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A SOCIAL SCIENCES

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

THE ESSENCE OF E-LEARNING: DIDACTIC ASPECT, POTENTIAL, EFFECTS, TRANSFORMATIONAL CHANGES, ASPECTS FOR IMPROVEMENT IN WAR CONDITIONS

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Abstract: The article presents the theoretical and empirical results of research into the essence of e-learning. Based on the analysis of scientific works, a list of factors that influenced the definition of the essence of e-learning was compiled. It was found that the content of the definitions includes a transition from the technological context to didactic features (learning method ⇒ educational strategy ⇒ learning procedure ⇒ active information procedure ⇒ approach to learning ⇒ means of providing educational content ⇒ learning process ⇒ personalized approach ⇒ web-based learning ecosystem ⇒ alternative learning process ⇒ learning environment option ⇒ barrier remover ⇒ developing environment). Data on forms of e-learning, types of interaction, requirements for the online space and the personality of the e-learning teacher were summarized. The potential and effects of e-learning were detailed. The pedagogical experiment was implemented with the aim of clarifying the aspects of the organization of e-learning in the conditions of war, which were identified by students as requiring improvement. It has been determined that organizing e-learning in wartime conditions should consider the following factors among students: 1) a feeling of dependence on external factors, technical support, technical problems, an increase in intellectual and emotional load during e-learning; 2) the need for direct communication to experience a sense of belonging to the university community; 3) the need for didactic balance (optimal workload, taking into account the individual characteristics of students' learning, observing hygienic conditions for working with a computer).

Keywords: e-learning; distance learning; online learning; mobile learning; blended learning; e-learning in war conditions; e-learning potential; e-learning effects; students; lecturers.

1 Introduction

Education, as an open humanitarian system, undergoes constant changes influenced by external and internal factors. We view e-learning as a relatively new form of education. Firstly, it is a result of both external and internal influences. Secondly, it has precipitated transformative processes within education. Thirdly, it represents an ever-evolving mode of learning.

An increasing number of individuals are joining the information society as students, producers, or consumers. This trend contributes to the emergence of a fundamentally new societal information environment, referred to by modern philosophers as the infosphere. It is safe to say that the infosphere will likely define the primary features of the information society. Although still in the process of formation primarily in the most economically and technologically advanced countries, it is expected that, in response to the challenges posed by the information society, this phenomenon will eventually extend globally. Therefore, it is not an exaggeration to assume that future generations will need to adapt to a new social and technological environment, where information and scientific knowledge, rather than natural resources and energy, will emerge as the primary factors shaping both the strategic potential of society and its developmental prospects. As a result, education in the information society challenges information and communication technologies to meet the large-scale educational needs generated by its socio-economic development. Furthermore, information and scientific knowledge emerge as the primary commodities of its economic activity, constituting the core values and products of the information society. These elements directly underpin future economic prosperity, social stability, and technological advancement.

2 Method

Our research consisted of theoretical and experimental parts. The theoretical part of the research was aimed at performing the following tasks:

1. To investigate the content of the essence of e-learning, to isolate and organize information about the reflection in the content of the transition from the technological context to didactic features.
2. To summarize the results of scientific studies that prove the potential of e-learning.
3. To summarize the results of scientific studies that prove the effects of e-learning.
4. To investigate the transformational changes of e-learning in the context of different types of learning, in particular distance, online, mobile, and blended learning.

The experimental part of the study was aimed at performing the following tasks:

1. Research on e-learning as an optimal form of student education during Russia's military operations on the territory of Ukraine, which began on February 24, 2022.
2. Clarification of aspects that, according to students, need improvement for further implementation of e-learning in emergency situations.

The research used theoretical methods (analysis, arrangement, systematization, generalization) and empirical methods (observation in the conditions of e-learning, conversations, questionnaires). Students of Borys Grinchenko Kyiv University, Dragomanov Ukrainian State University, and Volodymyr Vynnychenko Central Ukrainian State Pedagogical University were involved in the pedagogical experiment. The total number of participants of the experiment was 435 full-time and part-time students.

3 Results and Discussion

Didactic aspect of the essence of e-learning

T. Miyer, N. Machynska, H. Bondarenko, N. Rudenko, L. Romanenko, I. Sukhopara, R. Shpitsa [22] and other scientists explain the essence of e-learning in the conditions of the automated infosphere. E-learning is seen as follows: 1) a special form of electronic business in education [29]); 2) a learning approach that supports online teaching and learning [42]); 3) a method of learning that uses communication on the Internet [34]); implemented via the Internet [25]; 4) a tool for removing barriers to traditional classroom learning [38]; means of providing educational content using ICT to ensure accessibility of education [17]); 5) a learning system that uses web browsers [36]; the combination of computer, browser, and the Internet to provide online education and training [19]; 6) an electronic mechanism used to deliver educational material to students [26]); 7) the learning process, which is prepared, transmitted, and managed with the help of various ICT tools locally or globally [21]; a technology which provides online teaching to a network group and exchange of resources in electronic form; 8) a model of a successful combination of technology and education [31].

In turn, we focused on the study of the didactic aspect in determining the essence of e-learning. We processed the scientific sources and organized the definitions of the authors according to the years of their publication (Table 1).

Table 1: The didactic aspect of the essence of e-learning in the definition of scientists

Year	Definition of content, authors, source
2008	an educational or training tool that involves the use of the Internet technologies (P. Sun, R. Tsai, G.

	Finger, Y. Chen and D. Yeh [41]); a learning system that uses web browsers (D. Shee, Y. Wang [36]); combination of computer, browser and the Internet to provide online education and training (J.-K. Lee, W.-K. Lee [19])
2009	an electronic mechanism used to deliver educational material to students (S. Ozkan, R. Koseler [26])
2010	a learning method that uses online communication (P. Resta, M. Patru [34])
2011	an educational strategy that is an instruction performed on a digital device such as a desktop or laptop computer or a mobile device, designed to facilitate learning. (R. Clark, R. Mayer [12])
2013	1) educational procedure, the creation of which occurs through interaction with digital content delivery, network-based services and teacher support (S. Liaw, H. Huang [20]); 2) an active information procedure, since the generation of information is carried out through personal experience and interaction based on the environment in which students are (S. Liaw and H. Huang [20])
2014	an approach to learning implemented via the Internet (T. D. Nguyen, T. M. Nguyen, Q. Pham, S. Misra [25])
2015	means of providing educational content using ICT to ensure accessibility of learning (J. Huss, O. Sela, S. Eastep [17])
2016	the learning process that is prepared, transmitted, and managed with the help of various ICT tools locally or globally (E. Masie [21])
2018	1) a personalized approach that focuses on the individual student and includes self-directed learning, multiple virtual events, mentoring, modeling, collaboration, assessment, a competency roadmap, development tools, an e-store, and a learning management system (S. Basak, M. Wotto, P. Belanger [7]); 2) a web-based educational ecosystem for the dissemination of information, communication and knowledge for the purpose of education and training (W. Cidral, T. Oliveira, T. Felice, M. Di, M. Aparicio [11])
2019	an approach to learning based on the application of information technologies (L. Alfita, A. Kadiyono, P. Nguyen, W. Firdaus, I. Wekke [4])
2020	1) alternative educational process (T. Priatna, D. Maylawati, H. Sugilar, M. Ramdhani [30]); 2) a type of learning environment that enables the creation of individually tailored pathways for adaptive learning, aimed at maximizing learning outcomes (D. Fellman, A. Lincke E. Berge, V. Jonsson [14]); 3) a learning approach that supports online teaching and learning (T. Theresiawati, H. Seta, A. Hidayanto, Z. Abidin. Z. [42]); 4) a model of a successful combination of technology and education (Quyen Le Hoang Thy To Nguyen, Phong Thanh Nguyen, Vy Dang Bich Huynh, Luong Tan Nguyen [31]); 5) means to eliminate barriers that arise during traditional classroom learning (S. Sotiriou, A. Lazoudis, F. Bogner [38]); 6) a special form of electronic business in education (Q. Pham, T. Tran [29]); 7) e-learning is not just an aspect added to facilitate and accelerate the existing traditional education, but a developing environment, the integration of which with various elements of the educational process ensures the internal enrichment of the educational system (A. Alenezi [2])

Also, the essence of e-learning is specified in relation to the component composition, variable forms, types of interaction in e-learning. Let us detail the above.

E. Papanis [28] attributed to the components of e-learning the delivery of content in various formats to manage the learning process, a network community of learners, content developers and experts.

R. Clark, R. Mayer [12] distinguish and characterize two forms of e-learning:

1. Asynchronous (electronic self-learning, which is available upon request);
2. Synchronous (electronic learning under the guidance of a lecturer, organized at a fixed time) (R. Clark, R. Mayer [12]).

T. Miyer, N. Machynska, H. Bondarenko, N. Rudenko, L. Romanenko, I. Sukhopara, R. Shpitsa [22] distinguish such types of interaction in e-learning as:

1. Direct pedagogical interaction in e-learning involves mutual influence among participants, occurring at scheduled times outlined in the class schedule. It does not rely on the physical proximity of the lecturer and students but requires their virtual presence, with the lecturer and students assuming the roles of e-lecturer and e-students, respectively.
2. Indirect pedagogical interaction in e-learning entails influencing electronic students through educational materials pre-developed by the lecturer and integrated into the e-learning environment. This interaction does not involve the direct role of an electronic lecturer.

T. Miyer, S. Omelchuk, O. Bilyakovska, N. Rudenko, L. Romanenko, Z. Fedirko, K. Romanenko [24], based on the comparison of learning outcomes with various costs (in particular, time, mental, emotional, material, technological, technical), formulated conclusions:

- The degree of correspondence between the provided educational services and the requirements of the recipients of educational services is established both at the level of functioning of the online space (convenience, accessibility, technology, content) and at the level of the activity of the lecturer in the online space (attractive professional qualities, organization of self-regulated learning);
- The e-learning process is constantly being improved in two directions: a) development of ways to improve the quality of e-learning; b) development of more effective models of e-learning organization.

The potential and effects of e-learning

E-learning is characterized by a change in the approach to teaching and learning [27], which, in turn, is reflected in the potential and effects of its implementation.

L. Alfarani [3] sees the potential of e-learning in the provision of educational services in a remote location, thus reducing differences in different countries, regions and areas, as well as in the organization of separate education for men and women where it depends on the culture and religion of the country.

P. Biehl and S. Prescott [8] reveal the potential of e-learning in the context of eliminating educational inequality and creating a more inclusive educational environment.

