural forms of expression of feelings, attitudes, speech constructs, aestheticization of appearance (clothing, hairstyles, makeup, facial expressions, gestures); formation of taste.

The humanistic position was qualified as a structural phenomenon, which included: cognitive component (system of knowledge about the modern worldview, spiritual landmarks, culture, humanism); emotional and value (recognition of the degree of their objective significance and subjective meaning for themselves); behavioral (possession of skills and abilities of humane attitude); reflexive (determination of own advantages and flaws, life plans, assessment of professional achievements and failures).

In order to determine the types of humanistic position of preschool education specialists, in the study, we used a set of methods: theoretical to determine the categorical apparatus methods of analysis, synthesis, comparison, generalization of research data on the problem of humanization of education; empirical observation of the behavior of the subjects during communication with teachers, classmates, colleagues, preschoolers; questionnaire. Four thematic questionnaires were developed, which made it possible to obtain information on teachers' awareness of the essence of humanization of education, value attitudes to the profession, students, and themselves.

80 teachers from Nizhyn, Pyriatyn, and Drohobych took part in the experiment. Given that the number of questions in the first questionnaire was 10, the second – 7, the third – 8 and the fourth – 9, the respondents answered a total of 34 questions. In total, 2,720 answers of preschool education specialists were analyzed: 800 answers were received to the questions of the first questionnaire (teachers' awareness); 560 – to the second (attitude to the profession); 640 – to the question of the third questionnaire (attitude of specialists to preschool pupils); 720 – attitude to oneself as a person and a professional.

Analysis of teachers' answers to the questions of the Questionnaire 1. “Awareness” showed the following:

1. The simplest questions were related to the need to assess their own humane treatment of people and characterize its indicators. No teacher was found who did not answer them. The most difficult questions were aimed at clarifying the degree of awareness of teachers about the content of the concepts “humanitarian”, “position”, “content and form of position”, as well as determining the factors of humane treatment of people, characteristics of own pedagogical position and life credo. They were not answered by 12% to 20% of respondents. This highlights the need for in-depth work to expand and deepen the system of knowledge of preschool education professionals in these areas.
2. It turned out that only about a quarter of respondents correctly identified the content of humanism as a principle of organization of pedagogical activities, an approach that determines the value and freedom of self-realization of each person. The vast majority of respondents quite rightly interpreted humanism as humanity, tolerant attitude, and benevolence. This, in general, testifies to the correctness of the perspective of estimates and at the same time their schematicity.
3. Positive fact is the that the concept of “humanistic” was described by 80% of teachers as a value attitude to human, recognition of his originality, respect for his dignity and individual characteristics.
4. It is revealed that 86% of preschool education specialists include manifestations of sensitivity, friendliness, honesty, justice, respect to the main indicators of humane attitude; the other 14% noted understanding, self-regulation of behavior, culture, courtesy.
5. About 40% of respondents defined independent opinion (position) as a point of view, 14% – as a position in a certain social group; 12% – as a belief, a set of views, worldview; 10% – as an attitude; 8% – as the nature of actions, behavior, due to a certain view of the person on the problem, situation, person. In fact, the vast majority of respondents indicated all the main aspects of a complex category. At the same time, 6% of teachers associated the position with the location of a person in space, and 12% could not describe the concept.
6. It turned out that only 10% of preschool education specialists fully answered questions about the content and form of the position (“Active in form and moral in content”); 52% used names known to them (vital, personal, civic, pedagogical, etc.); 14% indicated only dynamic characteristics of the position (active-passive, contradictory, constant, variable, clear). It should be noted as alarming the fact that about 20% of teachers failed to name either the semantic or dynamic characteristics of the position as a complex personal formation.
7. The assessments of preschool education specialists of their own attitude to the surrounding people turned out to be very unanimous. More than half of the respondents believe that they always treat everyone humanely; a third was inclined to more moderate and realistic judgments (“I am selective”); 10% admitted that their humanity depends on the situation, mood, condition.
8. About half of preschool education professionals (46%) indicate that the nature of their attitude is determined by how others treat them (“As they treat me, so I treat them”), which does not indicate the priority of spiritual and moral guidelines and testifies on the pragmatism of judgments; 14% of teachers associate their attitude to people with family upbringing, and 8% with heredity. Significantly, one-fifth of respondents did not indicate their attitude to the social environment.
9. The most typical respondents’ assessments of the peculiarities of their own pedagogical position were as follows: humanistic orientation (34%), creative approach to work (14%), providing children with comfort (12%), high level of responsibility (8%), priority of discipline and order (4 %). In this case, too, a fifth of preschool education professionals could not decide what is special about their own pedagogical position. This applied mostly to young professionals with little pedagogical experience.
10. 10. In the course of defining the life credo, a variety of priority value systems of modern preschool education specialists appeared. They are grouped by vectors: “Live with dignity” (26%); “Learn throughout life” (16%); “I am the director of my own life” (12%), “Children's comfort is above all” (10%); “Life is given for pleasure” (8%); “Life is a struggle” (6%); “Understand and forgive everyone!” (2%). At the same time, about 20% of teachers did not define their own life credo, which may indicate a lack of reflection on the meaning of life personal and professional.

The attitude of a preschool education specialist to the chosen profession is an important component of the humanistic position as a system of values. Respondents' answers to the questions of the Questionnaire 2. “Attitude to the profession” allow making the following generalizations:

1. Respondents' assessments of the importance of humane treatment of children, colleagues, and parents of pupils for the teaching profession were the most unanimous. All respondents acknowledged its extraordinary importance for successful pedagogical activity.
2. It turned out that about 70% of preschool professionals have chosen a profession of their own volition, as a result of independent decision-making. Almost a third of respondents entered the specialty “Preschool Education” either under the influence of other people, or for pragmatic reasons (less competition, the opportunity to study at public expense).
3. Assessing their attitude to the profession in the dynamics, 74% said that a positive attitude towards it has not changed during years of study and work in the specialty. At the same time, a quarter of respondents recorded changes in their attitude to work as a teacher of preschool educational institution. Of these, 16% stated that it had improved (learned a lot, made sure of the right choice), and 10% admitted that it had deteriorated due to various reasons (“theory does not coincide with practice”, “the profession appeared to be difficult”).

4. As the main positive opportunities provided by the work of the teacher, preschool education specialists named the following: satisfaction with communication, development and education of preschoolers (over 40%); opportunities to improve as a professional (18%), to show creativity (16%), to be useful (14%). It turned out that 10% of preschool education specialists avoided the need to determine the assessments of the chosen profession.
5. The largest was the scatter of answers, which focused on the vulnerabilities of the teaching profession. Thus, 40% of respondents emphasized the low status of the profession in the country, which is evidenced by low wages. 38% of preschool education specialists drew attention to difficulties in interaction with parents, high responsibility for the life and health of children, poor equipment of children, outdated material and methodological base, excessive amount of "writing", emotional burnout, etc. It turned out that 22% of respondents either gave an evasive answer "I like everything" or left the question unanswered.
6. It is established that about 80% of teachers, assessing the prospects of their work in the coming years, confirmed their intention to work in preschool educational institution; 12% of respondents were inclined to want to work in another type of educational institution (Development Center, orphanage, out-of-school institution). The fact that 10% of educators intend to work in the future not in the field of education at all attracts attention.
7. Preschool education specialists' assessments of compliance with the profession's own abilities, interests, character were distributed as follows: 56% of respondents preferred the assessment "partially meets", and 44% believe that their abilities fully meet the requirements for the teaching profession.

The analysis of the answers of preschool education specialists to the questions of the Questionnaire 3 "Attitudes towards preschool children" showed a very wide range of opinions. The main generalizations include the following:

1. Assessing the features of modern preschoolers in comparison with their predecessors, more than a third of the surveyed teachers attributed to them the awareness of children, a wide range of their interests; about a third technical skill, skillful use of gadgets; 12% drew attention to the presence of most young contemporaries of their own opinion, 10% ingenuity. Another 16% of respondents pointed to other features, in particular, selfishness, desire for comfort, demanding, ambitious, lack of complexes, spending most of their free time indoors rather than outdoors.
2. To the positive features of the modern preschooler, 22% of teachers attributed curiosity; 20% erudition, cleverness; 14% independence, love of freedom; 12% - openness, sincerity; 10% energy; 8% kindness, politeness. Among other virtues of modern preschoolers, 16% of respondents named: looseness, creativity, technical skill, sociability.
3. Typical shortcomings of modern children respondents consider hyperactivity, restlessness (26%); rudeness, uncontrollability, aggression (22%); selfishness and pragmatism (18%); inattention (12%); nervousness, fatigue (10%). Another 12% of teachers pointed to such shortcomings of contemporaries as isolation, inability to work in a team, language problems, laziness, distrust, capriciousness, tearfulness, indifference, poor health.
4. The survey did not identify any specialist in preschool education who would consider humane all their pupils without exception. It was found that 48% of teachers praised the humane attitude of others only in 30-50% of children, 42% of respondents were more optimistic and called humane 60-80% of preschoolers. Differences in the quantitative distribution are explained by the contingent of students and the objectivity of experts. It is noteworthy that one tenth of respondents praised the humane treatment of people by only 20 to 10% of preschoolers, which is alarming.
5. To the main reasons that lead to indifferent or aggressive attitude of preschoolers to adults and peers, 90% of teachers attributed, on the one hand, the indulgence of parents to children's selfishness, on the other lack of parents' attention to their sons and daughters. Among other factors, they called the uncertainty of the prospects of many modern families, especially large ones.
6. Estimates of the own humane attitude were given by 62% of preschool education specialists, who believe that they behave humanely towards all children without exception and in all situations and circumstances. At the same time, 24% of respondents indicated that they show humane treatment of children selectively (to some yes, to others no), and 14% situationally (depending on their own mood, condition and nature of the situation).
7. According to the answers received, more than half of teachers believe that they use a democratic style of communication in interaction with preschool children, and only 6% apply authoritarian one. It turned out that about a third of teachers resort to the interpersonal nature of communication, and 14%.give priority to business one.
8. According to respondents, the main indicators of preschooler's competence are: independence and self-regulation of behavior (42%); formation of skills in accordance with program requirements (16%); ability to apply the acquired knowledge in real life (14%); socio-moral education (12%). The other 16% of respondents preferred partial personality traits, in particular: diligence, responsibility, attentiveness, communication, respect for adults, speech development, self-care skills, self-confidence, and more.

The data on teachers' self-assessments of themselves as individuals and professionals turned out to be interesting. The received answers to the questions of the Questionnaire 4 "Self-assessment" allow making the following generalizations:

1. Almost half of the surveyed teachers considered the family and its well-being to be the most important thing in life; the fifth part named health, 16% professional self-determination, 8% happiness and love, 6% themselves. The recognition of the high value of one's own "Self" by a small number of specialists in preschool education seemed was unexpected.
2. As the most valuable traits in the individual, 54% of teachers consider humanity and honesty; 14% responsibility, 10% education and culture, 8% balance, stability of behavior. It turned out that 10% of respondents could not make their own judgments about priority human qualities.
3. The majority of teachers (82%) attributed justice and sensitivity to their own virtues. Other respondents preferred responsibility (8%), patience, endurance (4%). At the same time, 6% of preschool education specialists avoided answering the question.
4. The main shortcomings of teachers are: incontinence, irritability (28%), overconfidence (20%), laziness (18%), self-doubt, shyness (14%), oversensitivity (12%). At the same time, 8% of respondents left the question unanswered, which indicates the lack of adequate self-esteem and pedagogical reflection.
5. Respondents' assessments of their own readiness for professional activity were distributed as follows: 44% consider themselves largely ready to perform professional duties; 36% – partially ready, 14% – completely ready, 6% – not ready. Thus, 58% of preschool education professionals were optimistic about their own professionalism, while 42% were cautious and pessimistic.
6. Teachers' self-assessment of their own competence, expressed in points, looks like this: only 16% of specialists rated it with high scores (10 and 9); the vast majority (62%) – from 8 to 7 points; 14% – 6-5 points. At the same time, 8% of respondents avoided the need to score their professional competence.
7. Given the importance of self-confidence for the successful pedagogical activity of a preschool education specialist,

their judgments about the specified basic quality of personality turned out to be interesting. It turned out that 52% were inclined to a cautious answer, indicated that, in different life situations, they behave more or less confidently; 24% considered themselves to be confident, 16% – insecure, 8% – self-confident. Thus, only about a quarter of the surveyed teachers feel confident that it is difficult to consider a sufficient indicator of personal and professional competence.

8. According to teachers, their authority is determined mainly by the following traits and qualities: erudition (24%), perseverance (20%), self-confidence (18%), balance (14%), communication skills (10%). It is noteworthy that 14% of respondents avoided having to decide on the answer to this question.
9. The answers of preschool education specialists to the question of what they lack as specialists in order to work with optimism were interesting. The answers were distributed as follows: 24% state that they lack self-confidence; 34% associate their well-being with increasing the status of the teaching profession and wages; 14%, mostly young professionals, acknowledge the lack of practical experience; 12% – proper technical equipment and methodological support. 16% of preschool education specialists left this question unanswered. It is worth noting that 38% of respondents associate the success of pedagogical activities with internal determinants that can and should be influenced, and 46% – with external ones that are much more difficult to change.

Focusing on the above criteria, indicators and components of the humanistic position, taking into account the stability of consciousness and behavior of the subjects and the nature of the responses of the participants, the author's typology was developed, which included five types of humanistic position of teachers:

- Humanistic-reflexive;
- Humanistic-personalized;
- Humanistically-pragmatic;
- Humanistically-normalized;
- Humanistically-disengaged.

Table 2 details the features of consciousness and behavior of teachers, attributed to each of these types.

Table 2: Qualitative and quantitative characteristics of the types of humanistic position of preschool education specialists

Type	Characteristics of the humanistic position of the representative of the type	Number of subjects (in%)
Humanistic and reflexive	A person has a noosphere worldview and is aware of own connection with the universe. The worldview is optimistic, determines the meaning of life and its dominant place in the world. The respondent shows interest in problems of planetary scale - ecology of the Earth, well-being of mankind, the country, the city, educational institution. A holistic realistic picture of the world has been formed, and the range of interests is wide. A balanced system of values towards the profession, students and one's own "Self." Consciously adheres to moral norms, treats others humanely, recognizes own right to free development and realization of abilities. Oriented in his own virtues and flaws, adequately evaluates himself as a person and a professional, shows a sense of self-worth. Behaves independently, responsibly self-determines, substantiates and defends independent opinion, resorts to reflection and a healthy measure of risk. Produces original ideas, makes appropriate decisions, makes independent elections, resists destructive external influences. Functions as a self-regulating system. Open to new experiences, inquisitive, freedom-loving, creative. Individual needs are harmoniously combined with social ones. Self-expression and self-affirmation in a socially acceptable way, uses cultural models of behavior. In the system of values, spiritual ideals prevail over material ones. A person is characterized by an active life position in form and humane in content. Achieves mostly high qualitative and quantitative results of life, makes personal efforts to do so. Feels satisfied with personal and professional life. Life credo is as follows: "Life is a school of self-improvement, acquiring the ability to live in harmony with oneself and in harmony with the environment!"	**14**
Humanistic and personalized	Formed scientific worldview, a holistic realistic picture of the world, an optimistic worldview. Spiritual and material values are balanced. Individual and social needs are developed, while the former prevail. In relations with students, a person behaves differently - from democratic partnership to manifestations of authoritarianism. Seeks to satisfy own interests, to succeed, to occupy a high social status, to feel like a leader of a certain social group. Sociable, but tries to stand out, feel like an important figure, be the subject of attention and admiration, communicate with authoritative people, get approval from them. Acts mostly on his own, but at the same time he easily seeks help when he encounters obstacles. Shows interest in the new, selectively shows creativity, is careful about risk if it does not guarantee success. In order to win, he can resort to tricks, compromise agreements, and promises. Behavior is mostly morally oriented, but not devoid of an element of competition. Cultural patterns of behavior are used mostly in relationships with authoritative people and friends; in interaction with competitors or weaker than himself may resort to socially unacceptable forms. Self-esteem and strivings are somewhat inflated, emotionally unbalanced, reflects from time to time. Productivity of life is very high. In general, an individual is satisfied with life, at the same time she wants more. Life credo: "Life is an arena of self-presentation, realization of one's potential, achievement of success!"	**18**
Humanistic-regulated	A person treats life with interest, seeks to determine own place in it. The picture of the world as a whole is adequate, scientifically oriented, but not balanced enough: he gives priority to the social aspect of life. Social needs (building relationships, justice, caring for others, sharing information, organizing joint activities, protecting the weak) prevail over personal (self-esteem, independence, self-esteem, prestige, competitiveness). Does good usually for the sake of others, not for its own sake, dissolves in a social group, may gradually lose its individuality. He does not want to stand out, rarely asserts himself, easily gives in to his own interests, does not try to dominate, to be a leader of the group, seeks comfort. It is difficult for her to defend her own dignity, to disagree with an unfair assessment, to resist destructive external influences. She does not go beyond the established regulations, seeks clear rules and frameworks of life, reliability of relations. Wants to understand what to expect from life, is skeptical of freedom. Perceives rules as dogmas that can not be violated. Easily adapts to new living conditions, adapts to new rules and requirements, open to communication Friendly, organized, responsible, hardworking. Acts independently until it becomes dependent on an authoritative partner. It is well oriented in moral norms and limits of socially acceptable behavior, strictly adheres to them, controls their observance by other people. The culture of behavior is quite high, acts mostly constructively, behaves conscientiously. Makes friends with a wide range of people. Learning outcomes are above average. Self-esteem is insufficiently defined, situational, depending on the opinion of authoritative people; claims are somewhat understated. Satisfied with life and profession. Life credo: "Life by the rules unites and protects from serious problems! "We" is more important than "I!"	**28**
Humanistic and pragmatic	The activity is aimed at satisfying biological and material needs. He strives to achieve material wealth, high wages, prestigious and profitable work. He proclaims spiritual values rather than professes them. Worldview is "ground-based"; everyday views on life and actions are focused on achieving practical results. Considers the truth that is useful for himself, profitable. The picture of the world is simplified, very primitive, conservative. In everyday life, a person remains a supporter of stable norms, learned rules, traditions, beliefs. He uses	**32**

	those who can satisfy his own needs. In communication, he behaves like a conformist, adapts to the life situation, obeys leaders, tries to enter into their trust, to be comfortable, pleasant, useful. He has no individual or social demands, does not seek to stand out, does not compete with anyone, does not conflict, establishes contacts cautiously, avoids. the need to take responsibility for someone or something, to take risks. Focuses on external requirements, is satisfied with mediocre results of activity. Behavior is dependent, insecure, easily seeks help from others. The attitude to the profession and pupils is indifferent, "floating downstream". Depending on the situation, more or less cultural models of behavior are resorted to. Self-esteem is unstable, determined by the opinion of others. Productivity is very low, satisfaction with it is unstable. Life credo: "Life is a space for pleasure. Meeting basic needs makes us happy!"	
Humanistic ally disengaged	A person is characterized by a theoretical worldview, a wide range of interests, openness to the new, conscious attitude to life. An intellectual person capable of producing original ideas, making discoveries. He is characterized by an active inner life, often immersed in itself, constructs theoretical models. The picture of the world is based on a scientific basis, but is devoid of proper effectiveness. Interests are related to solving problems rather than people. Individual needs dominate over social ones. Principled, acts in accordance with their personal values. The individual thinks a lot, evaluates problems from different angles, successfully solves complex problems, experiments a lot, has own inventions. Independent, trusts himself more than other people, well-developed self-control and self-regulation. Consciously does not control others and seeks freedom from external control. He trusts his experience and self-esteem, calmly treats external judgments. Inconspicuous, friendly, has a certain circle of friends, in the social group acts as a generator of ideas and a source of inspiration. He often secludes himself, reveals himself only partially, and hides a lot. Devoted and reliable in relationships with loved ones, detached in relationships with strangers and unsympathetic people. Behaves culturally, helps others in emergencies. Reflection, trust in the environment and skills of practical interaction are underdeveloped. Productivity of life is very high: studies well, often succeeds, shows creativity. Satisfied with life and self. Life credo: "If the environment does not correspond to my values, I create my inner world and fill it with meaning!"	**8**

Based on the above data, the author's model of optimization of the process of development of the future specialists of preschool education of the humanistic position is developed. It is presented in Figure 1.