According to V. Arkorful and N. Abaidoo [6], the potential of e-learning resides in the shift from traditional education to ICT-based learning, distinguished by personalization, self-organization, and flexibility. Scholars recognize e-learning's potential in harnessing internet technologies to enhance knowledge and productivity. Students gain control over content, learning processes, and the pace of learning, utilizing their experiences to attain their objectives.

According to the reasoning of R. Sugawara, S. Okuhara, and Y. Sato [40], the potential of e-learning refers to: convenience (e-learning can be conducted at a time and place convenient for each student); implementation of training based on a self-disciplined method; providing two-way communication between students and lecturers in real time.

Implementation of the potential of e-learning is determined by various factors, including:

- Formation of basic digital skills (ability to use a computer or tablet) and a positive attitude towards digital learning tools and formats (C. Redecker, Y. Punie [33]);
- Taking into account the fact that technologies can contribute to learning: 1) if a child has sufficient cognitive skills and social development; 2) if it is not substituting for important developmental experience; 3) if we are not expecting them to do what they cannot do; 4) if parenting and teaching retain priority; 5) if it complements a well-planned curriculum; 6) if it does not distract funds from more important needs (e.g., early childhood education, arts programs); 7) if we are judicious in planning and selection of computer software and activities; 8) if we do not become seduced by flashy graphics and digital legerdemain; 9) if parents and lecturers are willing to provide a human scaffold for technology-assisted learning (J. Healy [15]).

Also, the analysis of scientific sources contributed to the generalization of information about the effects of e-learning.

C. Chen and K. Swan [10] attributed the following to the effects of e-learning: greater flexibility of the class schedule; implementation of a student-oriented approach; the introduction of independent learning with a greater or lesser degree of its manifestation; ability to meet the needs of students with a wide range of learning styles.

A. Alenezi [2] draws attention to the presence of: economic effect; the effect of self-control (under the conditions of e-learning, students get better control over the learning process, since they can decide when, where, and how they learn); the effect of self-organization (students can access educational resources without traveling or spending extra time searching for these resources); procedural effect (lecturers get new channels of learning and imparting knowledge to their students).

According to E. Ural and O. Ercan [43], for e-learning to positively impact students' educational achievements, it is essential to integrate new knowledge with previously acquired knowledge when developing internet-based educational software. E-learning has a positive effect on the educational achievements of students, because web applications provide unlimited time for repeated reproduction, promote individual learning speed, unlike traditional learning; also, it provides rich audiovisual content.

I. Yusuf and S. Widyaningsih [44] see the effect of e-learning in the use of virtual laboratory environments to explain various scientific concepts, laws, phenomena, processes, etc.

C. Redecker and Y. Punie [33] indicate that the effect of e-learning refers to the constant growth of personal experience in identifying the educational needs of training participants, responding to these needs and directing the actions of participants using modern digital learning tools.

According to A. Alenezi [2], the more extensively e-learning materials and tools are utilized in educational settings, the greater the success of students and the effectiveness of pedagogical practice.

T. Miyer, N. Machynska, H. Bondarenko, N. Rudenko, L. Romanenko, I. Sukhopara, R. Shpitsa [22] systematized the advantages of e-learning in the following areas:

1. Manufacturability (the use of innovative information technologies, various ICT tools of a local or global nature, available electronic media and tools, web browsers to

provide access to resources and services and to deliver educational material to pupils and students; based on the Internet, distributed on the Internet);

2. Variability of the implementation goal (removing barriers to traditional classroom learning; creation of an innovative teaching and learning environment using the Internet; changing the self-learning process; reducing the cost of education; ensuring the availability of education for all; meeting educational needs without space and time limitations; organization of flexible training; adjusting the educational process to meet the needs of students; ensuring their personalization);
3. Different orientation of the lecturer's activity (online learning, online teaching, online education; online cooperation, online communication, online interaction, exchange of resources in electronic form, attraction of additional resources and materials, creation of an innovative online environment; organization of training for each member of a network group, use of educational materials prepared in advance).

Transformational changes in e-learning

We will consider the transformational changes of e-learning in the context of distance, online, mobile, and blended learning.

S. Palvia, P. Aeron, P. Gupta, D. Mahapatra, R. Parida, R. Rosner, S. Sindhi [27] studied the genesis of distance learning on the example of the United States of America. Scientists have concluded that over the past three centuries, distance learning has evolved into what is called "online learning". There has been qualitative transition from the educational use of the postal system, the possibilities of radio and television, to modern technologies.

The birth of online education based on distance learning is also traced in the works of other scientists, namely: C. Dziuban, A. Picciano, C. Graham, P. Moskal [13]. Scientists distinguish four stages of the evolution of online learning, using the context of the United States:

I stage – distance education powered by the Internet (1990s);

II stage – expanding the use of learning management systems – LMS (2000-2007);

III stage – the growth of mass opens online courses - MOOC (2008-2012);

IV stage – growth in the number of online enrollments in higher education institutions, which are ahead of traditional enrollments in higher education institutions (after 2012).

In the contemporary context, distance education is regarded as an individualized learning process primarily conducted through mediated interaction among remote participants within a specialized environment. This environment operates based on modern psychological, pedagogical, and information communication technologies.

R. Sugawara [39], comparing e-learning with distance learning, notes that e-learning is more progressive because it enables lecturers and students who are distant from each other geographically and are in different time zones to communicate in real time in a two-way mode through computers and computer networks, and thus solves problems that cannot be overcome with the help of conventional distance education.

At the same time, distance learning and online learning are similar in that they are organized over the Internet using text, audio, video, graphics, animation, discussion boards, e-testing, web conferencing, synchronous chat, e-mail, etc.

Our reference to the dictionary source [5] provided us with the opportunity to clarify the essence of online education by considering the definition of the term 'online,' as outlined in the dictionary. It is described as follows: 1) continually active (device), operating in a non-autonomous mode; 2) pertaining to

screens, electronic operations, dialogues, interactions, or activities conducted online; 3) maintaining a continuous connection (work) within a computer network; 4) accessible or connected via computer. Taking into account the lexical meaning of the concept of “online”, it can be concluded that the concepts of “online education” and “electronic education” can be used as synonyms. At the same time, the analysis of scientific sources proves that in the 21st century, stability in their use begins to form.

Table 2 shows the use of the terms “online” and “electronic” in fixed phrases. The content of the table proves the presence of both parallel and unified use of terms.

Table 2: Use of the terms “online” and “electronic” in fixed phrases

Constant phrases with the term “electronic”	Constant phrases with the term “online”
e-learning	online learning
e-education	online education
electronic money	network money, online buck
electronic edition, e-book, electronic publishing	online document
	online world
e-business (in a broad sense, it is all forms of electronic business activity)	
	online (virtual) community – a group of people with common interests who communicate on the Internet, VBS, video conference, or some other electronic way
	online chat
	online lecture
	online registration
electronic mail	
electronic whiteboard – everything drawn on its surface with colored markers simultaneously appears on the screen of a personal computer	
electronic signature	
electronic warfare	

The authors of the article “*Online Education: Worldwide Status, Challenges, Trends, and Implications*” S. Palvia, P. Aeron, P. Gupta, D. Mahapatra, R. Parida, R. Rosner, S. Sindhi [27] use the terms “online education”, “e-education” as synonyms. In particular, in the recommendations, they note the following: “Online education quality must be improved and perceived as equal to traditional face-to-face (F2F) classroom-based education. This will ensure recognition of online education on par with the traditional education. Ultimately, getting credentials in any mode of education should become indistinguishable from one another”.

At this time, it is abundantly clear that we ought to combine the virtues of both online (virtual) and offline (F2F) education. It appears that blended or flipped education can help to strike an optimal balance between e-education and traditional education. This will help perpetuate a healthy balance between hi-tech and hi-touch in e-education. This will also enable avoiding harmful effects of addiction to information technology artifacts like smartphones, the Internet, and Facebook.

Eventually, globalization of e-education is bound to happen, just as we have witnessed globalization of e-mail, e-commerce, and e-government. World bodies like the United Nations, the World Bank, and the World Trade Organization (WTO) have to get involved in this endeavor to establish meaningful standards in curriculum, certifications, students screening, faculty selection, learning management systems.

“A major theme originating from almost all countries is that “one model fits all” has clearly not worked. What we need is a right mix of localization, adjustment to cultural diversity, and technology that include Learning Management System in the context of lack of resources and infrastructure in certain parts of the world” [27].

We consider the recommendations developed by the authors of the article [27] not only as a confirmation of the synonymous use of the terms “online” and “electronic” in relation to the concept of “education”, but also as significant considerations regarding the further development of education in a globalized world, identified problems, trends and consequences of the intensive implementation of electronic education.

Let us focus on the relationship between e-learning and mobile learning. First of all, we note that S. Basak, M. Wotto M. and P. Belanger [7] consider e-learning as a macro concept that includes mobile learning and online environments. According to scientists [7], m-learning is a subset of electronic learning.

S. Behera [9] points out that m-learning, on the one hand, contributes to the expansion of the use of e-learning, and, on the other hand, m-learning can be provided only taking into account the limitations and advantages associated with the use of mobile devices.

The purpose of using mobile devices (laptop, phone, tablet, personal digital assistant, Palms, Windows CE machines, etc.) is to facilitate online learning, provide access to resources, implement knowledge exchange with lecturers and fellow students (A. Abu-Al-Aish, S. Love, Z. Hunait [11]). Here one can observe moderation of the social capital of students through the high-quality exchange of knowledge and educational materials (resources) in electronic form, regardless of the location of students (A. Razzaque [32]).

Comparing e-learning with blended learning, it is worth drawing attention to the main purpose of organizing blended learning. It is a combination of different methods of effective training. As it was mentioned above, S. Palvia, P. Aeron, P. Gupta, D. Mahapatra, R. Parida, R. Rosner, S. Sindhi [27] note that when combining different learning methods, their merits should be taken into account. Scientists consider that blended learning will provide an optimal balance between both traditional and e-learning, as well as between high technology and modern technology in e-education. The organization of blended learning will allow avoiding the harmful effects of dependence on artifacts of information technology, such as smartphones, the Internet, and Facebook.

E-learning as part of blended learning serves a specific purpose. It may be:

- Safe interaction of participants in the learning process, as it does not provoke the transmission of viruses and infections (T. Priatna, D. Maylawati, H. Sugilar, M. Ramdhani [30]);
- Learning in critical conditions (conditions of constant shelling of the civilian and critical infrastructure of Ukraine, as well as the direct impact of the war on the lives and livelihoods of the families of participants in the educational process (T. Holovatenko [16]);
- Training in conditions of increased risk of physical and psychological injury (L. Shelestova [37]);
- Organization of training at a lower cost, based on expanded access and clear accountability for all participants in the training process (E. Papanis [28]);
- Obtaining knowledge without time or space limitations, which reduces the organization’s training costs) (M. Rosenberg) [35].
- Provision of a wide range of solutions to improve knowledge and efficiency (Rosenberg [35]);
- Achievement of educational goals; formation of independence in the learning process (R. Kango, S. Ghazi [18]).