The principles of optimization of educational work include systemic, subjective, humanistic, personality-oriented, competence and axiological approaches; to the basic psychological and pedagogical conditions: assistance to mastering by teachers of modern technologies of development of value attitudes to themselves, a profession, and pupils of preschool educational institution; harmonious combination of individual and collective forms of work with teachers and children, training of specialists in pedagogical reflection, adequate assessment of oneself as a person (basic qualities, worldview) and professional (basic skills, achievements, failures) (Figure 1).

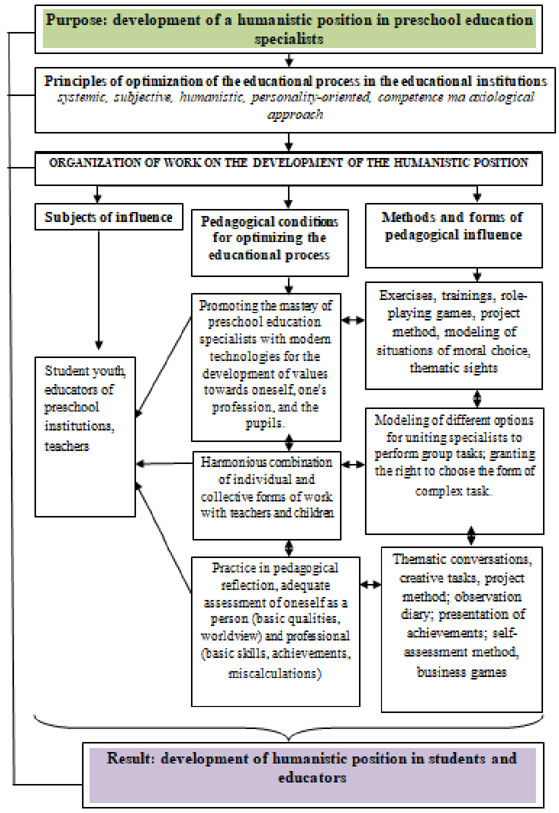

Figure 1 – Structural and functional model of optimization of the process of development of humanistic position in specialists of preschool education

The set of principles, psychological and pedagogical conditions, forms and methods of work with preschool education specialists stated in the structural-functional model envisages collective, group and individual forms of work (experimenter with teachers, teachers – with preschool children).

6 Conclusion

It is established that the problem of development of the humanistic position of preschool education specialists in domestic psychology and pedagogy is paid attention insufficiently. It is mostly considered in the context of personal development and professional training of teachers. There is a lack of works, the subject of which is directly the humanistic position as a complex phenomenon.

The humanistic position means a system of positive and constructive attitudes of students to themselves, to professional activities and preschoolers, which is evidenced by the ability to focus on them as priority values, feel an active subject of professional activity, realize personal potential, responsible self-determination and creative self-realization. The typology of the humanistic position is presented, which includes five main types: humanistic-reflexive, humanistic-personalized, humanistic-regulated, humanistic-pragmatic and humanistic-disengaged. Psychological and pedagogical conditions for the optimization of the educational process include the following: promoting the mastery of teachers of modern technologies for the development of values towards themselves, the profession and students; harmonious combination of individual and collective forms of work; training of specialists in the manifestations of humanity, pedagogical reflection and self-esteem.

Promising areas for further work on the development of the humanistic position of preschool education specialists is to expand the geography of diagnostic procedures, enrich the tools for the development of modern worldview and humane behavior of this category of teachers, develop methodological support for these aspects.

Literature:

1. Allender, J.S. & Sclarow-Allender, D. (2015). *Humanistic Teacher: First the Child, Then Curriculum*. Routledge.
2. Aloni, N. (2013). Empowering Dialogues in Humanistic Education. *In Educational Philosophy and Theory,* 45(10), 1067-1081.
3. Baranova, E.F. (2002). *Formation of a humanistic position among students of a pedagogical college*: PhD Thesis in Pedagogy. Krasnodar.
4. Berehova, H. (2017). The Philosophy of Unity and Development of Harmony as a Variant of the Anthropocosmic World View. *Philosophy and Cosmology*, 18, 104-111.
5. Bondarevskaya, E.V. (2007). Value foundations of personality-oriented education. *Pedagogy*, 8, 44-53.
6. Bruner, J.S. (1996). *The Culture of Education*. Cambridge, MA: Harvard University Press.
7. Chen, P. & Schmidtke, C. (2017). Humanistic Elements in the Educational Practice at a United States Sub-Baccalaureate Technical College. *International Journal for Research in Vocational Education and Training,* 4(2), 117-145.
8. Dvoryankina, E.K. (1999). *The development of the subject position of the future teacher in a pedagogical university as a humanistic basis for their professional training*. Dissertation of Candidate of Pedagogical Sciences, Khabarovsk.
9. Edmiston, B. (2014). *Transforming teaching and learning with active and dramatic approaches: Engaging students across the curriculum*. New York, NY: Routledge.
10. Encyclopedia of Education. (2008). *Acad. Sciences of Ukraine*. In. V.G. Kremen (Eds.). Kyiv, Jurinkom Inter.
11. Fastovets, I.V. (1991). *Formation of the professional and pedagogical orientation of the teacher's personality*. Author's abstract of dissertation of PhD in Psychology. Moscow.
12. Fedorova, N.V. (2019). *Formation of humanistic pedagogical positions of future speech therapist.* PhD Thesis in Pedagogy. Kyiv.
13. Firdaus, A. & Mariyat, A. (2017). Humanistic Approach in Education According To Paulo Freire. *AT TA DIB,* 12(2), 25-48.
14. Galaktionova, T.G. (1997). *Formation of the pedagogical position of students of the pedagogical college*. PhD Thesis in Pedagogy. Rostov.
15. Goncharenko, S.U. (1997). *Ukrainian pedagogical dictionary*. Kyiv, Lybid.
16. Karyagina, G.V. (2021). *Formation of a position of the future teacher*. PhD Thesis in Pedagogy.
17. Kremen, V.G. (2002). *A way to new philosophy of education in Ukraine. Turn of pedagogical and psychological sciences in Ukraine 1992-2002*. Collection of Science Practices up to 10 years of APN Ukraine. Academy of Pedagogical Sciences of Ukraine. Part I. Kharkiv, OVS.
18. Kremen, V.G. (2007). *Yakisna education and new in time. Pedagogical and psychological sciences in Ukraine*. Kyiv, Pedagogical thought.
19. Lindgren, T. (2020). The figuration of the posthuman child. *Discourse: Studies in the Cultural Politics of Education,* 41(6), 914-925.
20. Makeeva, T.V. (2003). The humanistic position of the teacher in the field of providing pedagogical support to schoolchildren. *Yaroslavl Bulletin,* 7, 1-5.
21. Pavlovic, D., Petrovic, Z., & Miljkovic, M. (2017). Humanistic Approach to Early Childhood Education in the Educational Philosophy of Rudolf Steiner. *Future Human Image,* 8, 103-113.
22. Pozdnyakova, O.K. (2000). *The content and methods of forming the humanistic position of students of the pedagogical university.* Author's abstract of PhD Thesis. Samara.
23. Somerville, M. (2019). Posthuman Theory and Practice in Early Years Learning. In: *Posthuman Theory and Practice in Early Years Learning*. Springer, 14-35.
24. Traver, A. & Leshem, D. (2018). *Humanistic Pedagogy Across the Disciplines.* Palgrave Macmillan.
25. Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice.* San Francisco, CA: Jossey-Bass.

Primary Paper Section: A

Secondary Paper Section: AM

ENVIRONMENTAL-CONSTRUCTIONAL FOUNDATIONS: HUMANITARIAN AND ART EDUCATION IN UKRAINE

[a]NATALIIA BARNA, [b]LESIA SMYRNA, [c]YURII LEHENKIY, [d]ROMAN STEFIUK, [e]TETYANA YAROSHOVETS, [f]IVANNA PAVELCHUK

[a,e]Open International University of Human Development "Ukraine", 23, Lviv Str., 03115, Kyiv, Ukraine
[b]National Academy of Arts of Ukraine, 20, Bulvarno-Kudryavska Str., 01054, Kyiv, Ukraine
[c]Kyiv University of Culture and Arts, 36,Yevhen Konovalets Str., 01601, Kyiv, Ukraine
[d]Lviv National Academy of Arts, 2, Mitskevycha Str., 78601, Kosiv, Ukraine
[f]National Aviation University, 1, Lubomyr Husar Ave., 03680, Kyiv, Ukraine
email: [a]barna2005@ukr.net, [b]lsmyrna@naqa.gov.ua, [c]Y.Legenkiy1949@i.ua, [d]romanstefyuk@gmail.com, [e]yti36@ukr.net, [f]ivapavelchuk@yahoo.com

Abstract: The article aims to determine the metaecological nature of the transformation problem of education in the humanitarian scientific, and artistic spheres of Ukraine. The research methodology consists of systemic and comparative approaches. The scientific novelty lies in revealing the features of the pedagogical process as systemic integrity in the context of the transformation of humanitarian and art education in Ukraine. The activities of the humanities (philosopher, sociologist, culturologist, cultural manager, artist, actor, designer, etc.) are synthetic and design-model. In modern hyperinformational conditions and obtaining a higher education in the humanities and the field of art, the main thing is the student's initial ability to have an artistic, even theatrically-expressive approach to scientific research and creativity, along with rational thinking, the creative reflection of what he saw and felt. Transformations of humanities and art education should be focused on preserving the value-expressive integrity of the person-creator. It can be achieved in pedagogical syncretism conditions, where all learning models are relevant because they are formed by different dominants – empirical, rational, reflective.

Keywords: Art, Culture, Design, Education, Humanitarian education, Pedagogical process.

1 Introduction

In the situation of heightened conflict of educational technologies in Ukraine, what are the reasons for unsystematic modernization of education, particularly in the field of humanities, different types of art, and design? There is a need to prioritize the self-preservation of cultural and historical potential of the Ukrainian "school" of education of future scholars of all levels of humanitarian knowledge and artistic skill, in the context of the metaecological paradigm of culture creating and a formation of new forms of art, in the context of the metaecological paradigm of culture creation and the emergence of new forms of art. The horizon of transformation in the educational sphere should be "ecology of culture" [11] as a broad outlook interdisciplinary setting that is focused on the formation of the psychosomatic integrity of the human-artist.

Educational and pedagogical activities are traditionally significant value-oriented ecosystems of humanitarian knowledge and artistic skill. It is appropriate to take advantage of the experience of environmentalists-globalists, in particular E. Moren believes that the self-renewal of the system occurs through its appeal to metaphysical origins. Moren expressed that renovation is the foundation of backbone: "*Self Production* is a term that defines a retroactive process, rebuilds the system, reproduces it continuously, in the continuous renovation, which is its existence. Continuous "Self Production" is <…> continuous regeneration" [12, p. 223], in a point of fact - and especially – in the system of getting higher humanities and art education. In fact, an ecocentric approach should be a priority for the modernization of the forms, techniques, and basic principles of education in the field of humanities knowledge and artistic production.

Modern tendencies of educational management testify to the vector of rapid optimization of all systemic layers of higher education, including with the desire to limit the production of Doctors of Philosophical Science and Doctors of Science, assignment of academic titles of associate professors and professors (to get that done creating a more repressive census of their attestation) [15]. So, a vertical was gradually formed, the foundation of which is not so much an evolutionary reconstruction as an almost revolutionary deconstruction of humanitarian education, especially its artistic component.

2 Materials and Methods

The problem of philosophical, psychological, pedagogical, ecological, artistic, design interpretations of culture and education was considered in the works of H. Batyshchev, M. Volkov, L. Vyhotskyi, E. Ilienkov, D. J. K. Jones, E. Moren, D. Uznadze, etc. [1, 4, 8, 12, 18, 19], because the specifics of the transformation of educational technologies in the post-Soviet culture of continuous training are of little importance.

The causes of crises in the context of the socio-political system transformation are always evident at the stages of transition when one system transforms into another. In such circumstances, the new political stratum, which is a conditionally restructured former political class (there is no other in the country), is not ready for complete transformation and radical changes since it has neither experience nor knowledge of the new system into which it enters. A slightly different picture – in view of the natural inertia of transformation – is represented by the professional environment [6]; the changes here are not so radical but still occur, and usually in the direction of simplifying the fundamental links between educational phenomena.

3 Results

In this way looks like any inertia period (primarily scientific and educational) in different countries, under different socio-economic conditions [17]. Still, it is always connected with the fact that the old system, its normative bases, standards, financing mechanisms in the cultural system, science, and education, uncritically transferred to a new model from the old one. These mechanisms continue to operate for some time, but only until the moment that their idle work becomes apparent, without tangible positive results. In this case, we can talk about the reaction becoming (in the negative sense) when the permissible-regulatory system works, but not simply does not create something that is adequate to the new system of relations, but slows down and partially destroys what was created with the subsequent negative consequences. It is then that the question of the expedient speed of reforms arises, the question about the persuasiveness of the speed of transformation and changes of the legislative and regulatory field, the formation of new standards that allow immediately ensure freedom of activity in accordance with the conditions of the socio-political and economic system. And it is not always answered for these questions are acceptable for the mind. This is especially true of higher art education in Ukraine.

In the Ukrainian practice of educational transformations for the last thirty years, despite all efforts, the system of art education itself remained as before Soviet (oppressive academicism of academic form with the whole structure of specialists' training, that does not correspond to modern conditions and dynamism of them nowadays), but if earlier Higher education professionals were already attained at the level of diploma practice by the specific organizations and institutions with the fixed salaries and the certain conditions of career growth - today these people "go out", because the state does not care institutional development and in fact all institutional art system is formed by the private and the "third sector" of the economy.

Simultaneously, the system of art education remained governmental but got unrelated to the private and non-governmental sectors [3]. A gap has been created between higher education for young people and their employment. Education takes place in the state system, and artistic practice is implemented through the private and non-governmental sectors

[20]. Therefore, in the education system and further professional growth, they are not interconnected – neither by practice, professional training, professional assignment to the institutions of specific students, nor by special courses that would develop professional competencies in the field of contemporary art or by mastering workshops. Say nothing of outdated management mechanisms (and old management staff) in such a relationship. The system of higher art education itself, especially in visual arts, built solely on artisanal and academic grounds, is just the same outdated.

In the modern world occurs a fundamental division of labor, and it takes place in terms of already established and those developing areas of contemporary art. For example, such artistic phenomena as performance, street art, land art, installations, actionism, internet art, video art have no place in art education since the academic system is aimed at: "to teach to draw the picture" and "to make the sculptures".

What does happen with art education institutions today?

It happens a specialization in particular areas of contemporary art that require narrowly focused specialists of these fields. The education system of Ukraine does not qualify, which is why these specialists are not competitive, demanded in such institutions.

So, we see that the old system cannot interact with the new institutions because it does not meet their needs. It is where we see the gap between education and practice.

In order to fill this ripe gap, education must "fit" – as a more or less holistic model – to the needs of modern art institutions. In conditions of a market society, any education, especially art education, always follows the practice's needs. The practice itself is a form of product realization, an art product, an art intelligence, and it is conditioned both: by the receiving income from its activity (the basic principle of capitalist society) and funds receiving for investments, including for the education of specialists, true masters of its business.

The dialectical conditionality of receiving income from investments is based primarily on the program of state investment in the initial links of modern art specializations. In this, a model of the natural cycle of investment lays down, therefore forming priorities and the needs of certain elements of the entire educational system.

4 Discussion

Since art institutions are not "embedded" in the education system as those that form the needs of specialists, then higher education does not have formulated education needs of students [4]. If such needs were formulated not at the theoretical level but practical, existing institutions in Ukraine, then the high school would be forced to begin the transformation of all its activity based on the needs of institutions that operate in the field of contemporary art. But then, models of systemic communication would be formed at the level of management, organization, co-financing, practice, internships, and distribution of specialists trained in the art education system. In view of what is said above, it is possible to formulate basic principles.

I. At the level of field functioning of art education and main goals:

a) Representation: a clear awareness of simple state fact, that the very presence of artistic, educational institutions triggers the representation of Ukraine as an aesthetic phenomenon of the world culture, and therefore requires constant financial support from the state budget;

b) Reproduction: a clear awareness of simple state fact, that continued financial support for the art education institutions triggers the continuous reproduction of representation forms of Ukraine as an aesthetic phenomenon of the world culture;

c) Management: a clear awareness of simple state fact, that the constant reproduction of representation forms of Ukraine as an aesthetic phenomenon of the world culture requires not only proper funding but also control over modern management forms of art education, which the current management of these institutions (in most gerontocratic) is not able to provide by virtue of the unwillingness to understand the needs posed by the present.

II. At the basic principles of the new model of art education:

a) Formation of a meaningful model of art education in the organic connection of theoretical and practical training with the involvement of private art institutions [14];

b) Implementation of a stock (grant) system of support of the art education at all levels, including international, with the help of tax preferences and project motivation;

c) Implementation for the priority areas of contemporary art of project realization of creative industries with the obligatory participation of school and student youth;

d) Formation at the state level the supporting funds of educational programs with the participation of national investment funds (by the law changing about the authorized funds of investment companies and asset management companies).

III. At the target level:

a) Development of creative industries in the field of art education;

b) Support of specialists in the field of contemporary art, capable of its innovative development;

c) Basic platform formation for the new model development of contemporary art and its innovative role in social development.

IV. At the implementation mechanisms level:

a) Development and approval of program-targeted mechanisms;

b) Support of the public-public partnership in the art sector;

c) Creation of more facilitated conditions for the stock (grant) mechanisms activity.

As a component of higher humanitarian education in Ukraine, art education faces problems that are common to the whole model of the educational process: academic integrity, need for continuous training of pedagogical staff, confirmation of scientific qualification through the protection of dissertations and publications in specialized publications, participating in the international programs and "worldwide" scientific research. If these tasks that are more like life's challenges can still be practically implemented in the humanitarian sphere, in the artistic sphere itself, they are almost indistinguishable.

On the one hand, this is due to the fact that experienced artists-educators do not always want to discover the "skills' secrets" that have been found for a long time by persistent research; on the other hand, they do not allow the young to move because of the fear that the young having received appropriate social preferences will take their teaching positions. It is not about the greater or lesser talent degree of the teacher or the greater or lesser degree of pupil talent – it is about the natural unwillingness mechanism of one skillful person to give way to another skilled person. Such a widespread model of coexistence between generations of artists caused staff shortage of higher art education in Ukraine: well-deserved older artists may not always adequately address the social challenges of the time (as it happened, for example, with the art project of S. Khachanov, who was forced to emigrate outside Ukraine cause of the artificially created scandal in NAOMA) while the artistic youth do not see certain prospects, and the ideology of higher art education in Ukraine at the present stage suffers from such a situation.

In modern conditions, the basic scientific schools in the humanities gradually stopped existing (with the natural disappearance into the eternity of their founders and a lack of skillful descendants), and the scientific institutes degrade. Respect for the text is leveled, and the Bologna "competencies" replace the respectableness of scientific work. The prestige of the scientist is reduced to zero [5]; one should care more for the restoration of the prestige of humanitarian work and artistic skill [9]. Otherwise, what for looking for scientifically gifted teens? What can they be offered? Old models, that are "unwillingly fit" to the new tasks of the time?

It is clear that the fact of lumpenization of science happened: if the humanitarian science was an elite bastion of elitist communities which were treated with respect, now the scientist becomes lumpen of the pedagogical method with its "tests", "quality monitoring", "scores" etc., and – what has a significant socio-cultural threat – especially in the field of higher art education and partly humanities.

Historical experience proves that the most effective are systems of local personal communication between a teacher and a student face-to-face or a teacher and a small group where the substantive contact is not lost [11, 12]. Children who have the only experience of family communication need it especially. It is under these conditions the intensification of a person's natural abilities arises; what is the basis of the syncretic type of identification and personification of communicated information where the recipient is the same time the producer of thought, learns to think independently and in an original way.

In the field of art education, this model persists, but artistic values have changed around the world [7, 8, 19]. Though the Ukrainian community is still in the space of "autochthonous capitalism", although with the boundless disclosure of information horizons substantially transforming economics, morality, aesthetics, science, pedagogy, there is a temptation of "modernization", borrowing of the

Western development models, what is successful, turn into a total production of low-quality ersatz-products of "fast consumption" in culture. However, even the metamodern paradigm pushes us to understand that this method is wrong. To overcome this situation, two models of transformation of pedagogical science can be proposed: retroarchaicized and creative.

Let us characterize them and predict the principal ways of "searching talented scientific youth". The retroarchaicized model combines radical localism (teacher-tutor) and universalism of modern information technologies. The teacher makes the mass media of education the "tutor", and by himself only personifies the information, transforms into a teacher-syncretist, by way of mimesis and identification teaching the recipient (the pupil) not just to use the information, but to "educate" himself, as the teacher does. Nowadays, there are elite schools for "gifted" parents, who are able to imitate the experience of "noble upbringing", but in modern conditions, this model exists rather than exclusive, exotic. The universalization of the "tutor" work in education through mass media is a heuristic and effective principle. It is necessary to develop a special program that can create methods of identity and create a syncretic subject of studying that would combine the recipient and the producer. It can be especially important in the field of art education.

The futuristic model combines the radical relativism of the oscillations of the metapostmodern and metareflexive design paradigm, known in design as the "black box" (the emotional type of identity by imitation), the "transparent box" (logocentric model of information presentation by revealing the genealogy of its creating), "reflexive model" (subject of evaluation and design doubles, becoming certain "meta-I" that reflects in different planes – sensual, rational, intuitive, etc.) [4]. So the subject of study, he is the designer of the integrity of "I", reflected synthetically and emotionally experienced as a "gift of being", as a "miracle", "miracle of discovery" – does creative act, feels himself like a creator.

From the offered models, both have considerable potential in the process of "education" of a specialist in the field of art, and not only the fine (visual), but also other types (theater, cinema, musical activity, ballet, circus, etc.). However, the practical mechanisms for implementing these two models require the development, experimental incorporation, and identification of possible risks and attractions.

Meanwhile, it should insist that in the field of art, education is involved in the component of the talented person's consciousness, which can be refined during self-improvement, and the physical component, which requires many hours of individual training.

The strange thing is that in the second case, the influence of the teacher seems to be minimized since the person enters the artistic higher educational establishment, already having certain clearly expressed creative abilities, and they need the only refinement, straightening, "to correct placement of diaphragm" by the teacher. To speak about exceptionally artificial, individual work with students of such higher educational establishment is to say banality.

The main thing is to understand that training in artistic higher educational establishments is very different from training specialists in other fields of humanitarian knowledge (sociology, political science, ecology, economics, jurisprudence, cultural studies, at the least art criticism, etc.) [6]. It is not only because, in these fields, the translation of ready knowledge and ready problem questions do not imply the need for individual contact with each of the students (the main thing is to make a person hear and give meaning to what was heard), but because of individual contact of the teacher with the student in the art higher educational establishment needs a specific demonstration of the art form's ability – not the way the student used to [9].

As every creative person in the field of art during his life forms one or another craft skills, that over time become his unconscious tool for creating new artistic forms (in particular, with his own body as in dancing, or with his voice as in singing, with the skill of a violinist, etc.) [16], should be deepened and transformed existing specialized approaches and techniques for training in creative higher educational establishments in accordance with current requirements.

That is, not only one should cherish the model of lifelong education of tutors in the field of art - it is exclusively individual, and because of that hard socio-cultural task, but also the model of state adaptation of graduates, on the one hand, and proper certification of teachers, on the other. In this respect, the idea of degree-awarding of Doctor of Arts to teachers of the artistic cycle of academic disciplines, which has begun to be specified at the state level now, gives a hope that at the state level, there is at least an aspiration to realize the difference in the training of masters in the art field and training of the specialists in the field of humanitarian education.

But the foundations of training humanities and artists, in spite of their differences, have the same principles that can be reduced to such [17].

5 Conclusion

We will offer several models of the pedagogical process. The first guidance: differentiation of the pedagogical process by systemic components. Thus, the pedagogical process in the humanitarian sphere is structured by three dominants (mimetic, rational, reflective) and divided into three stages: mimetic (students make analog copies, imitate the experience of past), analytical (by the approximation of the logic of text constructing is determined) reflexive (chosen and analytically structured material undergoes to rhetorical transformations); in the art are added (or exist alongside) techno-technological craft, which requires a purely individual approach to each student.

How to impart project-oriented, design thinking that produces creative intentions based on the reconstruction of cultural-historical codes of education systems, upbringing, education, including experience of semiological, rhetorical analysis, in the fields of humanitarian knowledge, and more broadly - how to extrapolate it into the contemporary space of general and high school?

A research program on "creative pedagogy" should be launched to develop methods of a non-aggressive, non-instructive approach in higher and secondary school pedagogy based on cultural and historical reconstruction, project-oriented, design analysis, and metareflexive guidance of creative thinking. In the field of certification of scientific personnel of higher qualification, that is, teaching staff of higher education establishment, it is necessary not only to exclude general "convoy approaches" to the evaluation of the scientific text.

There is a need to develop specific techniques and methods that would be more similar to the rhizome than the scheme [10], or to represent by itself such an algorithm that would allow not only a humanitarian but also artistic higher education establishments taking into account its species specificity to carry out a painless practice of applicants to obtain the proper attestation arguments. In this case, the "ecology of culture" of obtaining a professional education can get truly civilizational forms, to which even real environmentalists will not be able to find fundamental claims.

Literature:

1. Batishchev, G.S. (1991). Korni i plody. Nashe naslediye, 5, 1–4.
2. Danko-McGhee, K. & Slutsky, R. (2007). *The impact of early art experiences on literacy development*. National Art Education Association.
3. Danko-McGhee, K. (2000). *The aesthetic preferences of young children*. Mellen Press.
4. Dzhons, Dzh.K. (1976). Inzhenernoye i khudozhestvennoye konstruirovaniye. Moscow: Mir, 369.
5. Ewing, R. (2013). *Creative arts in the lives of young children: Play, imagination and learning*. ACER Press.
6. Fuko, M. (1994). *Slova i veshchi: Arkheologiya gumanitarnykh nauk*. Sankt-Peterburg: A-sad, 407.
7. Hösli, E. & Wanzenried, P. (2017*). Education on the edge: Acts of balance*. In E.G. Levine & S.K. Levine (Eds.). New developments in expressive arts therapy: The play of poiesis, 184–193.
8. Il'yenkov, E.V. (1991). *Filosofiya i kul'tura*. Moscow: Politizdat, 464.
9. Knill, P.J. (2005). *Foundations for a theory of practice*. In P. J. Knill, E. G. Levine, & S. K. Levine (Eds.). Principles and practice of expressive arts therapy: Toward a therapeutic aesthetics, 75–170.
10. Levine, S.K. (2017). *Preface*. In E. G. Levine & S. K. Levine (Eds.). New developments in expressive arts therapy: The play of poiesis, 9–15.
11. Likhachyov, D.S. (1985). *E`kologiya kul`tury. Proshloe – budushhemu: Stat`i i ocherki*. Leningrad: Nauka, 49–63.
12. Moren, E. (2005). *Metod 'Priroda Prirody'*. Moscow: Progress-Traditsiya, 464.
13. National Art Education Association. (2020). *Tips for teaching visual arts and design in e-learning distance environment*. In Remote learning toolkit. Available at: www.arteducators.org/learn-tools/remote-learning-toolkit.
14. National Association for the Education of Young Children. (2019*). NAEYC Early Learning Program Accreditation Standards and Assessment Items*. Available at: www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_assessment_2019.pdf.
15. Pearson, M. & Wilson, H. (2009). *Using expressive arts to work with mind, body and emotions: Theory and practice*. Jessica Kingsley.
16. Stewart, C. (2019). The dangerous power of art education. *Art Education*, 72(6), 25–26.
17. Uznadze, D.N. (1966). Psikhologicheskiye issledovaniya. Moscow: Nauka, 451.
18. Volkov, N.N. (1977). *Kompozitsiya v zhivopisi*. Moscow: Iskusstvo, 264.
19. Vygotskiy, L.S. (1987). *Psikhologiya iskusstva*. Moscow: Pedagogika, 344.
20. Wright, S. (2003). *Children, meaning-making and the arts*. Pearson Education Australia.

Primary Paper Section: A

Secondary Paper Section: AL, AM

HUMANITARIAN TECHNOLOGIES AS A MEANS OF THE ART OF WAGING INFORMATION WARFARE: SOCIOLOGICAL ASPECT

[a]VOLODYMYR POLTORAK, [b]YANA ZOSKA, [c]ALONA STADNYK, [d]BOHDAN SLIUSHCHYNSKYI, [e]OKSANA STADNIK, [f]OLENA VANIUSHYNA

[a,c]Classical Private University, 70-b, Zhukovsky Str., 69002, Zaporozhye, Ukraine
[b,d]Mariupol State University, 129a, Budivelnykiv Ave., 87500, Mariupol, Ukraine
[e]National Academy of Culture and Arts Management, Kyiv, 9, Lavrska Str, 01015, Kyiv, Ukraine
[f]Kyiv National University of Trade and Economics, 19, Kyoto Str., 02156, Kyiv, Ukraine
email: [a]v.a.poltorak20@gmail.com, [b]zoskayana@gmail.com, [c]a.g.stadnyk@gmail.com, [d]pscphs@mdu.in.ua, [e]pironkova721@gmail.com, [f]olena.vaniushyna@gmail.com

Abstract: This article presents a theoretical analysis and generalization of the views of various scientists on the understanding of the essence, significance, varieties, and effectiveness of the use of humanitarian technologies in information activities in general, and primarily in the conduct of modern information wars. It has been proved that the diverse use of various information means and technologies in itself, given its significance, is not enough to implement a full-fledged effect on the formation of mass consciousness and the effective functioning of public opinion in the process of such wars. The real effectiveness of such an impact is provided in cases where the functioning of such information flows, primarily in the media and the Internet, is supported by the use of humanitarian technologies based on specific technologies based on sociological, psychological, political science, and a number of other sciences, it is shown that the use of such technologies is aimed at creating certain approaches to the formation and formatting of the mass consciousness of the population, public opinion in order to ensure certain "defeated" results in information wars associated with gaining the affection of both its people and the population of the enemy country.

Keywords: Humanitarian technology, Information warfare, Interactive survey, NLP technologies, Rating, "Soft" propaganda, Stereotype.

1 Introduction

The article is intended for the analysis of the complex and insufficiently deeply developed problem of humanitarian technologies and their role in ensuring the efficiency of information processes in accordance with the task of the subjects of their organization and conduct. First of all, it is on the example of modern information wars.

Today in the Ukrainian and Russian sciences, the topic of humanitarian technologies is revealed by O. Boyko, B. Borisov, V. Vydrin, I. Ilnytska, S. Kara-Murza, V. Matvienko, A. Mironov, D. Olshansky, O. Petrov, E. Podolskaya, V. Podshivalkina, V. Poltorak, G. Pocheptsov and others [3, 4, 6, 17, 20, 22, 23, 24, 26]. As for foreign experts, of course, considerable attention is paid to the development of this issue by E. Bernays, J.-M. Drew, J. Ellul, D. Myers, D. Lilleker, W. Lippman, J. Segel [1, 5, 9, 10, 14].

Unfortunately, the general level of development of this problem, as already noted, remains, not always for its special and important role, in particular in communication and information processes, remains insufficient. We must agree with the opinion of S.P. Podolska, who believes that "today the field of humanitarian technologies remains a problem field. There is no generally accepted and well-known definition. Sometimes this area acquires excessively narrow characteristics and often suffers from too broad and abstract categorical apparatus. At the same time, it should be acknowledged that under the influence of global information technology, the choice of the modern individual is determined by an increasing number of factors, and therefore it is increasingly difficult to influence the audience [22].

It is quite reasonable today to speak of a fairly in-depth study in this regard by sociological and a number of other sciences of the problems of information policy and information space as an "arena" of its implementation; conducting information and propaganda campaigns; study of public opinion as a critical objective of information wars; the specifics of information and information technology used in such wars and have already become known as "information weapons" [15]. A special "impetus" for such an analysis was given by the study of the problems of information wars on the basis of the analysis of the problems of the implementation of the hybrid war that unfolded between Russia and Ukraine since 2014.

At the same time, from our point of view, there is one important problem, which is given insufficient attention in the study of the essence, manifestations, specifics of information wars. We are talking about a set of technologies used in their implementation. Of course, serious attention is paid to the analysis of various information technologies used in this case, the specifics of their impact on the mass audience, and public opinion.

But the main problem when it comes to the ultimate effectiveness of such wars, yet something else. The fact is that even the most in-depth analysis of information technology used in the process of information wars cannot give an answer as to why and how effective can be the information impact that tries to create on each other opponents standing on opposite sides "Informational military action" taking place between them.

And the problem is that in reality, information wars (and any propaganda wars in general) use a wider range of technologies, which certainly includes information technologies and such important and specific technologies as humanitarian ones.

With all the very diverse, sometimes debatable approaches to the definition of the category "humanitarian technology" (see below), a fairly correct (and the shortest) definition, from our point of view, gave O. Matveychev: "The purpose of humanitarian technology is to form a mass consciousness to ensure the necessary level of loyalty to a particular social system, ideology, etc." [11].

This defines, first, that humanitarian technologies do constitute a kind of social technology. Secondly, they solve the problems of formation (i.e., creation, implementation in a certain way) of mass consciousness. Thirdly (and this is the most important thing!) That such formation is carried out to ensure a certain level of loyalty to the tasks set by the communicator, the initiator of the impact of such technologies on the population, its mass consciousness, public opinion. That is why the realization of such influence (if it really happens) is reduced not only to the simple functioning of information flows during information wars (which is also important) but to the art of establishing, regulating, changing mass consciousness and public opinion in accordance with the task object of hostilities.

2 Materials and Methods

Theoretical understanding of research approaches to the problem of humanitarian technologies requires the introduction of general scientific methods of theoretical knowledge, including systems analysis – to clarify the characteristics of, on the one hand, modern information wars, the functioning of information processes in general.

On the other hand – the state and development of mass consciousness; public opinion as objects of influence of humanitarian technologies; comparative and multifactor analysis for the classification of humanitarian technologies; functional analysis (to study the peculiarities of the impact of humanitarian technologies on information wars, the reactions of the mass consciousness of the population) [2].

3 Results and Discussion

Humanitarian technology, according to Ukrainian expert in this field of knowledge V. Podshivalkin, "Is primarily a means of human activity to achieve meaningful goals for an individual or a special group, the essence of which is the rational division of activities into procedures and operations with their subsequent coordination and synchronization. Technology in the broadest sense of the word can rightly be understood as a purposeful system of application of any kind of organized scientific knowledge to achieve various practical goals" [23].

Accordingly, directly to humanitarian technologies, and they include sociological, psychological, political science, legal, journalistic, PR, electoral, and many others, their essence, purpose, and V. Poltorak revealed specificity. According to his definition, "technology is a clearly developed set of consistently applied procedures, techniques, methods, influences, means of activity aimed at the most optimal and effective implementation of the goals and objectives of a particular political entity in a particular typical situation" [24].

S. Krupnyk provided a rather accurate and well-founded definition of the category of "humanitarian technologies", noting that their essence is "systematization, co-organization and ordering in space and time of components of the purposeful collective activity of people on the basis of modern humanitarian knowledge." elements: different types of knowledge, ideas, schemes, constructors, sign environment (advertising, media products, etc. (qualification, the human psyche, time, trust, responsibility, authority, copyright, etc." [8].