E-learning in the conditions of war: aspects for improvement

A pedagogical experiment was conducted to identify aspects that require improvement during the organization of e-learning. 435 participants of the experiment are students of Borys Grinchenko Kyiv University, Dragomanov Ukrainian State University, and Volodymyr Vynnychenko Central Ukrainian State Pedagogical University of full-time and part-time forms of education. The experimental work was carried out in the context of the introduction of e-learning as the optimal form of student education during the military operations of Russia on the territory of Ukraine, which began on February 24, 2022.

The experimental work was aimed at finding out the aspects that, according to the students, need improvement during the organization of e-learning.

The analysis of the experimental data proved that the students pointed to:

I. Experiencing the feeling of dependence on four factors:

- Dependence on external factors (studying under martial law (100% of respondents), the need to combine work and study (92% of respondents));
- Dependence on technical support (88% of respondents);
- Dependence on technical problems (lack of Internet, connection, light (100% of respondents), poor sound, image (24% of respondents));
- Dependence on increased intellectual and emotional load during e-learning (100% of respondents).

II. Feeling the need for direct communication:

- With other students (lack of opportunity to get to know fellow students (17% of respondents), discuss various issues, problems (48% of respondents));
- With lecturers (one needs to find answers to the questions that arise on his own, and not immediately get an explanation from the teacher during the class (14% of respondents));
- With other students and lecturers (lack of physical and emotional interaction with lecturers and classmates, which motivates learning (78% of respondents); lack of a full range of emotions (84% of respondents)).

III. Difficulties associated with the organization of the learning process:

- The content and scope of the task are not always clear (18% of respondents);
- It is necessary to spend additional time on getting acquainted with the explanation of work performance (16% of respondents);
- It is necessary to read or listen to a large amount of information, to perform a large amount of tasks for independent work (94% of respondents);
- The deadlines for completing tasks do not always agree with the amount of work to be performed (32% of respondents);
- The emergence of a problem with maintaining concentration of attention on the educational material; it is more difficult to maintain concentration on the material (distraction by household chores, conversations with family members, friends (38% of respondents)).

IV. Difficulties caused by individual characteristics of students:

- I perceive information worse than during face-to-face training (7% of respondents);
- It is difficult for me to organize myself for self-study (24% of respondents). It is difficult for me to study in the synchronous learning mode (2% of respondents). It is much easier for me to do work and study material in asynchronous mode (12% of respondents).
- Inadequate formation of the ability to effectively use modern IR technologies.

V. Deterioration of well-being in case of prolonged stay at the computer:

- A long time of working at the computer, which makes the eyes very tired, because you need to be online first, then perform various tasks (46% of respondents);
- Using of the computer 24/7, trying to cover the entire volume of tasks that are available in all subjects (21% of respondents);
- The need to spend a large amount of time in front of the computer screen, which caused a noticeable deterioration of vision, a feeling of extreme fatigue and a severe headache by the end of the day (8% of respondents).

4 Conclusions

The content of e-learning essence definitions was influenced by the following factors:

- Intensive development of technologies;
- Globalization of all spheres of human activity, including the educational sphere;
- Transformational and modernization processes in the education system itself;
- The socio-economic situation in one or another country and in the world as a whole (in particular, the global spread of COVID-19);
- Experience in practical implementation of e-learning;
- Satisfaction of the need for individualization of education;
- Search for new alternative forms of education.

With the acquisition of experience in the organization of e-learning, a transition from the technological context to the definition of didactic features is observed in the content of the definitions (learning method \Rightarrow educational strategy \Rightarrow learning procedure \Rightarrow active information procedure \Rightarrow approach to learning \Rightarrow means of providing educational content \Rightarrow learning process \Rightarrow personalized approach \Rightarrow web-based learning ecosystem \Rightarrow alternative learning process \Rightarrow learning environment option \Rightarrow barrier remover \Rightarrow developing environment).

Asynchronous and synchronous forms of e-learning (R. Clark, R. Mayer [12]), direct and indirect interaction in e-learning (T. Miyer, N. Machynska, H. Bondarenko, N. Rudenko, L. Romanenko, I. Sukhopara, R. Shpitsa [22]; T. Miyer, N. Siranchuk, N. Vyshnivska, N. Rudenko, O. Shkurenko, L. Romanenko, Y. Fedorova [23]), requirements for the online space (convenience, accessibility, technology, content), requirements for the personality of the e-learning lecturer (attractive professional qualities of the lecturer, the ability to organize self-regulated learning of students (T. Miyer, S. Omelchuk, O. Bilyakovska, N. Rudenko, L. Romanenko, Z. Fedirko, K. Romanenko [24]) are the essential constituents of e-learning.

The potential of providing educational services in remote locations, while organizing education in consideration of the cultural and religious aspects of the country (such as separate education for men and women) (L. Alfarani [3]), the elimination of educational inequality, and the creation of a more inclusive educational environment (P. Biehl, S. Prescott [8]) are important factors. Additionally, factors such as organization based on personalization, flexibility, and self-organization (V. Arkorful, N. Abaidoo [6]) are also crucial.

The effects of e-learning encompass meeting the needs of students with a wide range of learning styles (C. Chen, K. Swan [10]), as well as addressing economic and procedural factors, self-control, and self-organization (A. Alenezi [2]), the impact of repeated reproduction, and the utilization of rich visual content (E. Ural, O. Ercan [43]), along with the use of virtual laboratory environments (I. Yusuf, S. Widyarningsih [44]). Here directing the actions of the participants using modern digital learning tools is implied (C. Redecker, Y. Punie [33]), as well as variability of the goal of implementation and the direction of the lecturer's

activity (T. Miyer, N. Machynska, H. Bondarenko, N. Rudenko, L. Romanenko, I. Sukhopara, R. Shpitsa [22]).

Distance learning is considered as online learning in the case of organization through the Internet. Online learning and e-learning refer to the same educational process. Extended use is facilitated by e-learning (S. Behera [9]). E-learning as a component of blended learning promotes effective and efficient learning (S. Palvia, P. Aeron, P. Gupta, D. Mahapatra, R. Parida, R. Rosner, S. Sindhi [27]).

The organization of e-learning in wartime conditions should consider the following factors in students: 1) dependence on external factors, technical support, and technical issues, along with increased intellectual and emotional demands during e-learning; 2) the necessity of direct communication to foster a sense of belonging to the university community; and 3) the requirement for didactic balance, including optimal workload distribution, consideration of individual learning characteristics, and adherence to hygienic conditions for computer work.

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Primary Paper Section: A

Secondary Paper Section: AM, AN

THE ORGANIZATION OF E-LEARNING IN THE CONTEXT OF THE LEADING IDEAS OF CONSTRUCTIVISM, COGNITIVISM AND THE REALIZATION OF INDEPENDENCE, SELF-REGULATED AND SELF-EFFICACY

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Abstract: The article discloses the theoretical and empirical results of research on the organization of e-learning. Based on the analysis of scientific works, the organization of e-learning is represented in such theories as: 1) constructivism (the process of active construction by students of their own understanding of new information, which is carried out on the basis of the guiding actions of the lecturer in the direction of the formation of objective knowledge by students on the basis of operating with facts and reflective thinking about previously acquired educational (professional, life) experience); 2) cognitivism (organization of e-learning with an emphasis on students setting their own goals, promoting their self-efficacy and self-regulation in the learning process). Scientific data on students' manifestations of independence, self-regulated and self-efficacy during e-learning and lecturer's actions contributing to these manifestations are also summarized. Self-efficacy is considered as an important component of success in e-learning, and self-regulated as a prerequisite for this success. Self-efficacy was analyzed in the context of direct and indirect interaction and interaction of students with e-learning content. The pedagogical experiment was implemented in order to clarify the educational requests of students on the content of independent work during e-learning; determining the types of tasks that, according to students, are the most effective during e-learning; summarizing data on the methods of independent work during e-learning, which students prefer. Students studying at Borys Grinchenko Kyiv University and Dragomanov Ukrainian State University on full-time and part-time forms of education took part in the pedagogical experiment. According to the results of experimental work, it was established that tasks for independent work in e-learning should provide a level of complexity sufficient for professional and personal development, take into account the experience of students, contribute to the formation of an intellectual difficulty that students will want to overcome. And also, be characterized by creativity, ensure consistency between intellectual and time costs, take into account technical capabilities and ensure the variability of educational tasks. It was established that students prefer such ways of performing independent work during e-learning, such as: a differentiated way of performing independent work; work in groups chosen by students; work in groups, the members of which are determined taking into account the complexity of the task; independent work with feedback from the lecturer.

Keywords: e-learning; constructivism and cognitivism; independence; independent work; self-efficacy; self-regulation; self-regulated e-learning; students; lecturers.

1 Introduction

Comparing e-learning with traditional learning, it is necessary to point out the minimization of restrictions on time, space, pace of learning, instead, attention is focused on processes, the basis of which is based on independence and on the constant self-improvement of oneself as an education seeker, one's personal qualities, one's cognitive actions.

2 Materials and Methods

Our research consisted of theoretical and experimental parts. The theoretical part of the research was aimed at performing the following tasks:

1. Summarize scientific data about the leading ideas of constructivism and cognitivism, which are significant for the design of modern e-learning.
2. To reveal the essence of independence, its types and peculiarities of manifestation in e-learning.
3. Summarize scientific data on the structure and peculiarities of the organization of self-regulated e-learning.
4. Summarize scientific data on the sources of self-efficacy development in e-learning.

5. To reveal the essence of self-efficacy through the prism of various types of interaction in e-learning.

The experimental part of the study included the following tasks:

1. To find out the educational requests of students on the content of independent work during e-learning.
2. Determine the types of tasks that, according to students, are the most effective during e-learning.
3. Summarize the data on the ways of independent work during e-learning, which students prefer.

The research used theoretical methods (analysis, arrangement, systematization, generalization) and empirical methods (observation in the conditions of e-learning, conversations, questionnaires). Students of Borys Grinchenko Kyiv University and Dragomanov Ukrainian State University were involved in the pedagogical experiment. The total number of participants in the experiment was 272 full-time and part-time students.

3 Results and Discussion

Leading ideas of constructivism and cognitivism for designing of modern e-learning

S. Bada, S. Olusegun [4] characterize the theory of constructivism as based on the belief that individuals create their own understanding and information about the environment through facts, their experience and reflection this experience.