So, if, so to speak, "technologically" clarify the essence of humanitarian technology, then judging by the statements and opinions of most experts operating in the relevant scientific field, it is a set of carefully verified and scientifically sound techniques and special techniques of the indirect impact of humanitarian technologies on society through the management of social behavior of people. At the same time, I. Vernudin quite rightly notes that "humanitarian technologies can be classified according to the object of the main social systems in which they are used: political, social, religious, military, organizational. Their classification can also be carried out according to the sphere of influence (pedagogical, cultural-educational, psycholinguistic, medical-psychological technologies), according to the subject of influence: information, energy, substances, psychomotor, neurophysiological" [25].

Consider now the modern humanitarian technologies used in information warfare. We will analyze not all existing, but only the following:

- NLP technologies;
- Mental technologies;
- Technologies of using political mythology;
- Technologies for creating and "breaking" stereotypes;
- Spin master technologies;
- Performance technologies;
- Jeans technology;
- Interactive survey technologies;
- Rating technologies;
- Technologies of "soft" propaganda;
- Some manipulative technologies, techniques.

One of the most effective, efficient, and popular humanitarian technologies used in communication processes in general and information wars in particular, most experts consider a group of neurolinguistic programming technologies (NLP-technologies). And this is quite understandable because they act as the main mechanism of the so-called covert management of people. The necessary communicator (initiator of influence) decision is made by the addressee of the influence as if independently, without visible influence from this initiator.

Moreover, almost all technological techniques of NLP (catalepsy, language binding, breaking patterns, truism, press position, etc.) are actively used in information wars to "impose" on their objects (population, public opinion) certain guidelines and behaviors. Here is an example of one of these techniques. According to D. Olshansky, "age regression or inspired images are used to plunge people into a trance. For this purpose, children's or school photos are often shown, fragments of a person's biography are recalled, and they discuss it vividly and with interest. Being interested, immersed in the images of the past, a person falls into a slight trance. And her consciousness is prepared for the implementation of ideas…" [18].

Nostalgic films from the "Soviet past life" by certain artists, who are also remembered "from the past", are also used to obtain such a regression (as evidenced by many examples of Russia's information warfare against Ukraine); organization of active celebrations on some holiday TV channels (most of them remained Russian) such as Victory Day, Defender of the Fatherland Day and others. It is not even necessary to discuss the problem of how all this affects the dukes and sometimes the consciousness of some groups of the Ukrainian population.

In the same way, people are influenced by the so-called political technologies that "affect" the mental characteristics of people (including purely national characteristics, every nation certainly has them). Thus, speaking about similar features of the Slavs says D. Vydrin, S. Bulgakov, V. Korolenko, and others and the unconditional virtues of the Slavic peoples singled out such qualities as apolixism, fetishism. The first means an urge to believe in miracles, the second an attempt to worship for some reason [26]. Such promises of quick miracles have been tried and are being tried to be introduced into the minds of people in the process of information wars, promising Ukrainians in particular in Donbas, large salaries and pensions in case of changes in the social order of the regions or their accession to Russia.

One of the most common (in a negative sense) of humanitarian technology is the technology of using political (sometimes other) mythology used in the process of information wars. According to O. Boyko, such political myths are "a phenomenon of the political psyche, which is based on artificially created generalized, the simplified contrasting notion of reality and inadequately interprets social processes, combining reality with fiction mysticism, fantasy" [4].

Due to the main reasons for their origin and development, such myths preserve and affirm the accepted system of values and rules, support and sanction certain norms of behavior. Moreover, as the Russian expert S. Kara-Murza rightly claims, political myths act in the same way as a snake that paralyzes a rabbit before attacking it. People fall victim to myths without serious resistance. They are defeated and subdued before they seem able to realize what really happened [7].

This largely determines the enormous significance of the impact of myths on people during information wars. Therefore, the creation and use of myths is a real manipulative technology and affects:

- Imposing the illusion of a simple explanation of all social problems and contradictions (Ukraine is not a state in the conventional sense – hence all the troubles (Russian myth));
- The formation of a simplified and generalized idea of various aspects of reality (the Russian myth of "Bandera" and "fascists");
- Embedded in the myth elements of miracles (Russian myths for Ukrainians about the possibility of obtaining large salaries and pensions).

Another game on the emotions and experiences of people, aimed at forming a blind faith in various myths, is the connection, for example, their origin of Russia from Kyiv; sworn enemies of Ukrainians; "Fraternal" peoples – Russians and Ukrainians and many others. It is clear that such myths stimulate the emergence of many ideas in some groups of the population of Ukraine about the future of the country and its people.

The importance of social stereotypes in the organization of information influences on the population (respectively, and their use in information wars) noted another scientist and journalist who created the theory of stereotypes. According to W. Lippman, "the most subtle and common mechanisms of influence are those that create and maintain a repertoire of stereotypes. We are told about the world before we see it. We get an idea of most things before we get directly acquainted with them" [10].

It is said that the processes of stereotyping in the formation of certain values and attitudes of the population occur to simplify, schematize reality, allow individuals or groups of people to navigate the ever-increasing flow of information, respond quickly to changing reality, understand the essence of social-political processes and problems (Ulnytska). Moreover, the German researcher E. Noel-Neumann, evaluating Lippmann's achievements, says that "he showed how public opinion is mediated, how it is imposed on people through a positive or negative stereotype, how economically and unambiguously perceived by society…" [15].

Some results of the information war between Russia and Ukraine testify to how and how effectively this is happening. Thus, the first created and put into circulation for its own population, such as ideologies, stereotypes about Ukrainian soldiers as "Bandera", "fascists," and others. For its part, the vocabulary of stereotypes that characterize soldiers in Ukraine has been enriched by such as "volunteers", "volunteers," and so on.

In fact, it is the use of these and other stereotypes in wars, their "saturation" of information transmitted to their population and the enemy's population, really acts as an effective humanitarian technology. The effect of which is enhanced from the point of view of E. Bernays, that the organizers of such influence can significantly increase it when giving the target audience to a familiar stereotype of their new ideas, reinforcing their appeal and further enhancing the semantic load of updated information [1].

But this does not limit the role of social stereotypes in organizing the impact on the population during information wars. Their greatest importance is emphasized by the French expert J. Drew in his "theory of rupture". Its essence is that at the heart of any new knowledge, ideas that are created and then disseminated in society is "a three-stage process of identifying the stereotype, its breaking, and a new vision. You start by defining obstacles (stereotypes), identify them when they become quite clear, and then question them, put forward a radically new idea (breaking the stereotype)" [5].

That is, the very detection of stereotypical approaches to the interpretation and subsequent transmission of some messages allows you to make a "creative leap", to develop and implement in the process of transmitting some new, often – creative, ideas, links, statements. There are many examples of this approach in politics and information wars. Here is just one: the election of Volodymyr Zelensky as President of Ukraine in 2019: there was a "broken" stereotype that only a well-known and professionally trained politician could be such a president.

Humanitarian technology ("spin-master") (sometimes called "spin-doctor") is of great importance in the processes of regulation and dissemination of information, especially when it comes to information wars. D. Olshansky and V. Penkov characterize this technology as "a set of procedures that come as a tool for working with the symbolic world, especially with the world of news… Most often, the spin master corrects the negative consequences of covering certain events in the media [16].

Performance is an important technology for the accelerated formation of a positive (most often) image of a politician or statesman, brand of a political party, or public organization. This technology can certainly be attributed, on the one hand, to the humanitarian, on the other – to the technology of active regulation of mass processes, including in the conduct of information wars. Precisely because of the performances, by their nature, as their primary object, have one or another modification of the collective behavior of people.

In general, performance is an action that one group of people demonstrates to another. It is about creating an individual or group of a certain impression on another individual, group, or mass of people. In particular, V. Matvienko notes that political performances are, first of all, the distribution and redistribution of information, which takes place directly in the presence of the audience. Therefore, such performances are called in the first place: party conventions, demonstrations, ceremonial gatherings, rallies, and more [12]. By the way, the referendums that were held in the Crimea and Donbas during the war between Russia and Ukraine in 2014 were also in some way "built" in the form of performances.

One of the effective humanitarian technologies used to significantly increase the impact on the population in the process of information wars is the so-called "jeans", i.e., a specific type of ordered materials placed in various sources of information - media, Internet, and other jeans, a method of the similar ordering of materials as the creation of controlled information drives, carried out in someone's interests [3].

Such technology differs from direct propaganda influence on the population first of all that, first, control over such things, messages, materials which are published, is practically impossible as authors of such materials - journalists and experts - can really show the sympathies to politicians, political problems and approaches, just sympathy, not to emphasize with money their inclinations to support them. Second, the authors of such materials do not necessarily make and update them for money (so it is difficult to blame them for such "dishonest" acts); "Reward" for such "publicists" can be provided by customers of such publications with some things and services. By the way, in addition, it removes problems with tax evasion.

According to O. Petrov, a very important and effective humanitarian technology used in the activities of information channels in PR (and especially – we will add, in information wars, as practice shows) is the technology of interactive polling. These are so-called TV polls (they are also used on the Internet, in the press, but most often on television) when any TV channel asks its audience some questions (and options for answers to them) and then announces the results of such surveys. Such surveys are most often used as a modern journalistic method to enhance viewers' activity in discussing a particular issue. Such polls are not valid sociological methods, but, unfortunately, their results are perceived by many viewers (and TV journalists use them) as being a true expression of public opinion on a particular issue.

Meanwhile, as O. Petrov rightly notes, it must be acknowledged that we are not dealing with sociological surveys in cases of such research but with sociological PR technologies [19]. That is, despite the fact that TV presenters often emphasize that this is not a representative poll, viewers often perceive it as such.

Meanwhile, the answers to such questions posed by TV channels are not representative. It is obvious that, first, they are answered only by viewers. Secondly, they have chosen and are watching a certain TV channel. Third, they are those who watch TV at the time of the survey. Fourth, not all of them answer questions and call or send messages to the TV channel.

Thus, such humanitarian technology creates the conditions for the actual manipulation of public opinion, the impact on its formation and functioning, which is actively used in the process of information wars. Thus, in Ukraine, some TV channels, say pro-Russian, sometimes conduct several similar interactive polls a day (often on many issues, which conduct such polls are sometimes purely manipulative approaches, using tendentious "colored" questions and thus form the necessary public opinion. Recent events in Ukraine, related to the imposition of sanctions on some of these TV channels, have shown that the lack of such programs and polls radically changes the mass consciousness, the mood of a large part of the population.

No less important humanitarian technology than interactive surveys is the use in information wars of realistically defined and updated in various media ratings of politicians, political parties, and others. For example, devoted to public assessment, public opinion of various problems of society, regions, cities, and so on that are relevant or require certain actions to address them. Different approaches are used to present similar ratings in the media in the process of information wars. Thus, the Russian media seek out and publish such ratings of Ukrainian politicians or parties, where the positions of pro-Russian subjects are "inflated".

Why is this possible when it comes to ratings obtained through opinion polls? The fact is that there are many possibilities of approaches actually to forge something, even falsify the rating, obtained those that are beneficial to certain political forces or countries waging information warfare. Among such technologies are obtaining such ratings (for example, the whole array of respondents or only the array of those who decided on a particular problem); use of leading questions, their formulations; use of special constructions of questionnaires for conducting surveys; publication of survey data of experts instead of the results of public opinion polls; using different approaches to form a survey sample; manipulation of survey dates; "Weighing" and "weighing" the values of ratings and some others [19].

Russian expert A. Mironov proposed and described one of the effective humanitarian technologies used by journalists in carrying out the tasks of so-called "soft" propaganda. Among several dozen such techniques:

- "Overestimation of information reasons";
- "Canonization of opinion polls and focus groups";
- "Voxpopules";
- "Enemy of the people";
- "Fake title";
- "Slicing quotes", etc.

Thus, characterizing, for example, such technology as "canonization of the poll", Mironov says that this is a really simple and convenient method that allows the topic covered, in order to influence the population, the audience, to give additional "promotion momentum" while maintaining the "independence pose". References to the results of various surveys, surveys allow journalists to solve the problem of positive "praise" propaganda, camouflaging the peculiarities of the trend towards problems in the form of "objective" information [13].

One of the most effective humanitarian technologies used in information wars is a rich set of manipulative techniques that can be used and are used in the organization of relevant processes. According to O. Boyko, "manipulative technique - a way to implement or implement new ideas (actions), a method of interpretation (presentation) of information, manner of behavior, aimed at establishing control over the thoughts, actions and activities of a person, group, the crowd" [4].

Such manipulative techniques, in particular tactical, are very diverse. Thus, in the process of conducting information wars, the following are used in particular:

- Construction and elimination of contradictions (yes, Ukraine's opponents have put forward and are putting forward contradictions regarding the fact that the Ukrainian language will be actively planted in certain regions of the country federalization of countries);
- Masking certain actions;
- Creating situations in which a competitor who chooses the optimal path, in his opinion, falls into a trap and others.

4 Conclusion

The results of the theoretical analysis of the problem of the use of humanitarian technologies in modern information wars, to which was added the practical experience of their use, allow us to draw the following conclusions:

1. Identified and confirmed and special that in waging such wars, there is a rich arsenal of information tools, which are already called "information weapons" used in organizing information processes and waging such wars using various information techniques and technologies.
2. It turned out that the very essence of information wars is that it requires the effective functioning of purely information processes (although it is necessary and essential) and the use of particular humanitarian technologies. In addition to information, it should put pressure on opponents, ensure loyalty to the party waging an information war through the effective influence on the mass consciousness of the population, the processes of functioning of public opinion.
3. The analysis showed a significant number of such technologies based on sociological, psychological, political, journalistic, PR, and some other foundations. It can provide an advantage over opponents in the process of information warfare.
4. The article identifies and reveals the most effective, basic (from the authors' point of view) humanitarian technologies. The use of the war between Russia and Ukraine, which began in 2014, has shown their importance and effectiveness.

Literature:

1. Bernays, E.L. (2016). *Crystallization of public opinion.* Moscow: LLC "ID Williams, 272.
2. Bogdanov, B.N. & Zazykin, V.G. (2004). *Psychological bases of "Public relations"*. St. Petersburg: Peter, 208.
3. Borisov, B.L. (2001) *Advertising and PR Technologies*. Moscow: FAIR-PRESS, 624.
4. Boyko, O.D. (2010). Political manipulation. Kyiv: Academician, 432.
5. Drew, J.-M. (2002). *Breaking stereotypes*. St. Petersburg: Peter.
6. Ilnytska, I. (2007). *Political stereotypes and stereotyping of thinking: role and significance in the system of image communication*. Available at: http://vlp.com.ua/files/16_63.pdf.
7. Kara-Murza, S.G. (2001). *Manipulation of consciousness*. Moscow, 834.
8. Krupnik, S.A. (2003). Humanitarian technologists. Sociology. Encyclopedia. Minsk: Book House, 247---10
9. Lilleker, D. (2010). *Political communication. Key concepts.* Kharkiv: Humanitarian House, 169.
10. Lippman, W. (2004). *Public opinion.* Moscow: Institute of the Public Opinion Foundation, 384.
11. Matveychev, O. (2021). *Hi-hum*. Available at: https://matveychev.ru.
12. Matvienko, V.Ya. (2000). *Social technologies*. Kiev: Ukrainian propylaea, 446.
13. Mironov, A.S. (2001). *Inflate and rule*. Moscow: Dobrosvet, 216.
14. Myers, D. (1999). *Social psychology*. St. Petersburg: Peter, 512.
15. Noel-Neumann, E. (1996*). Public opinion. Opening the spiral of silence*. Moscow: Progress Academy. The whole world, 352.
16. Olshansky, D.V. & Penkov, V.F. (2005). *Political consulting*. St. Petersburg: Peter, 448.
17. Olshansky, D.V. (2001). *Fundamentals of political psychology*. Ekaterinburg: Business book, 496.
18. Olshansky, D.V. (2003). *Political PR*. St. Petersburg: Peter, 544.
19. Petrov, O.V. (2007). *Sociological PR technologies in politics*. Kyiv, 288.
20. Pocheptsov, G. (2015). *Modern information wars*. Kyiv: Kyiv-Mohyla Academy Publishing House, 498.
21. Pocheptsov, G. (2016). *Semantic wars: Ukraine and Russia in information and semantic wars*. Kyiv: Kyiv-Mohyla Academy Publishing House, 316.
22. Podolskaya, E.A. (2014). *Humanitarian technologies as a tool of humanitarian policy*. Social technologies. Odessa: Odessa National University named after I.I. Mechnikov.
23. Podshivalkina, V.I. (2009). *Humanitarian technology. Sociology of politics: an encyclopedic dictionary*. Kyiv: European University Press.
24. Poltorak, V.A. (2010). *Political and election technologies. Political marketing: essence, functions, problems of use*. Monograph. Dnepropetrovsk: Alfred Nobel DUEP Publishing House, 152.
25. Vernudina, I.V. (2017). Philosophical and methodological aspects of public policy and political power in the context of humanitarian technologies of the XXI century. Methodology, theory

and history of public administration. *NAPA Bulletin under the President of Ukraine. Public Administration Series*, 1, 5-12.
26. Vydrin, D. (2005). *Political anti-technologies and their recognition. Political consulting in Ukraine*. Kiev: Magtip Group Integrated Development Agency, 79-94.

Primary Paper Section: A

Secondary Paper Section: AJ

GRAPHIC DESIGN IN THE PROFESSIONAL TRAINING OF FUTURE SPECIALISTS

[a]OLEKSII ROHOTCHENKO, [b]TETIANA ZUZIAK, [c]SVITLANA ROHOTCHENKO, [d]SVITLANA KIZIM, [e]NATALIIA SHPYTKOVSKA

[a]Modern Art Research Institute of the National Academy of Arts of Ukraine, 18-D, Ye. Konovaltsa Str., 01133, Kyiv, Ukraine
[b,d]Vinnytsia Mykhaylo Kotsiubynskyi State Pedagogical University, 32, Ostrozkogo Str., 21001, Vinnytsia, Ukraine
[c,e]National Academy of Arts of Ukraine, 20, Bulvarno-Kudriavska Str., 01054, Kyiv, Ukraine
email: [a]rogotchenko2007@ukr.net, [b]zuzyak@ukr.net, [c]tsv-inform@ukr.net, [d]skizim2012@gmail.com, [e]Natalia@artcult.org.ua

Abstract: The attendance of a slowdown in the level of experiences and skills formed in grads from the actual practical expert context leads to the necessity to revise and transform the scholarly complex. Modern professional preparation of future specialists is characterized by the renewal of the methodological material and innovative technology and software tools, advanced technologies, methods, and forms of education. An essential element of educational innovations is the revision of professional competencies and a change in their content component. In this paper, on the example of training future specialists, the intensification of educational and methodological support and the formation of a graphic vector to develop acknowledged competencies are considered. A unique role is given to the development of visual competence as a response to the current pace of improvement of software and hardware for vocational training, the introduction of new information and communication training tools, and the professional sphere's needs in highly qualified specialists. The article examines the features of the use of traditional graphic tools and computer technologies at different stages of the project activities of future specialists. The analysis of thought processes accompanying tutorial project activities is given. The advantages of using computer technologies in the educational process at the final stages of design are shown.