Constructivism provides learning practices that:

- help the student in the process of acquiring knowledge in active actions and on the basis of integration of new information with previously acquired knowledge [9];
- take into account the subjectivity of students' mental representations, since they actively construct their subjective representations and understanding of reality and constantly guide the process of forming objective knowledge and constructing new ideas [22; 23];
- provide training among students [27];
- support independent learning, not passive acquisition of information [32];
- involve perception of problems, evaluation of alternatives [10];
- direct students to manage their ability to organize the duration of self-study, data processing, planning, practical selection of necessary knowledge and their use [1].

T. Duffy and, D. Jonassen [17] note that constructivism leads to a modification of the lecturer's role. The lecturer helps the student construct knowledge, not just reproduce facts. It provides tools (practices for solving problems, using inquiries to obtain additional information, using e-learning materials to generate and test ideas, draw conclusions and communicate this information to other students), motivates to evaluate activities to understand how they are performed, involves in formulating questions that are aimed at oneself and are the basis for self-motivation [1].

Technological progress has affected the change in the ways of practical implementation of constructivism, such as:

- 1993 – organization of situational learning, cognitive learning and social negotiations [19].
- 1996 – organization of learning with the use of information resources for communication, cooperation, social or contextual support [22].
- 2008 - VR-based learning organization [31; 46]. According to cognitivism, acquiring knowledge is a mental activity

that consists of internal coding and structuring by the student [48].

Cognitivism provides the following leading ideas of learning practice:

- Determination by students of their own goals and self-motivation to study;
- Activity aimed at adapting new information to the existing body of knowledge;
- Taking into account the relatively stable features of cognitive processes, in particular the features of thinking, and how information is perceived, organized, stored and retrieved by the mind.

Technological progress affected the change in the methods of practical implementation of cognitivism:

- 1986 – the organization of learning in a created environment that encourages the discovery and assimilation or adaptation of knowledge [48].
- 1993 – organization of learning on the use of cognitive strategies, such as schematic organization, analogical reasoning and algorithmic problem solving, modeling [19].
- 2008 – organization of learning on the use of digital media, including VR-based learning [15].
- 2009 – the organization of e-learning taking into account the fact that students can remain easily lost or socially isolated in the process of e-learning, if self-efficacy and self-regulated are not formed [38].

Independence in e-learning: essence, types, manifestations

Unlike traditional classroom learning, e-learning is focused on the student, who must make a lot of independent efforts to achieve success in learning [3].

Independence is a strong-willed quality of an individual [42], which consists in the ability to set goals on one's own initiative, to find ways to achieve them without outside help, and to implement the decisions made.

According to I. Pavlov [39], the stimulus to an independent form of behavior is various obstacles, without overcoming which it would not be possible to continue life. The scientist called the phenomenon of independent overcoming of obstacles a "reflex of freedom". The basis of this reflex is the "what is this?" reflex, which, in turn, manifests itself in curiosity, facilitates orientation in space, and ensures self-preservation.

Independence as a willful quality of an individual is characterized by three factors [25]: 1) A set of means – knowledge, abilities and skills that he possesses; 2) The attitude of the individual to the process of activity, its results and conditions of implementation; 3) Connections with other people that appear in the process of activity.

Independence is associated with the active work of thought, feelings and will, which is a necessary prerequisite for independent judgments and actions [45]. In addition, independence includes judgments and actions that are formed in the process of independent activity, strengthen and form the ability to perform consciously motivated actions, and to achieve the successful implementation of decisions made despite possible difficulties.

Independence is characterized as the ability to act relatively independently, isolated from others, without external help, maintaining one's position and regardless of changing conditions [33]. Independence presupposes conscious motivation of actions and their conditioning, not subjecting to other influences and suggestions.

The essence of cognitive independence is revealed [33] in the readiness, ability and desire to carry out cognitive activities on one's own, to independently search for new ones, to improve knowledge and skills regarding the independent acquisition of

new knowledge and their use in further practical activities, to develop independent evaluations judgment.

Cognitive independence is based [8] on internal stimuli and internal self-regulation of a person, it is manifested in aspirations and abilities to independently solve specific problems and practical tasks. Cognitive independence presupposes awareness of the essence of the assigned task, the ability to distinguish the main thing in it, to properly solve problems.

Cognitive independence is manifested in the need and ability to think independently, in the ability to orient oneself in a new situation, to see the question, the task and find an approach to their solution. Cognitive independence is manifested [13], in the ability to approach the analysis of problems, tasks, and problems in one's own way and solve them without outside help.

Independence in educational activities is manifested in the ability to navigate in a new situation, to be critical when evaluating new facts and phenomena [11], to strive to master various ways of learning, to mobilize willpower to overcome difficulties in learning and achieve the set goal [24].

During e-learning, independence manifests itself:

- In the ability to independently organize one's learning at one's own pace, without time and space restrictions, in a self-determined order of studying the educational material, with the possibility of independently determining the need for several one-time processing of the educational material [35].
- Independently manage one's own learning process and independently control one's own learning, independently search for information for professional and personal development, independently work with information in printed or electronic format, independently separate main and secondary information in the text [37].
- Independently make decisions about solving technical problems, in case they arise during e-learning [43].

Scientific works also indicate that the features of e-learning organization are:

- Development of methodological support to support students' independent work [36].
- Preventing the emergence of a feeling of fatigue, which is enhanced by experiencing states of dissatisfaction and depression in the case of informing students about tasks for independent performance, which they perceive as voluminous, complex, uninteresting and as having no practical significance [34].
- Taking into account that the key components of success in e-learning is self-efficacy (belief in one's abilities to organize and perform actions necessary to obtain these achievements [5] and activity in self-regulated learning [40; 41].

Self-regulated e-learning: structure, organizational features

Self-regulated learning is an active, constructive process in which students independently set learning goals for themselves, and then try to monitor, regulate, and control their behavior, guided and limited by their goals and contextual features of the environment [40].

Self-regulated e-learning is a behavior that moves people toward their goals [30].

The basis of self-regulation is the motivation and learning strategies that students use to achieve their learning goals [5].

Self-regulated learning involves different processes. This [52]:

- metacognitive (presupposes the ability of students to plan, schedule and evaluate their progress in learning);
- motivational (indicate that students are self-motivated and ready to take responsibility for their successes or failures);

- behavioral (refer to the characteristics of strategies that students use to optimize learning).

P. Pintrich [40] singled out in self-regulated learning:

- 7 phases (forethought, planning, activation, monitoring, control, reaction, reflection).
- 4 areas of self-regulation (cognition, motivation, behavior, context).

In the context of cognitivism, V. Zimmerman [52] developed a three-phase model taking into account the development of self-regulated learning skills.

The first phase is thoughtfulness. These are strategic processes that precede effective learning. The phase includes the formulation of goals and internal motivation, which is aimed at completing the educational task. The phase usually take place before the student enters the learning process.

The second phase – performance control, takes place during the learning process. The phase includes monitoring learning, attention, and task meaning. Self-observation and self-experimentation are important at this stage because they encourage the student to reflect on their work.

The third phase is self-reflection. The phase includes self-evaluation based on social comparisons and personal performance, adjusting one's performance for the process of performing the next educational task.

W. Lan, R. Bremer, T. Stevens, G. Mullen [29] presented the conceptualization of self-regulated learning using six constructs: structuring the environment, setting goals, time management, seeking help, task strategies, and self-evaluation.

According to the results of the research by D. Davis, S. Neitzel [14], students testified about the need to feel control over their learning environment, therefore they attributed the structuring of the environment to the most significant constructions of self-regulated learning. Other constructs of self-regulated learning, namely: setting goals, time management, seeking help, task strategies, self-assessment are effectively implemented in case of formation of relevant skills or acquisition of practical experience by students.

D. Schunk [44] refers to the structure of self-regulated learning as self-observation, which is manifested in the observation of one's internal mental plan, which allows one to record various manifestations (experiences, thoughts, feelings, etc.).

According to CAST [12], with the development of self-regulated learning in learning design management, three predominant types of checkpoints are distinguished: 1) the type of checkpoints points that contribute to the expectation of learning optimization; 2) the type of checkpoints that promote personal problem-solving skills; 3) the type of checkpoints that allow students to develop self-esteem. Each checkpoint includes suggestions for implementing strategies for self-regulated learning. For example, providing prompts, providing mentors, structuring content, and using diagrams.

According to research by S. Chumbley, J. Haynes, M. Hainline, T. Sorensen [49], students who successfully regulate and change their learning know where and how to get the knowledge they need to succeed in an online environment. They have the highest level of self-regulation in e-learning regarding structuring the environment and setting goals, and the lowest level of self-regulation regarding defining strategies and formulating tasks.

The change and development of self-regulated learning skills occurs as a result of the interaction of personal, behavioral and environmental factors [52].

Features of the organization of self-regulated learning are:

- providing constant feedback to students (discussion posts, blogs, online journals, etc.) [26];
- development of didactic prescriptions for the implementation of self-control (reflection and evaluation of one's own actions, analysis and correction of correspondence between goals, means and the obtained results of actions);
- focusing students' attention on self-control as the ability to perform activities in situations that disorganize their performance and affect the emotional sphere.

In self-regulated e-learning, students' self-efficacy is positively related to academic self-efficacy (success in the written test) and self-efficacy when using the Internet [29].

An essential factor of self-efficacy in self-regulated e-learning is students' attitude to e-learning skills and their ability to improve these skills. According to a study by R. Bates, S. Khasawneh [7], students who viewed e-learning ability as a variable and learned skill reported higher levels of self-efficacy, more positive expectations about e-learning outcomes, less anxiety about using technology, and higher skill level. In contrast, students who perceived eLearning ability to be a relatively fixed skill reported higher levels of anxiety, lower prior success, and lower levels of self-efficacy.

Students who were more independent of online technology tended to have higher self-efficacy than students who were dependent on online technology and had lower self-efficacy (M. DeTure [16]). In addition, correlations were found between efforts and opportunities in self-efficacy and also future needs in self-regulated e-learning (N. Gebara [23]).

Sources of self-efficacy development in e-learning

A. Bandura [5; 6] developed a basis for considering the role of experience in the development of self-efficacy. According to the scientist's work, a person's direct experience with the same or a similar phenomenon is one of the strongest sources of a person's self-efficacy beliefs. The main sources of self-efficacy development are enactive master experiences, vicarious experiences, verbal persuasion, and physiological and affective state.

In the context of e-learning, experience also plays an important role. Thus, R. Bates, S. Khasawneh [7] identified previous e-learning experience as a critical factor in the development of self-efficacy and the manifestation of attitudes towards e-learning.