Keywords: Educational and project activities, Future specialists, Graphic competence, Graphic design, Information and communication teaching aids, Professional training.

1 Introduction

Modern conditions for the development of the educational process are characterized by the introduction of innovative educational and methodological complexes and unified pedagogical models. A separate direction is occupied by the introduction of a communication model – distance learning. It is characterized by the ramified development of the lecture course of the theoretical presentation of educational material and modular implementation of educational tasks. These systems still have limited applications and fundamentally do not allow their full-fledged implementation in the preparation of a future specialist. Simultaneously, there is a significant complexity of already existing information and communication tools, especially software products, for creating graphic objects, developing design ideas, designing projects, and designing products. At the same time, mastering these innovative means is an important feature of professional competence.

Graphic activity is an important part of the design since drawing, drawing, sketch refers to the main means of expressing the result and the idea of solving a creative problem. Therefore, visual images, appearing and transforming in consciousness, are incessantly concretized and refined in accordance with the requirements of the tasks solved in the process of design planning [2, 4, 11, 20].

This process is accompanied by a mental change in the image of the designed object in space, its structural transformation, and the large-scale and proportional transformation of individual structural elements.

Since the university's educational process, students always face the problem of choosing the optimal solution to the artistic design problem, and it becomes necessary to fix a large number of design options for the designed object [25]. It is challenging to carry out this at the level of consciousness, even for professionals with highly developed spatial concepts and figurative memory. The visual image retained in consciousness changes, loses a number of features, becomes more generalized and unstable [13]. All this prompts the specialist to constantly re-encode figurative representations and emerging ideas into a graphic form. As a rule, in a drawing, sketch, drawing, more or less accurate images of the variants of the composition or design of an object created by the imagination are reflected. The imaginary structure of an object (predicted image) combines the totality of all the necessary qualities specified by the requirements of the artistic design task. Displaying the image of an object in a graphic form allows students to do the search for an optimal solution more economical, to focus on certain stages of project design activities. In this case, the thought processes accompanying design activities will be more productive [5].

In modern conditions of the development of the technosphere, the teacher is in the environment of the development of advanced educational technologies, to realize in his professional practice only the maximum educational capacities, to form meaningful motivation of students and be "above" their awareness in computer developments in a professional direction [30]. It should also keep track of new arrivals in interactive learning development and distance courses, expand the boundaries of interaction with students, and not be limited only to classroom lessons with a face-to-face model, build up a virtual learning network and actively involve Internet technologies.

The modern educational process should also not exclude the important role of the student in the organizational structure of educational interaction, provide him with an expanded area for manipulation, personal choice of the pace of perception, and the volume of educational material for high-quality mastering [19]. So, when future specialists study certain disciplines, the teacher should actively involve:

- Various forms of interaction between the teacher and students [7];
- Creating the possibility of remote mastering of educational material or conducting additional consultations on implementing independent, control, and modular work by students [24];
- Providing more comprehensive educational material and alternative sources of information [8]

2 Materials and Methods

Each stage of artistic study in design provides for the mandatory components of graphic activities due to specific graphic knowledge and skills [8]. For example, at the first stage of artistic design (studying the conditions of the project assignment and the requirements for the object), the graphic activity includes: correlating the condition of the design problem with the drawing and vice versa; re-coding the condition. This activity is ensured by the student's knowledge of the conventions of performing images on drawings, the ability to read drawings containing views, sections, sections, the ability to make measurements, sketches, sketches, and technical drawings, etc.

The second stage is developing of the general form of the object (the emergence of an idea for solving the problem), sketches of analogs, layout sketches, and visual images of design options for the designed object are performed, taking into account functional, ergonomic, aesthetic and technological requirements [6]. This requires knowledge of the methods of constructing axonometric and perspective projections and the ability to freely, according to representation and imagination, make sketches, sketches, technical drawings using various graphic means, using a variety of techniques.

The third stage - the formation of a hypothesis of the solution, clarification of the concept implies reading and executing drawings in orthogonal projections (containing views, sections, sections), the ability to build axonometric, perspective images etc [12].

The stages of design activity and the graphic knowledge, skills, and methods of constructing various images implemented at these stages correlate with the identified functional components of artistic design – engineering and form-building. At these stages, not only the technical requirements for the product are implemented, but also through graphic knowledge and skills, the shape, design, proportional ratios, and dimensions of the product are determined by traditional visual means [24].

At the final stages of design activity, the chromatic and materials science components come to the fore, determining the color scheme, materials, and technological features of the product being developed. Therefore, at these stages, the use of computer technologies becomes more relevant.

In the studies of scientists from this scientific field, the stages of educational design are described in sufficient detail. They pay special attention to the methods of teaching project graphics, establish their significance for design activities [1, 3, 10, 22].

3 Results and Discussion

Considering the results of the analysis of these studies and our own experience, we will clarify the features of graphic activity at different stages of design creativity in modern conditions, defining the specifics of the use of traditional graphical tools and computer technologies in the educational process of the university.

The specificity of the graphic language is due to both the features of the project and the significant influence on it of all types of visual arts. At the stage of studying the prototypes of the designed object, its analogues, sketches, sketches are made, tracing paper is removed, and photographs are collected. At this stage, traditional graphic tools are successfully complemented by computer technologies: collecting information on the Internet, libraries of photographic images on CD, and scanning and digital photography. A comprehensive analysis of the original data, including the shape or function of products, can be carried out in parallel. Individual structural elements are highlighted in color [7, 9].

The stage of comprehending the initial information is followed by the stage of primary sketching, which practically represents the execution of sketches, technical drawings, sketches from the imagination [26]. At this stage, the specialist graphically shows his idea, the general shape of the future product, creating the main idea of the project, a new plastic image. Graphic searches for the form of objects of design activity help mentally and visually perceive the ideas arising in the imagination and present them in the form of a draft version intended for "internal" use, which has a conditional character. The excessive information content of the sketch at this stage sometimes interferes with the production of ideas since the image of the future object is concretized. In this case, the properties of traditional materials used for sketching help to graphically represent the shape of the product as generalized, integral, as necessary, indefinite. Sketches are performed freely so that their perception is active so that they can be "completed" with the help of imagination. In this case, the choice of graphic material is important, and the nature of its imposition and variety of techniques for design graphics and paper texture.

Means of computer technology at this stage of design can be used to search for composition, proportions, generalized spatial structure of the designed object. When working out the form, thinking through the project's specific details, graphics are characterized by linear and cut-off execution using traditional materials [11]. The choice of graphics and the use of color when sketching depends on the nature of the object and design tasks.

To select the most appropriate options for the shape of the designed object, a gradual increase in information content and clarity is required, the measure of which corresponds to the degree of completeness of the work [16]. In this case, the drawing is carried out on a particular scale in compliance with the found proportions, showing the main structural elements, using light and shade, tone, and color. When designing complex objects consisting of parts different in shape and volume (devices, vehicles, etc.), the search for the internal and external form of the product takes place almost simultaneously. The internal structure is shown using views such as sections and sections. In this case, the graphics are conditional.

Note that by means of computer graphics, the tasks of educational design-designing are solved much easier. On the one hand, the image is easy to edit. On the other hand, to compare options, it is enough at the same stage of work to save the project in different files or in one by repeatedly duplicating the object and making changes to each duplicate [19]. This is where the specialist gains a very important advantage. It is not at all limited by the area of a sheet of paper or a desktop. There is much more to offer ideas and options for the project than when using traditional graphic means since he does not have to redraw the contour of the object every time. It can be freely modified, slightly refining the form or transforming it into another. The advantages of computer graphics also include presenting a project in a form (close enough to its final presentation) by modifying any of the selected options to photorealistic quality. For example, when visualizing a project modeled in three-dimensional computer graphics, versatility is achieved in a natural way since objects are located in virtual space (in a specially specified environment).

At later stages of work, the result of the design activity is the final project, which should have maximum information about the design object and be expressive enough for perception. In the final project, in comparison with the sketch, the figurative and functional characteristics of the product are more pronounced: the shape, dimensions, proportions, and mutual relationships of structural elements, internal structure, color, and surface texture are more accurately determined. Information about the external and internal structure of the designed product is concretized on orthogonal projections and on visual images of an object (in axonometry or in perspective). The internal shape of the object is fully revealed with the help of cuts and sections. The use of scales in the drawing is conditional: on one sheet, there can be images made in different scales [29].

The choice of one of the traditional types of drawing (linear, linear-tonal, cut-off, polychrome) depends on the personality and creative intention of the specialist, as well as on the characteristic features of the designed object. The use of three-dimensional computer modeling of an object in artistic design greatly facilitates the work of a specialist since the formation of shadows occurs automatically when choosing a position in virtual space and parameters of a light source [5].

Graphically, the image of an object can also be presented in the form of a clause - a short-term aesthetically expressive completed project, sufficiently informative and visual, made using tone and color [14].

It should be noted that at the stage of the final project implementation, the use of computer graphics is most expedient. Due to the fact that the search problems have already been solved, and the aesthetic requirements for quality are high. This achieves:

- Harmony of color and materiality;
- Integrity and graphic unity of images;
- Visibility;
- The optimal combination of informativeness and decorativeness of project graphics [27].

Along with this, the use of computer graphics technology presupposes enrichment of the appearance of a design project due to a variety of textures, textures, environment, materiality, which cannot be obtained by traditional means. However, a future specialist should be able to use traditional materials, have well-formed artistic and imaginative thinking, concepts of pictorial and constructive modeling of volume.

Knowledge of the basics of descriptive geometry, drawing, and perspective is required, which contribute to the correct shaping, the choice of a point of view on the objects of the scene (camera position), the free operation of projection windows in the process of three-dimensional computer design [18]. Thorough training in painting and drawing helps a specialist select parameters of materiality, color and texture, determination of saturation, direction, degree of diffusion, and shade of the light source.

In computer technologies, the results of design activities are recorded in the form of files with a graphic extension. They can be displayed on the screen at any time and are more informative than sketches and drawings made by hand or with drawing tools. At the same time, the relative ease of transforming objects allows you to create a larger number of possible options in the same amount of time [6]. Observing the specific results of project activities, the specialist gets the opportunity to evaluate them in advance and make the necessary adjustments.

Highly qualified specialists develop computer versions of models before launching them into production. For example, creating architectural models through computer graphics can be supplemented with an animated walk-through of the designed premises [17, 21]. This allows you to evaluate the proposed interior projects from different angles.

It is interesting that at the final stage of design activity, the use of computer tools sometimes completely solves the problems of prototyping [28]. With their help, a specialist can implement the most daring ideas. A high degree of reliability reflects both existing and non-existent objects in the real world in a fantastic environment and thus looks into the future. Following the final in production, a working project of the product is carried out. Note that the listed features of technical and computer graphics correspond to the content of design activities in relation to such types as industrial design, interior design, etc.

The activity of a future specialist in the design of graphic design objects in the field of printing, advertising, Web design, interactive computer graphics, communicative design using video editing and other means is almost completely accompanied by computer modeling. The use of traditional graphic means in these cases is advisable when forming the concept of the project, making sketches, sketches at the initial stages of design activity [30].

In addition, the use of computer graphics technology involves the enrichment of the appearance of the design project (including wood and wrought iron products) due to the variety of textures, textures, environment, materiality, which cannot be obtained by traditional means. However, the future specialist should be able to use traditional materials, have well-formed artistic and imaginative thinking, the concept of pictorial and constructive modeling of volume.

4 Conclusion

Observations of students' independent educational project activities made it possible to identify a number of difficulties arising among students due to the incorrect use of graphic means and computer technologies at the initial stages of the formation of a creative idea. Note that in 80% of cases, students ignore the sketching stage, immediately proceeding to computer modeling of design objects [4]. This leads to a violation of the processes of generating ideas, the lack of the formation of the variability of thinking, an emphasis not on finding solutions to design problems but on program functions and teams.

Graphical search is limited by not yet fully formed students' skills to use software capabilities [17]. In this regard, it seems necessary to correct the structure of students' project activities, form their understanding of the specifics and methodology of design, and professional knowledge of making images using traditional graphic means.

Having identified the features of the application and mutual combination of traditional graphic means and computer technologies in the process of design activities, we were convinced that each of the types of graphic means at certain stages has its own advantages. However, with the formation of an individual strategy for design activities, the order and methods of using various types of graphic tools become more and more subjective.

Modernization and development of new levels of information and communication environment by a student become an important factor in forming professional competencies, including graphic competence [18]. The future specialist is forced to master new professional skills, practically use the existing range of innovative tools, and carry out self-development to improve interaction in the educational team.

Literature:

1. Ambrose, G. & Harris, P. (2011). *The Fundamentals of Graphic Design*. Lausanne, Switzerland: AVA.
2. Backhaus, K.B. (2004). An Exploration of Corporate Recruitment Descriptions on Monster.com. *Journal of Business Communication*, 41(2), 115–136. DOI: 10.1177/002194360325 9585.
3. Bennett, A. (2006). *Design Studies: Theory and Research in Graphic Design*. New York: Princeton Architectural Press.
4. Braun, V. & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77–101. DOI: 10.1191/1478088706qp063oa.
5. Calabretta, G. & Gemser, G. (2012). *Improving Innovation Strategic Decision-Making through the Collaboration with Design Consultancies*. Proceedings of the DMI 2012 International Research Conference: Leading through Design, 165–173, Boston, MA, United States.
6. Chiva, R. & Alegre, J. (2009). Investment in Design and Firm Performance: The Mediating Role of Design Management. *Journal of Product Innovation Management*, 26(4), 424–440. DOI: 10.1111/jpim.2009.26.issue-4.
7. Davis, M. (2006). *Raising the Bar for Higher Education*. The Education of a Graphic Designer, edited by Steven Heller, 13–18. New York: Allworth.
8. Davis, M. (2008). Why Do We Need Doctoral Study in Design? *International Journal of Design*, 2(3), 71–79.
9. Dziobczenski, P.R.N. & Person, O. (2017). Graphic Designer Wanted: A Document Analysis of the Described Skill set of Graphic Designers in Job Advertisements from the United Kingdom. *International Journal of Design,* 11(2), 41–55.
10. Fursa, O.O. & Orlov, V.F. (2015). The problems of designing future professional career design specialists. Artistic education: maintenance, technologies, management, 10, 5-16.
11. Giloi, S. & Du Toit, P. (2012). Current Approaches to the Assessment of Graphic Design in a Higher Education Context. *International Journal of Art and Design Education*, 32(2), 256–268.
12. Harper, R. (2012). The Collection and Analysis of Job Advertisements: A Review of Research Methodology. *Library & Information Research,* 36(112), 29–54.
13. Havrylyuk, N.M. (2020). The genesis of the psychological and pedagogical concept of “professional identity”. *Bulletin of Alfred Nobel University. Pedagogy and Psychology. Pedagogical sciences*, 1(19), 18-24.
14. Kalenskyi, A.A. (2016). Components of vocational teachers' ethics. *Scientific Herald of National University of Life and Environmental Sciences of Ukraine*, 233, 106-111.
15. Karpov, A.V. (2005). *Psychology of work*. Moscow, VLADOS-PRESS Publ., 305.
16. Kiernan, L. & Ledwith, A. (2014). Is Design Education Preparing Product Designers for the Real World? A Study of Product Design Graduates in Ireland. *The Design Journal*, 17(2), 218–237. DOI: 10.2752/175630614X13915240576022.
17. Kirchberg, V. (2018). *Managing Real Utopias: Artistic and Creative Visions and Implementation*. In C. DeVereaux (Eds.). New York, Imprint Routledge.
18. Littlejohn, D. (2017). Disciplining the Graphic Design Discipline: The Role of External Engagement, Mediating Meaning, and Transparency as Catalysts for Change. *Art, Design & Communication in Higher Education*, 16(1), 33–51. DOI: 10.1386/adch.16.1.33_1.
19. McArthur, E., Kubacki, K., Pang, B., & Alcaraz, C. (2017). The Employers’ View of ‘Work-Ready’ Graduates: A Study of

Advertisements for Marketing Jobs in Australia. *Journal of Marketing Education*, 39(2), 82–93. DOI: 10.1177/02734753 17712766.
20. Meggs, Ph.B. & Alston, W.P. (2012). *Meggs' History of Graphic Design*. Hoboken, NJ: Wiley.
21. Mýtna Kureková, L., Beblavý, M., Haita, C., & Thum, A.-E. (2016). Employers' Skill Preferences across Europe: Between Cognitive and Non-Cognitive Skills. *Journal of Education and Work*, 29(6), 662–687. DOI: 10.1080/13639080.2015.1024641.
22. Panok, T.V. (2019). *Higher artistic and pedagogical education: reality and prospects*. Best educational practices: Ukraine, Europe, World. Kyiv, Pedahohichna Dumka Publ., 302-305.
23. Pitt, R. & Mewburn, I. (2016). Academic Superheroes? A Critical Analysis of Academic job Descriptions. *Journal of Higher Education Policy & Management*, 38(1), 88–101. DOI: 10.1080/1360080X.2015.1126896.
24. Prokhorchuk, P.S. (2019). Criteria, components, indicators and levels of formation of professional and ethical culture of future graphic designers. *Youth and market*, 4(171), 173-177.
25. Tan, S. & Melles, G. (2010). An Activity Theory Focused Case Study of Graphic Designers' Tool-Mediated Activities During the Conceptual Design Phase. *Design Studies*, 31(5), 461–478. DOI: 10.1016/j.destud.2010.05.002.
26. Tovey, M. (2015). *Design Education as the Passport to Practice.* In Design Pedagogy Developments in Art and Design Education, 37–49. Farnham: Gower Publishing.
27. Valencia, A., Person, O., & Snelders, D. (2013). An in-Depth Case Study on the Role of Industrial Design in a Business-to-Business Company. *Journal of Engineering and Technology Management*, 30(4), 363–383. DOI: 10.1016/j.jeng tecman.2013.08.002.
28. Valtonen, A. (2016). *Designing Universities of the Future*. In Proceedings of DRS 2016, Design Research Society 50th Anniversary Conference. Brighton, United Kingdom.
29. Walker, S. (2017). Research in Graphic Design. The Design Journal, 20(5), 549–559. DOI: 10.1080/14606925.2017.1347416.
30. Wong, M.L. & Khong, C.W. (2012). Applied UX and UCD Design Process in Interface Design. *Social and Behavioral Sciences*, 51, 703-708.