K.M.M. Fletcher [20] examined self-efficacy in terms of the influence of alternative experiences. In order to use it effectively, it is necessary to constantly monitor the diverse experience of students in the field of technology and involve it in the teaching practice. The scientist also distinguishes mastery experience and mediated experience. As a result of the conducted research, the scientist formulated the conclusion that mastery experience and physical/emotional response to task performance are stronger sources of self-efficacy than verbal persuasion and mediated experience.

K. Jan Shazia [47] distinguishes between two types of experience: the experience of academic self-efficacy and the experience of computer self-efficacy. According to the results of the scientist's research, academic self-efficacy best predicts satisfaction with e-learning.

Yi-Chun Lin, Jyh-Chong Liang, Ching-Ju Yang, Chin-Chung Tsai [51] attributed the experience of using the Internet to meet basic and life needs to the sources of self-efficacy of middle-aged and older people. Internet self-efficacy is the self-perceived confidence and expectation or belief in one's abilities to perform various tasks on the Internet (M. S. Eastin et al. [18]). Internet self-efficacy can enhance or inhibit students' attitudes toward e-learning.

Self-efficacy of students through the prism of different types of interaction in e-learning

T. Miyer, N. Machynska, H. Bondarenko, N. Rudenko, L. Romanenko, I. Sukhopara, R. Shpitsa [35] distinguish two types of interaction in e-learning. Direct interaction in e-learning involves the mutual influence of e-learning participants on each other, which takes place at a clearly defined time, which is recorded in the class schedule, does not depend on the physical location of the lecturer and students, but involves their presence in the class in the role e-lecturer and e-students. Instead, mediated interaction in e-learning involves the impact on electronic students of the content of educational materials that are developed in advance by the lecturer and placed in the educational environment of e-learning, the performance of the role of an electronic lecturer is not foreseen.

The analysis of scientific works revealed that direct and indirect interaction in e-learning influence the self-efficacy of students. Based on the results of N. Gebara's research [23], the conclusion was formulated that the presence of a teacher increased students' self-efficacy and had a significant impact on overall satisfaction with e-learning.

In the study of R. Bates, S. Khasawneh [7], a positive effect of direct interaction in e-learning on students' self-efficacy was also recorded. In addition, it was found that students who received prompt and regular feedback from a lecturer about their performance in e-learning had higher outcome expectations, reported higher levels of mastery and self-efficacy, and spent more hours per week on e-learning than students who did not receive such feedback from the lecturer.

Y.-C. Kuo, A. E. Walker, B. R. Belland, K. E. E. Schroder [28] distinguish three types of interaction in e-learning: 1) interaction between a student and a lecturer; 2) student interaction with e-learning content; 3) interaction between students. Scientists have found that student-teacher interaction and student-content interaction significantly contribute to self-efficacy in e-learning and student satisfaction. They spent most of their time reading and thinking about e-learning content. It was also established that the nature of the student's interaction with e-learning content is influenced by the organization of the content, the approach to document layout, and the ease of access to e-learning materials.

Student interaction with e-learning content has a greater impact on learning outcomes in asynchronous settings. Strengthening the interaction of students with e-learning content contributes to [2; 28]:

- Using media tools or interactive videos;
- Use of technologies that support interaction and interactive learning design;
- Inclusion of tasks that involve cooperation and search for online resources;
- Organization of problem-oriented learning, which involves searching for information to solve educational problems;
- Taking into account the value of tasks for students. Task value is related to the fact that the task the student is performing is valuable to him or her and tends to predict whether or not to continue with the study.

According to the results of A. Artino's research [3], self-efficacy, task value and learning quality are positive predictors of student satisfaction with e-learning. In turn, the perception of the quality of education is related to the motivational beliefs of students regarding the performance of the educational task, and insufficient motivation and lack of self-regulation of learning skills make e-learning difficult

Y.-C. Kuo, A. E. Walker, B. R. Belland, K. E. E. Schroder [28] also experimentally prove that self-efficacy and task value are important predictors of student satisfaction, contribute to persistence and achievement in e-learning.

Activation of interaction between students during e-learning is facilitated by joint projects, performance of group tasks,

discussion of professional situations, use of Internet materials [50]. It should be taken into account that students with a higher level of self-efficacy on the Internet have better skills in searching for information, which increases their confidence in using the Internet, as well as in solving problems during e-learning based on interaction between students (Y.-C. Kuo, A. E. Walker, B.R. Belland, K.E.E. Schroder [28]). Time spent online can inform lecturers about students' levels of self-efficacy and self-regulation online.

The content of independent work during e-learning: an experimental study of students' educational requests

The experimental work was aimed at: determining students' educational requests for the content of independent work during e-learning; determining the types of tasks that, according to students, are the most effective during e-learning; summarizing data on the ways of independent work during e-learning, which students prefer.

Based on the analysis of questionnaire data, it was established that in the formulation of educational requests for the content of independent work during e-learning, students in the vast majority of cases indicated the following undesirable aspects in the content of independent work during e-learning:

- Insufficient complexity of the content of the task (simple tasks do not contribute to professional formation and development (68% of respondents), lack of value for me (28% of respondents));
- The content of the task does not contribute to the formation of a challenge (I repeat what I have already done (44% of respondents), I do not apply knowledge and skills in combinations that are new to me (12% of respondents));
- The content of the task is not aligned with the level of experience (if the tasks are too simple or too difficult for my level of experience, and I cannot get the maximum benefit from them (82% of respondents));
- The content of the task does not require creativity (I feel the desire to complete the task as quickly as possible (68% of respondents), I do not think about the process of completing the task, I think about how to quickly complete this task (32% of respondents));
- The content of the task involves significant time costs (the process of completing the task takes a lot of time, and I do not feel the value for my professional growth (42% of respondents));
- The content of the task involves the use of technical resources that are not always available (64% of respondents)).

According to students, the following types of tasks are most effective during e-learning:

- Tasks of propaedeutic direction (work through the proposed content independently, write an essay based on the results of the work, or draw up a scheme (fill in or develop a table), or develop a project, or apply it to solve a problem situation);
- Tasks of a creative nature (find information, or create an information map, or conduct observations (surveys), or analyze the results obtained, or view media materials, or attend a conference and write an essay, or demonstrate the results in an interesting way);
- Tasks on the development of didactic structures (apply different approaches to drawing up lesson notes or their fragments, or develop materials for organizing various types of activities (project, game, research, search, etc.);
- Research tasks (investigate the phenomenon (process, object, etc.), summarize the obtained data, prepare for the presentation of the obtained results, present);
- Tasks for solving problem situations (the content of the tasks should relate to professional situations and (or) situations of personal development);

- Tasks based on mnemonic processes (remember, apply, consider how to better remember information and implement own ideas);
- Tasks based on thought processes (compare, make an analogy, determine the main thing, generalize, systematize, structure, critically analyze, propose an unconventional way to solve a problem, etc.);
- The task of searching for information with a specific goal (prove (disprove) the expediency of implementing something or the optimality of someone's actions; provide arguments "for - against"; summarize the search data and highlight those that are significant for solving the problem);
- Tasks for modeling and analyzing situations that are significant for professional and personal development;
- Tasks for the development of the project, its implementation, summarization of the received data and presentation of the results of project activities;
- Tasks for preparing for a discussion or debate;
- Tasks to develop materials for interactive web resources, educational online games, etc.

We also summarized the data on the methods of independent work during e-learning, which students prefer. In the students' questionnaires, they indicated:

- Differentiated way of performing independent work (tasks of different complexity (simple, medium complexity, complex) – in 84% of cases;
- Work in groups chosen by students (all members of the group work on a common task) - in 92% of cases;
- Work in groups, the members of which are determined taking into account the complexity of the task - in 58% of cases;
- Independent work with feedback from the lecturer - in 96% of cases.

4 Conclusion

Based on the analysis of scientific works, the organization of e-learning is represented in such theories as: 1) constructivism (the process of active construction by students of their own understanding of new information, which is carried out on the basis of the guiding actions of the lecturer in the direction of the formation of objective knowledge by students on the basis of operating with facts and reflective thinking about previously acquired educational (professional, life) experience); 2) cognitivism (organization of e-learning with an emphasis on students setting their own goals, promoting their self-efficacy and self-regulation in the learning process).

According to the leading ideas of constructivism and cognitivism, to achieve success in e-learning, a student must "make a lot of independent efforts" (A. Artino). Independence in e-learning acquires the following manifestations: the student independently organizes his learning at his own pace, without time and space restrictions, in a self-determined order of studying the educational material, with the possibility of independently determining the expediency of re-processing the educational material (T. Miyer, N. Machynska, H. Bondarenko, N. Rudenko, L. Romanenko, I. Sukhopara, R. Shpitsa); independently manages his own learning process and independently monitors his learning, independently searches for information for professional and personal development, independently works with information in printed or electronic format, independently separates main and secondary information in the text (T. Miyer, K. Zhurba, L. Holodiuk, N. Dyka, S. Stetsyk, O. Tretiak, S. Tsybulska); to independently make decisions about solving technical problems, in case they arise during e-learning (K. Raman, N. Othman, G. Danaraj).

During the organization of e-learning, one should: 1) provide students with methodical support to support independent work (T. Miyer, N. Siranchuk, N. Vyshnivska, N. Rudenko, O. Shkurenko, L. Romanenko, Y. Fedorova); 2) to prevent the appearance of a feeling of fatigue, which is enhanced by

experiencing states of dissatisfaction and depression in the case of informing students about a task for independent performance, which they perceive as voluminous, complex, uninteresting and as having no practical significance (T. Miyer, L. Holodiuk, V. Savosh); 3) take into account that self-regulated learning is manifested in the fact that students successfully regulate and change their learning, know where and how to get the knowledge necessary for success in the online environment (S. Chumbley, J. Haynes, M. Hainline, T. Sorensen); 4) pay attention to self-efficacy as an important component of success in learning and self-regulation as a prerequisite for this success; 5) to understand that students' self-efficacy acquires different manifestations during direct and indirect interaction in e-learning and during students' interaction with e-learning content.

According to the results of experimental work, it was established that tasks for independent work in e-learning should provide a level of complexity sufficient for professional and personal development, take into account the experience of students, contribute to the formation of an intellectual difficulty that students will want to overcome. And also, be characterized by creativity, ensure consistency between intellectual and time costs, take into account technical capabilities and ensure the variability of educational tasks. These can be tasks of a propaedeutic direction, tasks of a creative nature, tasks for the development of didactic structures, tasks for research, tasks for solving problem situations, tasks based on mnemonic processes, tasks based on thought processes, tasks for searching for information with a specific purpose, tasks for modeling and analysis of situations, tasks for project development, tasks for preparing for a discussion or debate, tasks for developing materials for interactive web resources, educational online games, etc.).

It was established that students prefer such ways of performing independent work during e-learning, such as: a differentiated way of performing independent work; work in groups chosen by students; work in groups, the members of which are determined taking into account the complexity of the task; independent work with feedback from the lecturer.

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PHENOMENON OF SOCIAL MEDIA DURING THE RUSSIAN-UKRAINIAN WAR

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Abstract: The objective of this study is to analyze the impact of social media on public opinion during the Russian-Ukrainian conflict. The article employs the following scientific methods to achieve its goal: logical-historical, structural-functional, and comparative analysis methods. The article analyzes the following terms: media (used to describe mass media tools used for information transmission or communication with a significant audience); traditional media (including print press, radio, television, various sound and video recordings, and computer technologies aimed at a mass audience, with relatively broad accessibility and corporate production and distribution of information); and social media (online platforms and internet resources allowing users to create, share, and consume content from other users). The functions of media are categorized into traditional (informational, analytical, cognitive-enlightening, moral-educational, influential, and hedonistic) and modern (live broadcasts, stories, marketplaces, shared pages, and groups). It is concluded that modern social media are gaining comprehensive influence over audiences, which is a significant aspect in times of war. Our analysis highlights how social media influences society during wartime, including phenomena such as the "Spiral of Silence" effect, the manifestation of "herd instinct" in social media, the influence of opinion leaders, and the trust in information published on social networks.

Keywords: media; social media; mass media; armed conflict; warfare; Russian-Ukrainian war.

1 Introduction

Due to the rapid advancement of modern information technologies and mass media (hereafter referred to as media) in today's world, media has become a significant object of influence on public opinion during societal crises and armed conflicts. Unlike historical conflicts such as the Second World War, the ongoing Russian-Ukrainian war is shaping new communication trends among politicians, citizens, and the media. Specifically, the emergence of modern trends in media (particularly social media) prompts us to carefully analyze existing research on the topic and identify the specifics of contemporary trends in their influence on public opinion, which currently demonstrate phenomenal success in shaping societal public opinion.

Firstly, the rapid adaptation of tools in the Russian-Ukrainian war drives this trend - for example, the reporting of current events on-site via smartphones (both through traditional and social media). Secondly, a notable trend (representing a specific phenomenon of wartime) is the active integration of social media into the information landscape. Accounts on social networks such as Instagram, Telegram, and Facebook consistently address the topic of war. This direct communication is often trusted by consumers, as it is considered information 'from the horse's mouth'. In Ukraine, Telegram enjoys the highest popularity among society as the primary channel for receiving up-to-date information. From this perspective, it is noteworthy to mention the active utilization of manipulative influence in social media, particularly in accentuating the construction of a certain "image of warfare".

Politicians and armed forces create their own image of warfare by engaging with their audiences through tweets or posts on Facebook and Telegram channels. This trend is notably evident in the Russian-Ukrainian conflict. The Ukrainian military regularly shares updates on its frontline progress via social media. They disseminate professionally produced audiovisual materials that are then shared by other social media users and utilized by professional editors and journalists [2].

In addition to the traditional functions of the media, which inform society about the Russian-Ukrainian war, entertainment content emerges as a prominent aspect, despite its atypical association with war themes. In this aspect, it is noteworthy to mention the production and dissemination of memes. However, memes about the Russian-Ukrainian war often serve an informative function, albeit through an entertaining genre. This use of memes indicates a consistent trend of 'infotainment' regarding the Russian-Ukrainian war in the media.

The next trend in modern war is the image of the enemy (which serves as a key objective of the media). The information warfare between Russia and Ukraine, Ukrainian and Russian propaganda operates on three fronts: their own citizens, the enemy, and the international community, which is also a trend in this war, where the media plays a central role. In this regard, "each side of the conflict presents its own facts and myths, censors for various reasons, Russia – to prevent objective media from speaking out, Ukraine – to prevent military data from being leaked" [5].

Therefore, the aforementioned points largely emphasize the relevance of this topic and its importance in the current realities of Ukrainian society. The relevance and specific phenomenon of social media during wartime lie in several aspects:

1. Information warfare: social media serves as a vital tool for spreading propaganda, influencing public opinion and manipulating information. Parties to the conflict can utilize social networks to disseminate their views, demonize opponents, and garner support among their citizens.
2. Coordination and mobilization: social media enables quick coordination of actions and mobilization of support. This can be useful for organizing protests, volunteer groups, as well as disseminating information about the actions of military or humanitarian organizations.
3. Monitoring and reconnaissance: social media can be used to gather information about enemy actions, monitor public opinion, and identify weaknesses in the enemy's strategy.
4. Psychological warfare: through social media, it is possible to influence the psychological state of the enemy, demoralizing its population or, conversely, boosting its morale.

Overall, social media serves as an important element in modern conflicts, including military ones. It complements traditional methods of warfare and influences public opinion in real-time.

2 Materials and Methods

To address the aim of the article, the following general scientific methods of understanding social phenomena and processes were utilized: *logical-historical*, *structural-functional*, and *comparative methods*, for analyzing the terms 'media', 'traditional media', and 'social media'; *analysis and synthesis* – for delineating the content and specificity of social media in conditions of military conflict; *classification* – for typologizing varieties of social media in conditions of military conflict; *structural-functional analysis* – for elucidating the primary functions of social media that require study and reconsideration of the most effective ones in view of the military situation.

The theoretical framework of our research is based on the fundamental scientific contributions of Ukrainian scholars regarding the phenomenon of social media. Specifically, we draw upon the works of O. Halamai, who investigates the intersection of media and society, focusing on the interaction between media and politics, as well as media and culture. T. Matvienko specializes in research on media and communications, particularly examining the impact of the Internet and social networks on society. M. Kibkalo conducts research on the use of social networks in political processes, as well as aspects of digital journalism. Finally, D. Chernukha explores the influence of social networks and internet media on society and politics.

Among foreign researchers, notable figures include M. McLuhan, who studied the impact of mass media on culture and society. His works, such as *“Understanding Media: The Extensions of Man”*, remain significant for comprehending the interaction between media and society. A. Nielsen specializes in research on media and consumer markets, particularly measuring television viewing, internet activity, advertising trends, and so forth. C. Gaiman investigates social networks and their influence on younger generations. E. Ires focuses on studying the relationships between new media, technologies, and society. D. Rushkoff examined the impact of media on culture and society.

However, considering the latest challenges and threats facing society, particularly the ongoing state of war, which has persisted for three years across the entire territory of Ukraine, demands further theoretical and practical examination of the mentioned subject. Since the theoretical frameworks developed by researchers do not encompass the full spectrum of issues confronting contemporary Ukrainian society starting from February 24, 2022, this prompted the selection of this research topic.

3 Results and Discussion

Modern society differs radically from all previous forms of human existence. Individuals find themselves in a world that is constantly changing, compelling them to adapt with significant effort and transform it in search of new opportunities to fulfill their spiritual needs and individual inclinations. By creating new information technologies and continually reorganizing traditional media to change the world, humans also alter their consciousness, perception of the world, and value orientations [9].

In particular, the term “media” (from the Latin “media”, meaning “intermediate”) is used to describe mass communication channels employed for the transmission of information or communication to a significant audience. The study and analysis of the term “media” can be approached from several aspects:

1. Technical aspect: Media can encompass various technologies and communication tools, such as newspapers, magazines, radio, television, film, the Internet, social networks, and other digital platforms. Each of these mediums has unique characteristics that influence the perception and reception of information.
2. Socio-cultural aspect: Media play a crucial role in shaping society, culture, and identity. They influence the views, beliefs, values, and norms of information consumers.
3. Economic aspect: Media constitute a significant sector of the economy, generating revenue from advertising, content sales, subscriptions, and other services. They create jobs for journalists, editors, content producers, programmers, and other professionals.
4. Political aspect: Media play a key role in the political process, providing citizens with information about government actions, political events, elections, and other social issues. They can also serve as a means of influencing public opinion and shaping civic consciousness.
5. Theoretical aspect: Media are the subject of study for many disciplines, including journalism, mass communication, sociology, cultural studies, political science, and others. Media research involves studying their role in society, mechanisms of operation, influence, and evolution.

Overall, the analysis of the term “media” requires consideration of its multifaceted nature and the inclusion of various aspects, from technical capabilities to socio-cultural and political implications, especially during the full-scale Russian-Ukrainian war.

From this, the understanding of the two main terms of our research arises, namely: “traditional media” and “social media”. To comprehend the transformation path of traditional media, it is necessary to analyze their etymological understanding and specificity of existence in the process of conducting information

warfare. Traditional media encompass printed press, radio, television, various sound and video recordings, diverse computer technologies united by their orientation toward mass audiences, relative accessibility to a large number of people, and corporate character of information production and dissemination. Formalized types of such media include mass media and communication channels, which can be differentiated by carrier characteristics, namely printed (newspapers and magazines) and electronic (television, radio, Internet) [9].

The essence of traditional media lies in their historical and technical nature, which is reflected in the ways information is disseminated and communicated to the audience. The key features of traditional media include: physical carrier (traditional media utilize physical carriers for information transmission, such as paper (newspapers, magazines), radio waves (radio), airwaves (television)); one-way communication (in most cases, traditional media offer one-way communication, where information is transmitted from the publisher to the audience without immediate feedback); centralized control (traditional media typically have a centralized management structure, where editors, owners, or governmental bodies determine the information presented to the public); limited audience coverage (traditional media are limited in audience coverage, as their access is usually restricted by geographical boundaries); format consistency (traditional media employ standard formats, such as articles, reports, radio broadcasts, television programs, which may be predictable for the audience).

Social media, in turn, are online platforms and internet resources that allow users to create, share, and consume content from other users (two-way communication between content provider and consumer). This can include text messages, photos, videos, audio recordings, and other formats. Social media also provide tools for interaction, communication, and tracking the activity of other users.

The main feature of social media lies in their ability to create a network of connections between users, enabling them to communicate, exchange thoughts and information, as well as create and participate in communities based on various interests. For example, popular social media platforms include Facebook, Instagram, Twitter, LinkedIn, TikTok, YouTube, and many others. Each of them has its own unique features and is aimed at different audiences and types of content.