Primary Paper Section: A

Secondary Paper Section: AM

LIFE AND SOCIAL WELL-BEING OF UKRAINIANS IN QUARANTINE CONDITIONS: ACCORDING TO THE RESULTS OF SOCIOLOGICAL SURVEYS

[a]OLEKSANDRA ZINCHYNA, [b]OLGA KUZMUK, [c]VALENTYNA LIUBCHUK, [d]LIUDMYLA OPEIDA

[a]*O. M. Beketov National University of Urban Economy, 17, Marshal Bazhanov Str., 61002, Kharkiv, Ukraine*
[b,c]*Lesya Ukrainka Volyn National University, 9, Potapova Str., 43025, Lutsk, Ukraine*
[d]*Lesya Ukrainka Volyn National University, 4, Chopin Str., 43021, Lutsk, Ukraine*
email: [a]zinchina13@gmail.com, [b]Kuzmuk.Olga@vnu.edu.ua, [c]Luybchuk.Valentyna@vnu.edu.ua, [d]Opeyda.Lyudmyla@vnu.edu.ua

Abstract: The COVID-19 pandemic and related quarantine have made some adjustments to the way of life. The article aims to propose requirements to protect Ukrainians from the disease and reduce its impact. The study presents the results of an online survey and a semi-structured interview aimed at finding out how quarantine measures have changed the lives of Ukrainians, how safe they feel, and whether quarantine has deepened misunderstandings and conflicts in the family and workplace. Research shows that most Ukrainians are interested in information about the coronavirus, follow safety measures, try to keep their family budget, work remotely when necessary, ready for changes that may occur after a pandemic, although hoping for an optimistic scenario. It is important to emphasize that, despite the global trends of rising tensions in the family, the emergence of conflict situations, increasing the number of cases of violence against family members, Ukrainians surveyed did not share this view. In a series of semi-structured interviews, there were trends of family cohesion, spending more time with family. Therefore, the online survey results showed that quarantine had affected the Ukrainians' perception of their lives, the lives of their relatives, and they are open to change. The results of the semi-structured interviews highlighted the difference in the perception of different groups of the population.

Keywords: COVID-19, Population health, Quarantine, Social well-being, Way of life of the population.

1 Introduction

Modern society is constantly exposed to various influences both from the outside and from within. The need to adapt to such changes undoubtedly affects both the life of society as a whole and the lives of communities and individuals. The year of 2020, for the population of the planet, including Ukraine, will remain the year of one of the largest pandemics in the world. Its consequences must already be calculated by specialists in various fields. But today it is becoming clear that the COVID-19 pandemic is not only a medical but also an economic, cultural, and social problem.

For Ukraine, which has been independent for only 30 years, the pandemic has become a real challenge, the strictness of compliance with quarantine requirements has affected the lifestyle and social well-being of the population. There is a certain revision of values, people get used to living in new conditions, in a new social reality. In addition to the economic factor, which plays an important role, the level of social well-being of the country's population is a kind of indicator of life in such conditions. In domestic sociology, there are several approaches to determining the social well-being of the population:

1) The first approach is outlined through the concept of human satisfaction with different aspects of life. In this case, we can talk about the existence of certain parallels between the concepts of "social well-being" and "integrated life satisfaction" [11].
2) The second approach is closer to the consideration of social well-being as an integrated characteristic of the implementation of the life strategy of the individual, the attitude to the surrounding reality, its subjective side [18, p.230].
3) In the third approach, social well-being is defined as the so-called "syndrome of consciousness", which reflects the attitude to the relationship between the level of requests and the degree of satisfaction of vital needs [24, p.467].

2 Literature Review

The contribution to the development of the issue was made by E. Golovakha and N. Panina, studying the social well-being of the population in the conditions of transformation of society. The relevance of the direction is also emphasized by the fact that social well-being may relate to a certain social group, such as students [23].

Social well-being can be considered in the context as an indicator of social protection and the effectiveness of public policy in the social sphere [10].

The broad meaning of the concept of "social well-being" synthesizes many qualitative and quantitative indicators, which together characterize the level of individual social balance.

As part of our study of social well-being and life of the population, we turn largely to the first and second approaches. At the same time, the research (which will be described in more detail below) was conducted during the quarantine period, so it also covers health problems.

Health in modern society is seen as a global problem, which at the level of society determines its ability to survive, and at the individual level the ability of the individual to self-actualization [16, 17, 21, 22].

According to the WHO, health is not only the absence of disease, but also a certain level of physical fitness, preparedness, functional state of the body, which is the physiological basis of physical and mental well-being. Health is determined by a person's lifestyle and the state of the environment [10, 27]. Observations of scientists show that human health is 45-50% determined by lifestyle, 20% by the impact of the environment (natural, man-made), 20% by heredity, and 8-10% by health, nutrition, etc. [26].

There is a fact common to different definitions and approaches that the concept of "health" is contrasted with the concept of "ill health". The starting point for the medical and social interpretation of the concept of "health" is the definition adopted by the WHO as a state of "complete physical, mental and social well-being, and not only as the absence of disease and physical disabilities" [12, p.23, 25, p.61–63.] The transition from health to disease can be seen as a process of gradual reduction of the body's ability to adapt to changes in social and industrial environment, which ultimately leads to a decrease in social and labor functions.

According to the WHO, it is necessary to assess a person's lifestyle not only from a biological but also from a medical and social point of view. Social factors are determined by the socio-economic structure of society, the level of culture, production relations between people, traditions, customs, social attitudes in the family and personal characteristics [13, 14].

Most of these factors, together with the hygienic characteristics of life, are included in the generalized concept of "lifestyle", the share of whose impact on health is more than 50% among all factors, while the share of social factors is from 18 to 22% [3]. Biological characteristics of a person (age, heredity, constitution, temperament, adaptive abilities, etc.) make up no more than 20% of the total share of factors influencing health. Only a small part (8-10%) of health indicators is determined by the level of medical services [4].

Therefore, human health is a harmonious unity of biosocial qualities due to innate and acquired biosocial properties, and disease is a violation of this harmony. A concept closely related to the concept of health is the concept of risk factors (RR) that contribute to the emergence and development of diseases. RR is external influence or feature of the organism, which lead to an increased risk of disease or other adverse outcome [20, p.137-138].

The main factors that determine health include the following:

- Environmental factors – the climate of the area, terrain, flora and fauna of the area, solar radiation, average annual temperature, a set of space factors;
- Biological and psychological factors that characterize the individual: heredity, adaptive properties of the organism, temperament, constitution, behavior, i.e., what characterizes the individual;
- Socio-economic factors – socio-economic and political development of society, living conditions, work, life, etc.;
- Medical factors – the state of health care, the development of health services, defects and shortcomings in the organization of medical care, medical activity of the population [1, 2, 3, 5-7, 14].

The functional state of the body in the interval between normal and pathology determines the risk of disease. Risk is understood as the probability of any adverse event [20, p. 137-138].

Therefore, the level of health can be defined as the body's ability to resist disease. Therefore, the higher the level of health, the lower the risk of developing the disease. The level of risk of developing the disease depends on the RR and the strength of their impact on the body of a particular person.

There are primary RR, which depend on socio-economic, political, natural conditions, and secondary RR, which contribute to the emergence of pathological conditions and the development of diseases. Therefore, in addition to the generally accepted indicators for health, indicators are important to assess the functional state of the body by various physiological and biochemical changes that do not cause disease, but reduce the body's adaptive capacity and are combined into premorbid conditions.

A number of attempts at a multicomponent approach to health have been made in modern scientific thought, and the ideologues of its holistic model are R. Aizman, B. Bratus, M. Goncharenko, I. Dubrovina, I. Yezhov, V. Kukushin, and others.

3 Materials and Methods

The issue of health is especially relevant in the period of epidemics and pandemics and becomes particularly acute in the period of rapid spread of diseases, including infectious. We live in a time when the introduction of quarantine and self-isolation have become prerequisites for maintaining the health and lives of citizens of different countries, and Ukraine is no exception. In view of this, an online survey on the topic: "Living in quarantine" was conducted at Volyn National University named after Lesya Ukrainka in order to understand how the life of Ukrainians changed during quarantine.

The survey was conducted during the month (mid-April to mid-May) of 2020, and a number of semi-structured interviews were conducted (120 people of different ages, genders and statuses were interviewed). The interview was conducted in October-November 2020.

Residents of Ukraine were invited to participate in the online survey. A total of 322 people took part. The aim of the research was to find out the impact of COVID 19, including quarantine measures, on the life and social well-being of Ukrainians:

- Has their life changed during quarantine?
- To what extent has the need to stay at home with family affect the cohesion of family members?
- How did Ukrainians react to our new form of study and work   distance one?

The online survey was conducted during the period of quarantine, when a significant part was not yet fully aware rather of not the consequences but of living conditions at that time.

There was also a series of semi-structured interviews (autumn 2020)   at a time when the population already understood the risks of the disease, the need to comply with certain requirements. At the same time, according to various studies, during the quarantine period, the number of conflicts in families increased, and cases of violence increased. The purpose of this semi-structured interview was to find out to what extent conflict has increased in the families of Ukrainians, in particular Volynians (since this survey was conducted within the Volyn region).

4 Results and Discussion

Let us consider the results of an online survey. Thus, as the analysis of the results of respondents' answers to the question "Today, many countries around the world are affected by the coronavirus pandemic. Do you follow the news about the coronavirus pandemic in Ukraine and the world?", 85% of respondents answered "yes", 15% answered "no". Since the pandemic, first of all, was a new phenomenon for Ukraine, such an increased interest in the topic is justified. The next question concerned information channels.

Usually, the sources of information about the coronavirus were Internet resources (83.2%), television (46%), as well as information from friends and colleagues (23.9%). In the first place, there are Internet resources, because they are very popular as a source, among young people and middle-aged people, but television is also trusted by a large proportion of respondents (Figure 1).

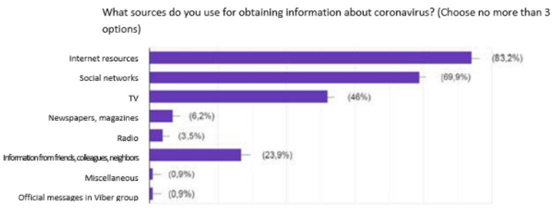

Figure 1 – The sources of information about the coronavirus, according to survey results

In the spring of 2020, it was not yet known about the duration of the pandemic and quarantine (in fact, this information is not available today, there are only forecasts of experts), so respondents were asked about the so-called "touchless economy".

28.3% of respondents have a "positive" attitude to the probable introduction of a "touchless economy" (contactless economy with preservation of the mask system in crowded places and constant disinfection), "rather positive" attitude is in 40.7%, "negative"   8,8%, 15% have not yet decided on the answer to the question. Almost a third positively assessed this need, but still could not decide on their choice (Figure 2).

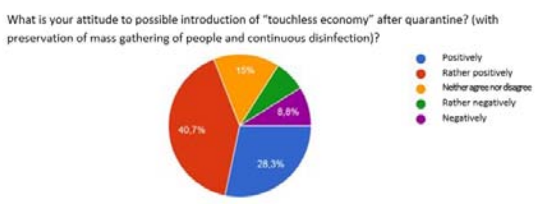

Figure 2 – Attitude of respondents to the probable introduction of a "touchless economy"

In general, during the introduction of quarantine, Ukrainians proved to be responsible and disciplined people. We follow the same trend also analyzing the results of our online survey: "yes, I adhere to quarantine" was chosen by 70.8% of respondents, "no, I do not adhere"- only 1%.

At the same time, almost a third of respondents chose the option "sometimes adhere" (Figure 3).

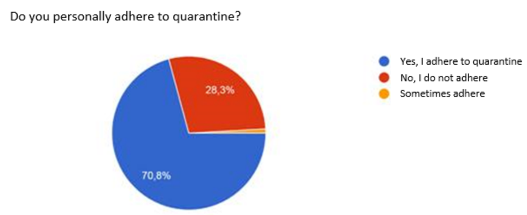

Figure 3 – Respondents' adherence to quarantine

Since the epidemic is a term from the past for the present generation, we decided to find out what Ukrainians put in this concept and what it means for them to get infected with coronavirus. So, we got the following results: "The coronavirus epidemic (pandemic) for you is the following": 64.6% of respondents say that "the coronavirus exposed the problems of every country, including Ukraine, showed an extremely imperfect health care system"; 50.4% of respondents choose the answer "the disease is complex, but, in my opinion, the information about it is very inflated by the media"; 31% think that this is a "period that will end sooner or later" (Figure 4).

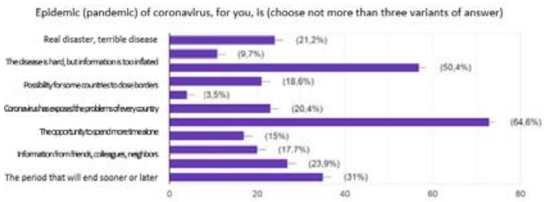

Figure 4 – Respondents' perception of coronavirus epidemic (pandemic)

"Getting coronavirus" for 41.6% of respondents is "nothing, I will have to overcome this disease, I hope that my immune system will cope"; 31.9% "try to treat it calmly, in the end, the disease is mostly easy, sometimes even asymptomatic, and only a small proportion of patients need hospitalization"; 4.4% believe that "this is the end, there is no cure for this disease"; 2.7% "are not afraid to get coronavirus" (Figure 5).

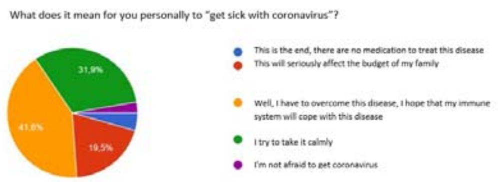

Figure 5 – Personal attitude of respondents to "getting sick with coronavirus"

During the period of quarantine, the understanding of safety had a special meaning. Therefore, the next question was how safe Ukrainians feel during quarantine. 85% of the residents took the option "I try to find my own safety, think independently, at home, and on the streets, observing the instructions"; 9.7% say "What kind of security can we talk about in such a difficult time!"; 5.3% say about the fact that "the mask mode at least created a feeling of security" (Figure 6).

Figure 6 – Sense of security in respondents concerning coronavirus

Since quarantine is a new format of life for Ukrainians, it was important to find out how the population spends their time. When asked "How do you spend your time during quarantine" 37.2% and 54.9% respectively "continue to work remotely" and "continue to study remotely"; 38.9% "communicate with family and friends" and "do housework"; 25.7% of respondents are engaged in self-developing; 8.8% "try to find opportunities for part-time work because of lacking family and personal material resources"; quite a large number (30.1%) "use social networks". Given the answers, many respondents work or study, find time for self-development and communication with family (Figure 7).

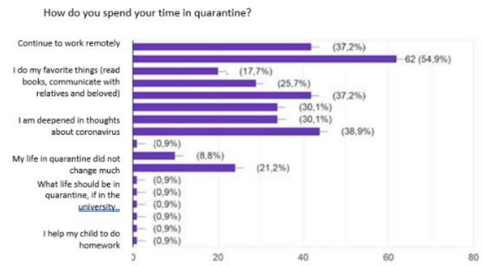

Figure 7 – Respondents' time spending in quarantine

One third of respondents indicated that they use social networks along with other activities, so the next question was about the length of stay in social networks. In general, 94.7% of respondents who took part in the survey use social networks. Of these, 39.8% use them "from 1 to 3 hours", 15.9% - "from 5 to 8 hours" (Figure 8).

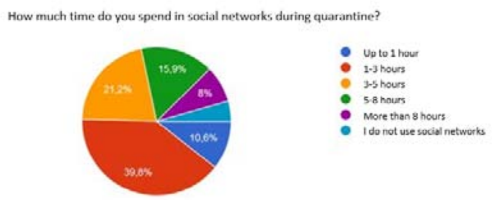

Figure 8 – Respondents' time spending in social networks

The following questions concern those who work and study. Thus, 49.6% have a "positive" attitude to distance work, believing that "it is good if someone can work without leaving home, and at the same time receive a salary"; 30.1% show a neutral position, noting that they are "calm regarding remote work", someone works remotely, someone not remotely"; 20.4% of those surveyed rated distance work as "negative" because it is "a kind of discrimination, not everyone can work from home, many have lost their jobs due to quarantine and inability to work remotely" (Figure 9).

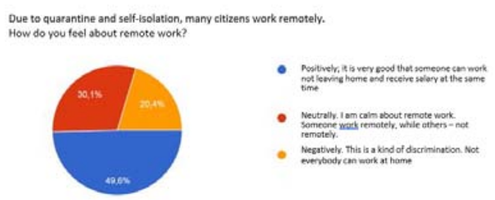

Figure 9 – Attitude of respondents to remote work

As for the distance learning, 43.4% of the respondents were positive about it, as they emphasize the fact that "what kind of security can we talk about in such a difficult time "; 31% are negative and note that "distance learning is not learning, at least because the possibilities of process control are significantly limited"; 25.7 observe neutrality: "If there are no other opportunities available, then it is possible to study remotely" (Figure 10). It should be noted that the problem of distance learning is the subject of research not only of Ukrainian researchers, but also, for example, Slovak, who in particular focus on this form of higher education. [9].

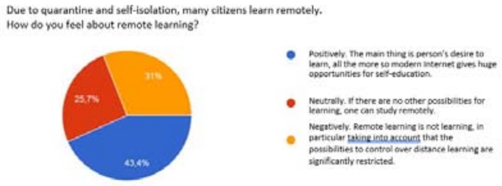

Figure 10 – Attitude of respondents to distance learning

Quarantine caused a number of inconveniences, and the next question concerned this aspect. Thus, significant problems that arise during quarantine, according to our respondents, are the following: "inability to be in the fresh air" - 45.1%, "lack of funds" -32.7%, "lack of work" -25, 7%. 12.4% of respondents point to family conflicts, and 13.3% point to the inability to buy food (Figure 11). Despite the lack of fresh air, funds and lack of work as the main problems of quarantine, all Ukrainians said that there were no many problem and conflict situations.

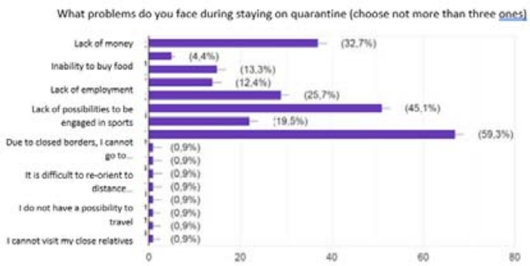

Figure 11 – Problems respondents face staying on quarantine

Moreover, when asked "What was your relationship with family and friends during quarantine", 68.1% say that it "has not changed", for 14.2% say it "improved but not significantly", for 8% chose the answer "deteriorated, but not significantly" (Figure 12). That is, quarantine, for most respondents, did not change the socio-psychological climate in the family.