Social media has become a unique phenomenon that has permeated all spheres of human activity. American researcher D. Rushkoff expresses the idea of the rapid development of information technologies, which humans may not always be able to integrate into the production process. In our case, we can confidently assert that the use of social media has fully met expectations. Social networks have significantly expanded their usual functions, and bloggers (thought leaders) have found a higher purpose in their activities, demonstrating the best aspects of civil society. As the author notes, “virtual authors shape new consciousness and new informational priorities through the production and exchange of informational flows. Together, they describe human civilization in real time, and each vision is a significant part of history”. Social media includes personal blogs, microblogs, social networks, video hosting platforms, photo services, internet forums, and so on. The first condition of social media is the author’s accessibility to a wide audience. The thematic focus of network communication is determined by the specificity of a particular social media platform and its content resources - for example, the audiovisual capabilities of a YouTube channel and short messages on Twitter. Regardless of the content of the message, its technical characteristics, and the audience targeted by the information, all of these aspects have a powerful impact on individuals [7].

The essence of social media lies in their ability to create a virtual environment where users can communicate, share content, interact, and collectively create and influence content. The main features of social media include: multidirectional communication (creating the possibility for multidirectional communication, where users can interact not only with their friends and family,

but also with any other individual or group through public or private messages); collaborative content creation (social media users can create, share, and edit content together); interactivity (providing the opportunity to interact with content, making communication more dynamic and engaging); global reach (allowing users to interact with people from all over the world, breaking geographical boundaries and creating a global community); personalization and communities (users can create personalized profiles and join interest-based communities, enabling them to receive content that matches their preferences and needs).

Social media not only change the way we communicate and perceive information but also have a significant impact on society, culture, politics, and the economy. They have become an integral part of modern life, bringing people together and facilitating rapid information exchange on a scale previously thought impossible.

The functionality of social media allows for nearly real-time coverage of events, both online and offline. In contrast, other mass media require time for processing and dissemination, with some, such as in print media, lacking the capability for immediate notification. Another advantage of using social media is their low resource requirements. Publishing any message does not entail financial investment, specialized equipment, or skills. Ease of use contributes to savings of cost, manpower, and time. Additionally, social media are characterized by their accessibility and extensive audience reach, regardless of users' location. Utilizing the internet network does not necessitate any ties to a specific country, location, or time. Merely having a mobile phone or another gadget with internet access is sufficient for obtaining the required information [1].

Hence, it is imperative to meticulously delineate the primary distinctions between traditional media and social media. Their fundamental divergence lies in the modalities of information dissemination, the nature of audience interaction, and content formats. Below, several key disparities between them are presented, which we deem pertinent to elucidate:

1. Methods of information dissemination:

- traditional media: utilize physical mediums such as paper (newspapers, magazines), radio waves (radio), and broadcast (television).
- social media: internet platforms and applications that allow users to communicate, share content, and interact with each other.

2. Nature of audience interaction:

- traditional media: typically transmit information unilaterally, without the possibility of immediate feedback from the audience.
- social media: provide multi-directional communication where users can interact with each other and with content.

3. Content formats:

- traditional media: employ standard formats such as articles, reports, radio broadcasts, television programs.
- social media: enable users to create and collaboratively edit various content types, including photos, videos, text messages, audio recordings, etc.

4. Centralized management:

- traditional media: typically have a centralized management structure, where editors or owners determine the information presented to the public.
- social media: generally, have a decentralized nature, where content is created by users rather than centralized owners or editors.

These distinctions delineate the modalities of information perception and consumption, thereby exerting influence on the

societal role of media and their positioning within the media landscape, particularly amid conditions of national military conflict.

Pertinently, Professor B. Potiatinik remarks on this matter, while examining the four stages of new media development, noting that "the subsequent waves in the second decade of the 21st century were associated with social networks, video blogging, such as on YouTube or Instagram. Blogging marked a new stage in journalistic evolution, characterized by a higher level of authorial independence and freedom" [3].

Recent research indicates a rapid development of media and a transformation of their function, particularly in the audiovisual and electronic components. The significant impact namely on mass consciousness through such media channels during wartime is emphasized. This leads to the realization that the term "mass media" no longer corresponds to modern realities (including traditional media specifically). This term was much more relevant when information flows were somewhat official and unidirectional, namely, through traditional media channels (radio, television, printed publications, etc.). However, the contemporary information landscape has shown that a significant part of the mechanism of information transmission is dedicated to feedback, i.e., the audience's reaction to what is heard or seen. Thus, it can be argued that information transforms into a process of bidirectional communication, mutual exchange of information [9]. This necessitates the integration of social media into societal usage and consequently the emergence of their latest functions.

There exists a multitude of contemporary functions that social media bring in society, yet they are constantly evolving as the subject of influence changes. Overall, an analysis of classifications of modern media and their substantive characteristics by S. Danilenko, Y. Zasursky, G. Pocheptsov, Ye. Prokhorov, A. Sarkisian, A. Fedorov, L. Fedotova, A. Yakovtsev, and others allows for the division of media functions into the following main groups: informational (reporting on the state of affairs, various facts, and events); analytical (often the presentation of facts is accompanied by commentary, analysis, and evaluation); cognitive-enlightening (by conveying various cultural, historical, scientific information, mass media contribute to enriching the knowledge base of their consumers, listeners, viewers); moral-educational (media reflect moral-aesthetic priority models of social behavior, principles of morality and aesthetic taste, notions of good and evil); the function of influence (media influence people's views and behavior, especially during periods of so-called societal inversion or during mass socio-political actions); hedonistic (aimed at providing leisure, pleasant pastime, recreation, restoring energy, satisfying the aesthetic needs of the audience) [6].

In particular, when discussing the phenomenon of social media in contemporary Ukrainian society, it is worth noting the transformation of their functions in the context of Ukraine's military situation. The latest functions of social media are often created to facilitate communication, increase engagement, and enhance interactivity. In the conditions of war, these functions can become particularly useful, as they can impact various aspects of the military process and provide timely information to the public, namely:

1. Live streaming: The ability to conduct live broadcasts allows users to quickly and effectively disseminate information about real-time events. This can be useful for reporting on events in conflict zones, showcasing life on the front lines, or documenting humanitarian crises.
2. Stories: The Stories feature allows users to publish temporary content that automatically disappears after a certain period. This can be used for quick reporting on real-time events or showcasing life in conflict zones.
3. Marketplaces: The presence of marketplaces on social media can be useful for organizing assistance and support for military or civilian individuals in need.
4. Shared pages and groups: Social media platforms enable the creation of shared pages and groups for coordinating

actions and exchanging information among different groups operating in wartime conditions.

The uniqueness of these functions in the context of the full-scale Russian-Ukrainian war lies in their ability to rapidly and effectively disseminate information, coordinate actions, and assist in mobilizing resources to respond to crisis situations. Such capabilities enable people to stay informed, interact, and provide assistance where it is most needed.

Therefore, an analysis of the terminological framework of the concept of “social media”, their distinction from traditional media, and their latest functions enable the identification of their phenomenon of psychological influence on society during the Russian-Ukrainian war. In particular, it is pertinent to focus on the following aspects:

The “Spiral of Silence” Effect (coined by E. Noelle-Neumann). The hypothesis of the “spiral of silence” by German researcher E. Noelle-Neumann predicts the ability of mass media to influence public opinion by encouraging minorities to express their opinions while suppressing the views of the majority. Thus, the prevailing environment and accepted views may inhibit the expression of one’s own opinion, especially if it contradicts the prevailing one. A similar phenomenon is observed in social networks, where messages are often generated by representatives of the minority. Nevertheless, users who do not wish to remain silent unconsciously begin to share ideas that previously contradicted their beliefs [8]. This phenomenon is vividly manifested in the contemporary Russian-Ukrainian war.

Manifestation of the “herd instinct” in social media. In social networks, the “herd instinct” is vividly expressed in cases where posts attract the most attention, characterized by a significant number of likes and comments. Consequently, the audience assigns greater importance to such messages, while information with fewer responses remains almost unnoticed. Such mechanisms of “contagion” work effectively, especially in the case of bots on social networks. Bots post a large number of emotionally-charged comments under posts, which, in turn, influence the psychological state of readers, transmitting specific moods and stimulating a change in opinions not through rational means, but by arousing the “desired” emotional reactions [4].

The phenomenal influence of thought leaders (influencers), especially during the period of the full-scale Russian-Ukrainian war, lies in their ability to shape public opinion, form views, and beliefs of a large number of people through their authority, charisma, and influence. Here are some key aspects of this phenomenon: extensive audience reach (their messages can reach millions of people simultaneously, making them powerful means of communication during wartime); trust and authority (their thoughts and views are often perceived as authoritative and reliable because they have a reputation as experts in their field); ability to shape public opinion (their public statements, comments, and recommendations can influence the behavior and beliefs of a large number of people); ability to mobilize the public (they can advocate for certain goals, calling for support or protest, thereby influencing society’s reaction to military actions or other events).

Significant trust in the information published on social media is based on the following factors: personal context (typically, society trusts information coming from friends, relatives, and acquaintances on social media); influence of social networks (trust can also arise from users’ participation in specific social groups or communities where information exchange may be more trusted, as it occurs within a shared identification context); sources of information (official accounts of reputable news agencies, expert bloggers, academic sources, and other authoritative sources); feedback and ratings (if many people react positively to certain information or a source, it can increase the level of trust in it).

4 Conclusion

Thus, contemporary social media are rapidly gaining momentum in their development, encompassing a diverse, wide, and accessible audience, posing the issue of social media’s influence on public opinion in the context of the Russian-Ukrainian war. It is precisely in social media where the battleground lies in the information space.

Hence, as a result of our analysis, we have identified four phenomena of social media: the “spiral of silence” model and the “herd instinct”, which vividly underscore the value of transmitting personal views and positions and the pervasive influence on public opinion (so to speak, the “correct” one) on individuals. Modern thought leaders convey current information and can receive feedback through the capabilities of social media, which engenders absolute trust in this phenomenon, especially during wartime.

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INTERNATIONAL PRIVATE LAW RELATIONS WITH PARTICIPATION OF THE STATE: GENERAL CHARACTERISTICS, CONTENT, TYPES, IMMUNITY

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Abstract: The article examines current trends in the development of state immunity in private international law relations. The author defines the scope of these relations and provides their general characteristics, while also identifying the peculiarities of the state's participation as a subject of private international law. Furthermore, the author explores the content and types of international private legal relations, along with their development trends and regulatory peculiarities. Special attention is given to the development of state immunity and the justification for functional (limited) immunity of states. Legal acts are analyzed, showcasing the role of judicial practice in this domain. Finally, the author argues for the necessity of applying functional (limited) immunity in international private law relations.

Keywords: international private-law relations; legal personality of the state; functional (limited) immunity; immunity of a foreign state; commercial transaction.