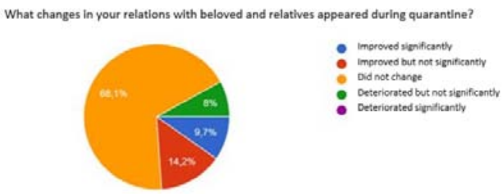

Figure 12 – Distribution of respondents' answer about changing their relationship with relatives and beloved

This is evidenced by the answers to the following question about conflicts. Conflicts "practically do not occur" in the families of 46.9% of respondents, "often occur" in 8% (Figure 13).

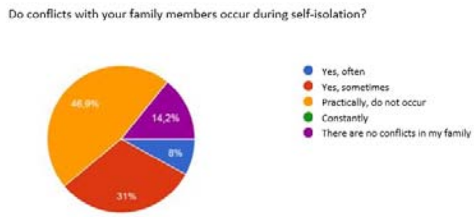

Figure 13 – Frequency of respondents' family conflicts during self-isolation

The question of how the lives of respondents will change after quarantine is also of interest. As for life expectancy after the lifting of quarantine, 40.7% believe that it "will not change"; 15% say it will "get worse, but not significantly"; only 4.4% of respondents are pessimistic and choose the option "significantly worse" (Figure 14). As can be seen from the data, the majority is optimistic, although at that time the forecasts of experts were already disappointing.

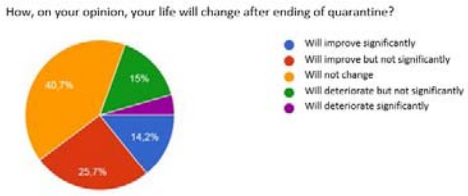

Figure 14 – The distribution of respondents' answers to the question how they expect their lives to change after ending of quarantine

Regarding the distribution by form of activity, during quarantine more than a third (35.4%) of respondents "work remotely", a little more than a third (31%) are those who study, 8% work both remotely and from time to time go to work; and 3.5% "lost their jobs during quarantine" (Figure 15).

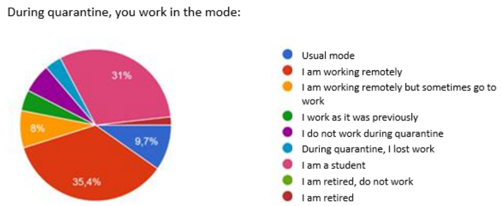

Figure 15 – Respondents' mode of work during quarantine

The gender distribution of survey participants is as follows: 15.9% men, 84.1% women. The average age of respondents is 34 years.

During the second wave of coronavirus, we used interviews as a method of collecting and obtaining data. In order to find out how much the life of the people of Volyn has changed, the method of Panina was used, which provided for self-assessment of everyday events and the survey concerned Ukrainian society as a whole. According to the sociologist V. Sereda, conditionally this technique can be called "One day in the life of the country in events, moods and conflicts in people's assessments" [19].

It is worth noting two important features of our study:

1) We chose only Volynians to determine the past day;
2) We did not separate working days and weekends, because during the quarantine, all days had approximately the same set of activities and approximately the same conditions for their implementation.

In total, we interviewed 120 Volynians by different socio-demographic characteristics: gender, age and social status. Our respondents were Volynians aged 14 to 78, thus covering all age groups, by sex: 52.5% women and 47.5 men, respectively, by social status: 10% older (retired), 63% youth (pupils and students), 37.5 middle-aged respondents (working and unemployed, by the way, the share of the latter is less than 2%).

The survey was conducted according to the following algorithm:

1) "What events do you remember the most? Write in order of importance to you personally";
2) "How did you assess yesterday for yourself personally?";
3) "Did you have conflicts yesterday?"

Thus, the following results were obtained: for almost a third of young respondents yesterday was better than the previous one, for 10% it was worse, while 60% of young people did not notice the difference between yesterday in quarantine and without it.

For the middle generation of respondents, yesterday was mostly normal as well, only 15% considered it better than the previous one and 5% – worse.

Almost all representatives of the older generation noted that yesterday did not differ from the previous ones, only 8% of respondents considered it worse. It is probable that the assessment of the youth of the previous day turned out to be such, because their day is already quite busy and they spend a lot of time on their affairs. Middle-aged people (workers) are preoccupied with everyday affairs, both work and household, so no special changes were noticed. For the older generation, mostly retirees, the last day seemed normal because they spend so much time at home doing their usual things.

The next question was about the ‘content’ of the day. So, yesterday's youth was full of a variety of things: from learning tasks to recreation. A significant number of respondents noted that they began to pay more attention to parents and relatives in quarantine, spending time with them, for example, “breakfast or dinner together”.

Quarantine deprived them of real-life communication, so young people met this need through social networks and messengers such as Telegram. Many young people noted that they spent even more time in quarantine on social networks than usual, thus compensating for communication in real format. Some young respondents indicated the need to read books, watch movies and listen to music. Almost 15% mentioned things that were either new or rare for them, such as “studied English”, “made homemade pizza”, “made a delicious cake for the family”, “finished a term paper”, “Engaged in athletic walking”.

For middle-aged people, yesterday's quarantine was mostly spent in ordinary matters: “cooking”, “working in the country”, “working in the garden”, “going to work”, “working on social networks”, “going to the store”. Some respondents noted that the quarantine affected the fact that some things were done for which there was not enough time, in particular, “repair of the bicycle clutch”, “repaired the car”. Also, women pointed to such cases, which are usually ignored on ordinary (non-quarantine days) – “dyed hair”. So, for middle-aged people, quarantine is basically a time to do the usual things.

The older generation of respondents did not notice any significant differences in their daily lives. Yesterday was filled with the same things as, for example, “cooking”, “cleaning the house or apartment”, “planting potatoes”. The biggest news mentioned by this category of respondents is “cooking according to a new recipe”.

Analyzing the respondents' answers about the types of cases they dealt with, they noticed the following features:

1) As a rule, the set of activities for the day was no different;
2) The simplest cases in quarantine became a memorable event;
3) Young people paid more attention to recreation, education and self-development;
4) Representatives of the middle and older generation noted, as a rule, those things that are done daily and are really routine.

As for conflicts, the older generation noted that there were none, 17% of the middle generation recalled conflict situations at work or with relatives and neighbors, while almost everyone acknowledged the past day was not worse, but as usual. In the group of young people compared to previous groups, the most conflicts, in particular, were conflicting situations with friends, family, loved ones, neighbors and even online games.

In general, it should be noted that the quarantine did not change the daily routine of the people of Volyn, they also sought to perform everyday tasks, learn something new, communicate with loved ones.

5 Conclusion

Thus, according to surveys, Ukrainian citizens monitor the situation with the coronavirus to prevent the spread of the disease adhere to quarantine measures, more than 40% treat coronavirus as a disease that must be overcome without panicking. Despite the quarantine conditions, most respondents feel safe. Although forced stays at home have become a challenge for many, despite the fact that most of the respondents during quarantine study or work remotely, they find time to do their favorite things and communicate with relatives. It is interesting to note that, for many respondents, quarantine did not damage relations with relatives and did not help to get into conflict situations.

The most significant problems in quarantine were the lack of funds, lack of work and inability to spend enough time outdoors. Although quarantine in Ukraine has been going on for a long time, and many respondents believe in life after quarantine, they hope that it will improve or not change, while only less than 5% of Ukrainians are pessimistic. In general, living in quarantine has shown the importance of supporting the family, having a job, the need to maintain an optimistic attitude to life after quarantine.

Literature:

1. Alradhawi, M., Shubber, N., Sheppard, J., & Ali, Y. (2020). Effects of the COVID-19 pandemic on mental well-being amongst individuals in society - A letter to the editor on “The socio-economic implications of the coronavirus and COVID-19 pandemic: A review” *International Journal of Surgery*, 78, 147–148.
2. Banerjee, D. & Rai, M. (2020). Social isolation in Covid-19: The impact of loneliness. *International Journal of Social Psychiatry*, 66(9). doi:10.1177/0020764020922269
3. Boychuk, Yu.D., Soloshenko, E.M., & Bugay, O.V. (2007). *Ecology and environmental protection. Teaching way for students.* Higher textbook lock ,4th ed., Corr. and ext. Sumy: VTD “University Book”.
4. Boychuk, Yu.D. et al. (Eds.) (2007). *Fundamentals of human ecology: Manual for students of higher educational institutions*. Kharkiv: KhNU named after V.N. Karazin.
5. Brooks, S.K. et al. (2020). The psychological impact of quarantine and how to reduce it: Rapid review of the evidence. *Lancet*, 395, 912–920.
6. Deloitte. (2020). *Addressing the impact of COVID-19: Holistic well-being for a resilient workforce*. Available at: https://www2.deloitte.com/content/dam/Deloitte/global/Documents/About-Deloitte/COVID-19/gx-recover-Manage-rapid-employee-return-PDF3.pdf
7. Desclaux, A., Badji, D., Ndione, A. G., & Sow, K. (2017). Accepted monitoring or endured quarantine? Ebola contacts’ perceptions in Senegal. *Social Science in Medicine*, 178, 38-45.
8. Ermakova, T.G. (2017). Theoretical aspects of the study of social well-being of student youth. *Faces*, 20(7/147), 89-95.
9. Hladicova, V. (2020). Electronic education and online teaching at Slovac universities during the COVID-19 pandemic. *Ad Alta: Journal of Interdisciplinary Research*, 10(2).
10. ILO. (2020). *COVID-19 and the world of work: Impact and policy responses*. Available at: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/briefingnote/wcms_738753.pdf.
11. Krupets, Ya.N. (2003). Social well-being as an integral indicator of adaptation. *Sociological resear*ch, 4, 106-113.
12. Kuzmenko, T.S. (2003). *Increasing the effectiveness of treatment using algorithms developed on the basis of the theory of adaptive reactions.* Moscow, Medicine.
13. Liu, X., Kakade, M., & Fuller, C.J. (2012). Depression after exposure to stressful events: Lessons learned from the severe acute respiratory syndrome epidemic. *Comparative Psychiatry*, 53, 15–23.
14. Lupton, D. & Willis, K. (2021). *The COVID-19 Crisis: Social Perspectives*. Routledge.
15. Malov, Yu.S. (2001). Adaptation and health. *Clinical Medicine*, 12, 61–63.

16. Marotta, L., Pesce, A., & Guazzin, A. (2020). Before and after the Quarantine: An Approximate Study on the Psychological Impact of COVID-19 on the Italian Population during the Lockdown Period. *Future Internet*, 12(229), 1-15.
17. Okabe-Miyamoto, K. & Lyubomirsky, S. (2021). *Social Connection and Well-Being during COVID-19*. World Happiness Report.
18. Osaulenko, O.G., Novikova, O.F., Amosha, O.I., et al. (2003). *Sparing the social abduction of the population of Ukraine: problems of establishing*. Kyiv.
19. Sereda, V. (2008). One day in the life of Ukrainian society (based on the results of applying the methodology of research of everyday events, proposed by N.V. Panina). *Sociology: Theory, Methods, Marketing*, 3, 5–24.
20. Soloshenko, E.N. & Chikina, N.A. (1993). *Determination of risk factors for the development of allergic dermatoses in workers of chemical-pharmaceutical industry using mathematical methods. "Metaghygiene-93"*. Abstracts report scientific-practical conf. Moscow, 137-138.
21. Sun, R., Balabanova, A., Bajada, C., & Liu, J. (2020). *Psychological wellbeing during the global COVID-19 outbreak.* Projects: Research on the Fourth Industrial Revolution Industry 4.0, Salutogenesis and health in various intercultural contexts. doi:10.31234/osf.io/r7xaz
22. Sundarasen, S. et al. (2020). Psychological Impact of COVID-19 and Lockdown among University Students in Malaysia: Implications and Policy Recommendations. *International Journal of Environmental Research and Public Health*, 17, 1-13. doi:10.3390/ijerph17176206.
23. Troshchinsky, V.P., Skurativsky, V.A., Sitnik P.K. et al. (2009). *Social self-esteem of the population of Ukraine in the context of sovereign humanitarian policy*. Textbook manual. Kyiv, NADU.
24. Troshchynskiy, V.P. Petroe, O.M., & Gorges, K. (2008). *Social development. Support. synopsis of the discipline*. Kyiv, NADU.
25. Tsyganenko, Yu.D. et al. (Eds.) (2004). *Medical problems of ecology.* Belgorod-Kharkiv, KhDMU.
26. VISWANATH LAB. (2021). *Health and Well-being during COVID-19*. Available at: https://www.hsph.harvard.edu/viswanathlab/health-and-well-being/.
27. WHO. (2020). *Mental health and psychosocial considerations during the COVID-19 outbreak.* Available at: https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf.

Primary Paper Section: A

Secondary Paper Section: AO, AQ

CURRENT TRENDS IN INSTRUMENTAL TRAINING OF FUTURE CONCERT PERFORMERS

[a]GANNA KONDRATENKO, [b]ALEXANDER PLOKHOTNYUK, [c]DMYTRO HOLOBORODOV

[a]Institute of Arts of Borys Grinchenko Kyiv University, 18/2, Bulvarno-Kudriavska Str., 04053, Kyiv, Ukraine
[b,c]State Institution "Luhansk Taras Shevchenko National University", 1, Gogol Sq., 92703, Starobilsk, Ukraine
email: [a]h.kondratenko@kubg.edu.ua, [b]alexandr.plokhotnuk@gmail.com, [c]dmitry.malz@gmail.com

Abstract: The article aims to analyze modern problems of improving the musical and instrumental training of future concert performers. The authors present three directions of development of musical and instrumental training at the university: information technology equipment of the process; flexible repertoire policy; interdisciplinary approach. The research discusses possible options of distance training of future instrumental concert performers in the conditions of the COVID-19 pandemic. In this regard, the studied issues of integrity, totality, orderliness, consistency, universalization, and harmonization contributed to the disclosure of the essence and didactic conditions for implementing educational processes based on integration. The article proposes to revise the content of the taught disciplines from the perspective of the competencies being formed – this will make professional training more effective and result-oriented. The possibility of effective application of distance learning technologies for performing arts, particularly based on the Moodle platform, is considered.

Keywords: Concert performers, MIDI technology, Instrumental performance, Instrumental training.

1 Introduction

The training of qualified specialists of a new generation is a strategic direction for developing the sphere of higher professional education [5], which implies the creation in educational institutions of a system for managing the quality of student training [29], which guarantees the satisfaction of the needs of consumers of educational services [23].

High-quality vocational training is a factor in the social security of a person in the new socio-economic conditions [17]. However, the practical mastery of the mechanisms for managing the quality of student training is still a critical problem that requires the teacher's professional knowledge and specific skills in this area.

All of the above can be fully attributed to the quality of musical and instrumental training of future concert performers at the university. As a component of professional competence and the basis of the musical and pedagogical activity, it integrates the features of art, cultural, spiritual, moral, and performing experience. Today it can be stated that at the "exit," the quality of the instrumental training of a specialist does not always correspond to the requirements imposed on him.

2 Literature Review

The issues of performing training of future performers are in the center of attention of scientists and practicing teachers [10, 11]. The general problems of instrumental-performing training of the future musicians – instrumental performers are investigated. The musical performance as a means of developing artistic culture and the artistic taste of students of musical specialties were studied, and valuable advice is given on the psychological preparation of the future performer for concert performances. At the same time, the available recommendations have not yet been systematized, not combined into an independent section of the methodology, the specifics of the professional development of a musician in terms of performing training have not been sufficiently studied. In addition, as practice shows, as well as research by scientists, some students of music universities show performing helplessness and creative passivity in the learning process, fear the audience and the stage, do not believe in themselves, cannot cope with their nervous tension [1-3].

In addition, often those forms and methods of teaching, styles of pedagogical influence and communication with students, which gave a result two or three decades ago, cease to be effective in working with the younger generation [13]. It is influenced by the market economy, consumer attitude towards everything around, democratic social principles, products of scientific and technological progress (gadgets).

Scientific and technical progress, industrialization and urbanization of society, the emergence of electronic technical means of preserving and transmitting musical information played an important role in the formation of the musical culture of the 20th century [17]. These factors significantly influenced the formation of new creative thinking of composers of the 20th century, who went along the path of significantly expanding the acoustic and space-time boundaries of music through the synthesis of technology and creativity (invention of electronic musical instruments, the use of synthesized sound, artificial sound systems, etc.). These tendencies have become especially active in modern culture, making it necessary to study them closely in the light of the latest achievements of the era of post-industrial society, media, and computer technologies [22].

At the same time, the established traditions of organizing teaching students to play the instrument today do not always allow obtaining new results – the formation of competencies. Teachers are actively searching for new trends in developing musical and instrumental training for students in this regard [21]. Modernization of the modern educational system necessitates the introduction of effective educational technologies focused on the formation of the creative potential of the individual, the integration of professional knowledge, skills, and abilities [24].

3 Materials and Methods

The methodological and theoretical basis of the study is:

- Ideas of the need to form an integral professional personality of a modern musician, as well as the creation and development of a modern performing school of playing musical instruments, including electronic keyboard [17];
- An integrated, systematic, activity-based approach that allows you to combine the capabilities of traditional methods of professional training of a musician-instrumental player with the capabilities of various newest hardware and software components of MIDI technologies [27];
- System-activity approach in education [26].

3 Results

In the system of music education, the idea of the creative development of a specialist was fully embodied in the field of instrumental teaching. Harmoniously combining analytical, creative, and practical aspects of teaching, instrumental, and performing an activity is a powerful developmental tool.

Instrumental performance training is a complex of special professional skills, which can be conditionally summarized into five groups: 1) solo performance on an instrument; 2) accompaniment; 3) sight-reading; 4) transposition of musical works; 5) playing in an ensemble [19-23] (Table 1).

Table 1: A complex of instrumental training for a future concert performer

Solo performance on an instrument	• Mastering the techniques of playing various musical instruments (e.g., piano); • Skills, technical endurance, auditory control, etc.; • Possession of methods of intellectual work while learning • Musical works: comprehending the plan of work on the works, • Conscious use of the techniques of meaningful analysis and memorization, • Analytical reflection on the form of the work, etc.;
Accompaniment	• The ability to hear the soloist (choir, ensemble, orchestra, own singing),

	• Do not drown it out with your game, support it if necessary; Free orientation in a variety of vocal and choral and instrumental texture; • The ability to simplify the accompaniment part by eliminating secondary • Details of melodic and harmonic development.
Reading notes from the sheet	• Possession of the specifics of sight reading of solo, choral and orchestral works; • The ability to cover the direction of the melodic line, rhythmic pattern and harmonic basis of a piece of music; • The ability to outline a plan for the dynamic and tempo development of the play in the shortest possible time.
Transposition	• The ability to hear musical material with the inner ear • Original key; • Transfer of musical material to the key required for work; • Possession of the basic fingering principles of all types of scales, • Chords and arpeggios.
Solo performance on an instrument	• Communication with a partner in the ensemble at rehearsals and concert performances; • Ability to play synchronously with a partner; • Feeling of rhythmic, dynamic, harmonic integrity of the musical fabric in the presence of two performing parts; • Creation together with a partner of a holistic image of piece of music

A modern concert performer must master the whole complex of instrumental training and, consequently, all the types of instrumental activity listed above.

The directly performing component of the professional training of the future concert performer is shown in Table 2.

Table 2: Preparation of the future instrumental performer for concert performance

Managing own mental state	• Strengthening the nervous system (exercise, hardening procedures, etc.); • Possession of psychological training techniques to strengthen psyche, relieving muscle tension; • Development of musical and auditory representations (mental "Playing" fragments of the composition, imagining yourself at a concert stage and instilling in oneself an appropriate psychological state); • Getting rid of feelings of self-pity (full concentration on the music being played); • At the time of public speaking, self-awareness as a propagandist music, its co-author.
The ability to cope with concert "surprises"	• Count on meeting with "surprises", and not avoid them; • Be able to start performing a piece of music • From different places of the musical text; • Do not stop if you have forgotten the text, and even more so do not start over (continue to play from the place that you remember); • Do not criticize yourself during the performance; • Memorize the program for the performance in advance in order to have time to “play” it; • While performing on stage, use psychological “substitutes” (for example, think not about specific notes, but about The embodiment of a musical image), allowing you to get rid of overcontrol and feelings of fear; • Psychologically tune in to the piece being performed (imagine its beginning, tempo, etc.).
Compliance with the pre-concert game mode	• Play in an environment close to a concert (represent yourself on stage, invite any audience, etc.); • Have an individual schedule of step-by-step lessons for "ramming" a piece of music, based on your own qualities and features of the program; • On the day of the performance, do not perform the piece with enthusiasm, with dedication (in order to preserve your emotional strength for the concert); • Relax; • Do a little on the day of the performance (only with the aim of "warming up" the play apparatus).

In the performing component, one can conditionally distinguish three groups of skills that provide the student with successful concert performances: managing their mental state, coping with pop "surprises", adherence to the pre-concert game mode. At the same time, the adaptive abilities of the performer should be developed: his ability to adapt to the figurative language of the composer, his own physical and mental state, an emotional environment of the auditorium, etc. "The faster and more flexible the performer adapts to the changing conditions of the concert, the more successfully he manages his stage state, the easier it is to acquire the desired feeling of creative upsurge and inspiration" [9-13].

In this context, psychological training in the structure of instrumental and performing training of a future music teacher plays an essential role, represents an important component in the professional training of a modern specialist. In addition, the instrumental and performing training of a future concert performer should be based on the subject-subject interaction of teachers and students. The system of psychological and pedagogical training must be based on the following provisions [26-29]:

- The interpersonal interaction of a teacher and a student should be built on the basis of the formation of a positive self-attitude among future musicians, trust in his personality, his capabilities, faith in his strength, and good aspirations;
- Any activity (at lectures, seminars, workshops, pieces of training) should be based on the motivation of the activity so that the personal guidance of self-knowledge and cognition among students is determined on the basis of formed meanings, reflective awareness of the importance and significance of what is happening for oneself;
- The basis of the professional activity of a musician should be recognized as volitional self-regulation, which goes back to the self-government of the individual. The locus of control, in this case, is in the consciousness of the individual.

We would especially like to dwell on the need to organize guided independent work to prepare future performers. Being one of the most effective forms of educational activity of students, it, at the same time, is the most difficult moment in the organization of the educational process. Under the guided independent work in the class of a musical instrument is meant such educational and cognitive activity of students under the guidance of a competent teacher, in which, in the conditions of a systematic decrease in the direct assistance of the teacher, students perform specially designed educational tasks of different levels, contributing to an active emotional and performing attitude towards a musical work; its competent analysis and execution; activation of auditory control; an objective assessment of the quality of one's own game, as well as the game of other performers; the development of artistic (musical and performing) thinking; the formation of cognitive activity as a personality trait of a future music teacher, the creation of prerequisites for the realization of their capabilities, self-improvement, and self-expression in future professional activities [5, 18, 19].

It should be noted that video tutorials today are one of the most popular forms of organizing training on your own [7]. The Internet presents a lot of video lessons, allowing learning to play various musical instruments. Teachers can use them in the learning process. But the most fruitful approach to the organization of musical and instrumental training is this own development of a video course by one teacher or group, which can take into account all the features of the professional training of future music teachers in each individual university. Video tutorials can also help you overcome the challenges of reducing classroom time.

When working with novice performers, you can use, for example, the repertoire for the synthesizer or performance in an ensemble. In studies by scholars or teachers of music schools, the ensemble playing is often cited as a means of keeping a performer motivated [25].

MIDI technology is the result of research and development in the production of electronic musical instruments such as keyboard synthesizers, which appeared in the second half of the 20th century. Further development of computer technology made it possible to implement the basic principles of MIDI operation to develop applied music software and additional controllers. Thus, MIDI technologies are simultaneously in contact with the field of digital, computer technologies, technologies for creating electronic musical instruments, and the field of digital audio equipment [13]. We see them as interconnected components that make up a single musical performance and learning environment.

The introduction of MIDI technologies in teaching students on electronic musical instruments contributes to an increase in the formation and development of musical and performing qualities of students of musical directions of higher education, through the use of such hardware and software components as MIDI controllers, computer programs, digital sound workstations (DAW), virtual musical instruments (VST).

At the same time, at the level of computerization of higher music education, priority is given to the introduction of various means of distance learning, educational, social networks, centralized electronic libraries, while the introduction of highly specialized hardware and software tools necessary in the real conditions of the future professional activity of a musician is clearly not given enough attention. This problem especially concerns Ukraine, the post-Soviet space, and other developing countries of this level.

Thus, the following contradictions arise:

- Between the high need for modern music education in fundamentally new areas and areas of study and the low degree of development of this issue in relevant cultural, technological, and educational formats;
- Between the need to use MIDI-technologies to increase the effectiveness of professional training of students on electronic keyboard musical instruments and the content of conceptual provisions and methods in this area of training;
- Between the educational paradigm of the development of electronic music performance and creativity and modern trends, and stylistic directions in the world.

In general, modern technology is more presented in modern music education from elementary school to university [13]. Electric instruments are present in most well-appointed music classrooms. Computers and the use of the Internet expand the scope of music education even further. Many different computer programs and software have recently been developed that make music-making, composition, and accompaniment, practice, and improvisation easier and more meaningful. Music and making music are becoming more and more informal learning. With the current COVID-19 crisis, information technology in music education is coming to the fore [28]. Due to music specification as the most abstract of the arts and musical disciplines as disciplines of predominantly practical orientation, the possibility of including or completely transferring music students to distance learning in higher education seems problematic and controversial.

Nevertheless, the question of "to be or not to be" for distance learning no longer seems controversial today [28]. More and more people worldwide are striving to get additional and basic education, including higher specialization, online. Every year, the number of educational centers and network platforms offering a variety of training courses is growing, an increasing number of universities are introducing individual elements of distance learning into their practice or completely reorienting their activities to the conceptual model of distance education, centers for monitoring and controlling the quality of distance educational services are being formed. The idea is increasingly expressed that distance learning as "education of the future" can become an alternative to academics, finally changing the educational paradigm of the modern information society [14].

Such qualities of distance learning as mobility, accessibility, and democracy – when all that is needed to obtain special knowledge or improve professional qualifications at any time convenient for the student is a personal computer and access to the Internet - best meet the needs of a modern person, successful self-realization which depends on his ability to learn and self-education throughout his life – which means his ability to think flexibly, quickly reacting to dynamic changes in a globalized society [22]. For instrumental music performers, this is especially important in the context of a wide scope for creativity.

4 Discussion

It follows from the above that the instrumental and performing training of a future concert performer is a complex multicomponent interconnected and interdependent education [22], including psychological, scientific, theoretical, and practical training of students, based on the controlled independent work of future specialists – concert performers [6].

The following main conditions can be identified that contribute to the improvement of instrumental and performing training of concert performers:

- Continuity in the training of specialists from secondary and higher educational institutions;
- Positive motivation of students for instrumental and performing activities;
- Creative interpersonal interaction of teachers and students in the educational process;
- Mastering the whole range of types of instrumental and performing activities;
- Inclusion of students in guided independent work in the class of a musical instrument;
- Differentiating tasks in the class of a musical instrument, based on the focus on future concert performance.

Distance learning in special musical disciplines, which are normative for the professional training of performers and music teachers, is the same problem area in the Ukrainian system of higher education. The active introduction of distance technologies into the educational process provokes a number of questions and justified doubts, the reason for which is the practical orientation of special musical disciplines. Some important questions arise:

- Is it possible to teach a student to play the instruments professionally with instructional instructions in the process of virtual communication on the network or video demonstrations in Skype, Zoom, and similar applications?
- Is it possible to develop an ear for music through online courses if at the same time an individual approach to learning is lost?
- How realistic is it to teach a student to understand and independently identify the compositional logic of a particular musical text, dialogically comprehend and interpret the non-verbal meanings of musical works in the process of taking a distance course in analyzing musical forms or the history of musical styles, the content of which is limited to information or analytical information, traditional for this of educational resources?
- Is it possible to form a professional musician in the academic environment solely by means of distance education?

Thus, the main research question is how, by what means, and ways are it possible to implement the concept of distance learning in special musical disciplines in higher education [26, 28]?

Most often, when it comes to higher education, distance learning turns out to be part of blended learning. The blended learning model is based on the use of proportionally distributed information and educational resources in stationary learning with distance technology. Thus, in its most general form, blended learning consists of three stages: the development of theoretical material is carried out in distance learning (electronic training courses), the practical mastering of the material and the consolidation of practical skills occurs directly in the classroom with a teacher, and finally – the preparation and protection of individual or a collective project (exam, test), the forms of which also vary [4-8]. In the context of the current pandemic, this training regime can be adapted to the schedule for introducing and canceling lockdowns.

It is clear that the student's creative activity during individual or group workshops, empathic and aesthetic experiences, which are carried out only in the conditions of "live" music-making or music creation, cannot be replaced by a distance course, albeit brilliantly performed. However, in his dialogic nature and focus on those forms of activity that are directly related to musical creativity, active interaction with educational material can become an effective alternative form of mastering the discipline. The Moodle platform offers ample opportunities in this sense. In Moodle, theoretical material can be presented in several ways: as a lecture, as a video or audio lecture (using third-party web resources, for example, YouTube). Creative works can be recorded as audio/video material and attached to the page, which stimulates students to improve their information and communication competence [26]. Having recorded their performance, the student can also attach a file in the appropriate section for the teacher's assessment.

Thus, for any discipline of instrumental performance, the distance course performed in Moodle offers many different forms of work, the implementation of which is integrative; however, the centering link is the practical work of a creative nature, which is aimed at stimulating and unleashing the creative potential of each student in accordance with his individual level of professional training. The dynamism and flexibility of the course provide the inclusion of multimedia elements, audio, video fragments illustrating one or another position of the theoretical part of the course. As a result, the presentation of theoretical material, test tasks turn out to be preparatory, supplementary, auxiliary tools, since musical art, in one way or another, is comprehended dialogically, only in direct, active contact with it.

This organization of the course also makes it possible to apply an interdisciplinary approach successfully [19]. The developing function of interdisciplinary connections is to activate the mental development of students. The constant search for cause-and-effect and interdisciplinary relationships develops logical thinking, cognitive activity, interest in the educational process, forms a flexible system of knowledge [24]. Interdisciplinary connections help to overcome the subject inertia of thinking and broaden the horizons of future concert performers. The implementation of the principle of intersubject can be carried out in Moodle using the similarity of internal hyperlinks, which is almost impossible in classroom training. Within the course framework, it is also possible to use the case study method to develop soft skills, communication skills among students, etc. It also seems appropriate to encourage student participation in professional music web communities.

5 Conclusion

The problem of improving pedagogical conditions on the basis of integration in the professional training of a future instrumental performer in the university system of music education, corresponding to modern requirements and the needs of society, is one of the urgent problems of pedagogical science [29]. In this regard, the studied issues of integrity, totality, orderliness, consistency, universalization, and harmonization, contributed to the disclosure of the essence and didactic conditions for implementing educational processes. This process should be based on the wide integration of information technologies (distance learning) to prepare future concert performers [27].

Distance learning, subject to its adaptation to the art of music and creativity, is capable of becoming an integrative part and an alternative form of education in higher specialized educational institutions. This stage of development of distance learning technologies for music teaching is most promising in blended learning [28]. The theoretical and practical components of the disciplines are "divorced" into various information and educational blocks. However, in the case of distance learning in practical musical disciplines, the effectiveness of teaching and mastering the material by students depends on how successfully and fully the distance learning course mediates the forms of professional and creative activity of students.

Literature:

1. Acaso, M. & Manzanera, P. (2015). *Esto no es una clase. Investigando la educación disruptiva en los contextos educativos formales*. Barcelona, Ariel.
2. Bautista, A., Yau, X., & Wong, J. (2016). High-quality music teacher professional development: a review of the literature. *Music Education Research,* 19(4), 455-469. http://dx.doi.org/10.1080/14613808.2016.1249357.
3. Botella, A.M., Hurtado, A., & Ramos, S. (2018). Innovación educativa a través de la realidad virtual y el paisaje sonoro. *Creativity and Educational Innovation Review,* 2, 113-127. https://doi.org/10.7203/CREATIVITY.2.13628.
4. Bowman, J. (2014). *Online Learning in Music: Foundations, Frameworks, and Practices*. Oxford University Press.
5. Brändström, S., Wiklund, C., & Lundström, E. (2012). Developing distance music education in ArcticScandinavia: Electric guitar teaching and master classes. *Music Education Research,* 14(4), 448-456.
6. Bungert, J. (2015). Bach and the Patterns of Transformation. *Music Theory Spectrum,* 37(1), 98–119. https://doi.org/10.1093/mts/mtv003.
7. Burnard, P. (2012). *Commentary: musical creativity as practice*. In G.E. McPherson and G.F. Welch. (Eds.). The Oxford Handbook of Music Education, 2, 21-39. New York: Oxford University Press.
8. Colombo, M. et al. (Eds.) (2019). *Andy Clark and His Critics*. Oxford University Press. https://doi.org/10.1093/oso/9780190662813.001.0001.
9. Contreras, J. (2013). El saber de la experiencia en la formación del profesorado. *Revista Interuniversitaria de Formación del Profesorado,* 27(3), 125-136.
10. Cross, I., Laurence, F., & Rabionowith, T.C. (2012). *Empathy and creativity in group musical practices: towards a concept of empathy creativity*. In G.E. McPherson and G.F. Welch. (Eds.). The Oxford Handbook of Music Education, 2, 337-353. New York: Oxford University Press.
11. Cummins, F. (2019). *Audition as Sense-Making, and its Contribution to the Shared Human Lifeworld*. Keynote presented at the Conference on Interdisciplinary Musicology, Graz.
12. Daubney, A., & Fautley, M. (2020). Editorial Research: Music education in a time of pandemic. *British Journal of Music Education 37*(2), 107-114.
13. De Souza, J. (2017). *Music at Hand: Instruments, Bodies, and Cognition*. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780190271114.001.0001.
14. Dowland, L. (2013). *Distance Learning*. Bella Books.
15. Harrison, D. (2016). *Pieces of Tradition: An Analysis of Contemporary Tonal Music*. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780190244460.001.0001.
16. Kenny, A. (2018). Exploring student learning and leadership through a university-community choral initiative. *British Journal of Music Education,* 35(2), 203-216. https://doi.org/10.1017/S0265051717000286.
17. Koelsch, S., Vuust, P., & Friston, K. (2019). Predictive Processes and the Peculiar Case of Music. *Trends in Cognitive Sciences,* 23(1), 63–77. https://doi.org/10.1016/j.tics.2018.10.006.
18. Koutsoupidou, T. (2013). *Online Distance Learning and Music Training: Benefits, drawbacks and challenges*. In A. Lionarakis (Eds.). Proceedings of the 7th International

Conference in Open & Distance Learning, 143-152. Athens: Hellenic Network of Open and Distance Education.
19. Lage-Gómez, C. & Cremades-Andreu, R. (2018). Pintando sonidos a través de la Improvisación Colectiva en Educación Secundaria. *Revista Electronica Complutense de Investigación en Educación Musical – RECIEM,* 15, 61-89. http://dx.doi.org/10.5209/RECIEM.55090.
20. Lorenzo-Quiles, O., Vílchez-Fernández, N., & Herrera-Torres, L. (2015). Análisis de la eficacia educativa del uso de objetos digitales de aprendizaje musical. Comparación de recursos didácticos no digitales en educación secundaria obligatoria. *Infancia y Aprendizaje*, 38(2), 295-326. https://doi.org/10.1080/02103702.2015.1016748.
21. Minors, H.J., Burnard, P., Wiffen, C., Shihabi, Z., & Van der Walt, J.S. (2017). Mapping trends and framing issues in higher music education: changing minds/changing practices. *London Review of Education*, 15(3), 457-473. https://doi.org/10.18546/LRE.15.3.09.
22. Ozer, B. & Ustun, E. (2020). Evaluation of Students' Views on the Covid-19 Distance Education Process inMusic Departments of Fine Arts Faculties. *Asian Journal of Education and Training,* 6(3), 556-568.
23. Pfordresher, P.Q. (2019). *Sound and Action in Music Performance*. Academic Press.
24. Shelley, B.D. (2019). Analyzing Gospel. *Journal of the American Musicological Society*, 72(1), 181–243. https://doi.org/10.1525/jams.2019.72.1.181.
25. Strand-Polyak, L. (2013). *The Virtuoso's Idiom: Spectacularity and the Seventeenth-Century Violin Sonata*. PhD Thesis, University of California Los Angeles.
26. Thornton, L. (2020). Music Education at a distance. *Journal of Music Teacher Education,* 29(3), 3–6.
27. Vass, E. (2019). Musical co-creativity and learning in the Kokas pedagogy: polyphony of movement and imagination. *Thinking skills and creativity,* 31, 179-197. https://doi.org/10.1016/j.tsc.2018.12.004.
28. Ververis, A. & Apostolis, A. (2020). Online Music Education in the Era of COVID-19: Teaching Instruments in Public Music Secondary Schools of Greece During the 2020 Lockdown. *International Conference on Studies inEducation and Social Sciences,* 3, 1-9.
29. Wiggins, J. & Espeland, M. I. (2012). *Creating in music learning contexts*. In G. McPherson and G. Welch. (Eds.). The Oxford Handbook of Music Education, 1, 341-360. New York: Oxford University Press.

Primary Paper Section: A

Secondary Paper Section: AL, AM