1 Introduction

Active processes of globalization, the expansion of the sphere of regulation of interstate relations, the unification of international relations, the expansion of trade in the international market, and the emergence of new ways and means of conducting commercial and non-commercial activities all indicate the relevance of regulating such processes. These developments contribute to the growth of dynamics in the turnover of goods between entities. In this context, such relations are civil (private) in their legal nature, based on the equality of parties. Here, equality refers to the legal equality of rights and obligations among subjects entering into civil (private) relations, rather than their actual equality. However, in certain cases, certain subjects, due to their status, may have a special legal nature that allows them to deviate from the principle of equality. One such subject is the State, which holds a unique position in civil (private) relations, particularly in private international law, stemming from the principle of state sovereignty. The basis for this assertion is the immunity of the State, which derives from the principle of state sovereignty. These ongoing processes underscore the necessity of studying international private law relations involving the State, as well as understanding the content and features of such relations. This is particularly pertinent in the context of the need for legislative reform in Ukraine, where our country lacks a law on the immunity of foreign states in private law relations (although there is only a draft law) [13].

2 Materials and Methods

The methodological basis of the study consists of general scientific methods, including the dialectical and system-structural approaches, as well as methods of induction and deduction. Additionally, special methods are employed, primarily the formal-legal, comparative-legal, and historical-legal methods. The main research methods employed are formal-legal and historical analysis, which are utilized to explore current trends in the development of state immunity in private international law relations, conceptual approaches to the main principles of this institution's development, and their reflection in legal norms.

3 Results and Discussion

The scope of state participation in private-law relations complicated by a foreign element (as well as in public-law relations) has been growing recently. The scope of these relations is quite large, and they are developing under the influence of one of the cornerstone institutions of private international law - the institution of state immunity.

Traditionally, there are two main groups of relations governed by private international law: 1) economic, commercial, scientific, technical and cultural relations in the part of them that falls under the rules of private international law; 2) relations with a foreign element regarding property and personal non-property, family, labor and other rights of a private law nature. In the first case, the task of private international law is to regulate business commercial relations between organizations and firms of different countries, to create a favorable climate for foreign investment, to promote economic integration between countries, etc. Important for our study are those international legal relations in which the state is the subject. It should be noted that private international law regulates relations of an international nature. These are primarily property relations, along with which non-property relations arise, for example, in the field of copyright and patent law. These are relations of loans granted by the state, concessions, and inheritance of property located in a foreign country. In the second half of the twentieth century, international trade grew significantly, leading to the conclusion of numerous multilateral and bilateral treaties.

The state can and does participate as a subject of law in various civil relations that do not extend beyond the territory of the state and are not complicated by a foreign element, without having priority in such relations. As noted in the literature, "the issue of the State's participation in civil law relations of an international nature, in which it always acts as a special subject of law, is resolved in a completely different way. In order to develop international cooperation, the state increasingly engages in various public and private relations, both property and non-property, with other states, international organizations, as well as legal entities and individuals. The scope and diversity of these relations are significant; for instance, the state may be a party to contracts for the purchase or lease of land in a foreign country for diplomatic missions or other needs, lease or construct real estate in foreign countries, or issue bonds in their territory. It may also act as a guarantor in civil law relations of legal entities or individuals to foreign countries or foreign legal entities or individuals, among other roles. In recent years, alongside traditional civil agreements, states have increasingly utilized new forms of private law relations that are complex in nature. For example, the state enters into concession agreements, under which a foreign investor is granted the right to develop natural resources on a compensated and fixed-term basis, or production sharing agreements, under which it transfers the right to develop natural resources to a foreign investor on a compensated and fixed-term basis, with the products obtained distributed between the state and the foreign investor on agreed terms [10].

The international nature of economic circulation is an undeniable fact in the development of the modern world. Moreover, recent decades have been characterized by the intensity and multilateral nature of international commercial relations, particularly trade, economic, scientific, technical, and other forms of cooperation between states and their entities. Such cooperation takes various forms, from the conclusion of foreign economic contracts between entrepreneurs from different countries to regional agreements (such as the European Union, the North American Free Trade Agreement, the Pacific Economic Cooperation Association) and global organizations (such as the World Trade Organization, the General Agreement on Tariffs and Trade, the International Monetary Fund), which establish the fundamental principles of economic circulation.

Accordingly, the legal regulation of international relations is evolving into a global form and content, encompassing not only intergovernmental relations but also non-governmental interactions. This trend is evidenced by the expansion of regulatory scope through international legal norms of both treaty and customary origin, changes in approaches to regulation (such as simplification of international requirements for legal assistance and enforcement of commercial disputes), and the

increasing role of international organizations and supranational judicial bodies (such as the European Court of Human Rights of the Council of Europe, the European Court of Justice of the European Union) in determining the rules of conduct for states and individuals.

The state is actively engaging in various legal relations, including property relations, with foreign legal entities, international business organizations, or even individual foreign entrepreneurs. States have increasingly become involved in commercial activities closely linked to international commodity and financial markets. Not only has the number of transactions entered into by states increased, but they have also become more diverse. States are increasingly seeking loans from foreign banks and international financial organizations. They can grant and receive loans, issue securities to raise funds, provide guarantees for loans and borrowings, enter into concession agreements with foreign investors, and engage in production sharing agreements. Additionally, they often enter into agreements on significant long-term investments, particularly in the oil production and refining industry. Furthermore, states can acquire and lease land plots abroad, as well as sell and lease land plots, buildings, and structures owned by the state. They also enter into contracts for contractor works for state needs, as well as agreements for the purchase and sale of goods and provision of services. International private law relations are significantly expanding in today's interconnected world. This expansion is characterized by the economic interdependence of states and the growth of not only traditional forms of foreign economic relations but also relatively new forms such as leasing operations and franchising. Foreign investments play an active role in the economies of different countries, while industrial, scientific, and technical cooperation is advancing. New forms of foreign company participation in the construction of various facilities and the development of natural resources are emerging, while existing forms are continuously being improved.

The modern world economy is a complex interweaving of various economic factors: production, capital, information, technology, and labor markets. This complexity is primarily attributed to the rapid development of new technologies in the second half of the twentieth century. The reduced time and costs of transportation and communication have virtually eliminated natural barriers to global trade, financial transactions, and intellectual flows. Information systems have not only transformed the international market but have also accelerated the development of transnational business relations. The contemporary global economic system relies heavily on the widespread use of private property, factors of production, and the distribution of goods and services primarily through free markets.

The establishment of a worldwide computer network and other advancements in computer science have introduced new challenges for private international law, particularly in areas such as property protection and copyright. The transnational utilization of information data and the commercialization of space have become feasible. The increasing interdependence of states is evident in the expanding cooperation across various domains, as well as the rising number of interactions among individuals, irrespective of their citizenship or place of residence.

At the same time, these trends in the regulation of international commercial relations do not imply that individual states have entirely relinquished their influence in this domain. Moreover, such a scenario appears unlikely as long as the sovereign state remains the primary form of existence for human communities, and one of the fundamental principles of international law is the principle of sovereign equality among states. The essence of this principle lies in the obligation of states to respect each other's sovereign equality, distinctiveness, and all rights inherent in sovereignty. Clearly, modern states do not completely abandon certain public functions in specific areas. This includes issues such as foreign and defense policy, currency and tax regulation, budgetary relations, and the social sphere. One such function is

the administration of justice within the state's own territory through the system of state judicial power.

A conflict situation may concern not only entities of the same state but also counterparties from different countries. The latter is especially relevant for participants in international economic circulation. Considering this, one of the leading English lawyers in the field of private international law, C.M. Schmitthoff, noted that "legal disputes can never be ruled out" in this area of human activity [7].

Our country is actively involved in all these processes, as highlighted in the scientific literature. According to the World Bank, Ukraine is recognized as a nation with a high level of integration into the global economy and world commodity markets. The weighted average indicator of openness of its commodity markets for the period 2006-2015 was 48.8% for exports, 52.9% for imports, and 81.6% for overall foreign trade. These figures significantly surpass those of our closest neighboring countries such as Poland, Romania, and Russia, but remain lower than those of Moldova, Belarus, Hungary, and Slovakia. These statistics underscore the importance of Ukraine's economic development. Foreign trade has emerged as a pivotal factor in generating income and profit for many Ukrainian enterprises, with only a small fraction relying solely on the domestic market. Consequently, a considerable number of jobs in the country are dependent on the scale of export and import activities. In recent years, the foreign trade aspect of Ukraine's economic growth has gained increasing prominence. The signing and implementation of the Free Trade Agreement with the EU, along with agreements with Canada and Uzbekistan, and ongoing efforts to establish free trade areas with Turkey, Israel, and the United Kingdom, highlight the need for a growing number of specialists capable of making informed decisions to navigate the global and regional trade landscape effectively [4].

The presence of a foreign element determines the connection of civil law relations with the legal orders of different states. It is worth noting that in private international law, the concept of the "foreign element" is commonly used, although, as Professor A.S. Dovhert observes, it may not be the most precise term. This concept should be understood not merely as a structural unit of legal relations, but rather as a feature that imbues the elements or legal facts of legal relations with an international dimension [5]. The Law of Ukraine "On Private International Law" of June 23, 2005, No. 2709-IV establishes the principles governing the participation of the state and legal entities of public law in private law relations with a foreign element. According to Article 30, "the rules of this Law shall be applied to private law relations with a foreign element involving the state and legal entities of public law on a general basis, unless otherwise provided by law" [6]. This provision thus enshrines the principle of applying the provisions of the Law of Ukraine "On Private International Law" to private law relations involving the state and legal entities under public law on a general basis.

The state, as a subject of law, occupies a unique position in civil (private) relations, particularly within private international law. This distinction is primarily manifested through the concept of state immunity, which stems from the principle of state sovereignty. Professor A.S. Dovhert highlights that the Law of Ukraine "On Private International Law" of June 23, 2005, defines "private law relations as relations based on the principles of legal equality, free will, property independence, with individuals and legal entities as subjects" [3]. In international practice, "the state in private law relations is regarded as a legal entity under public law" [5].

States possess universal international legal personality, as well as civil legal personality, allowing them to directly engage in foreign economic commercial activities, referred to as "diagonal" relations, i.e., civil law relations with foreign individuals or legal entities. A notable peculiarity of states is their ability to enter into property transactions without being legal entities in the strictest sense of the term. *The international legal personality* of a sovereign state, comprising legal capacity

and legal personality, encompasses its ability to acquire international rights and assume international obligations. This is evident in the state's capacity to enter into international political and economic treaties. Full participation in international relations necessitates that a state, as a subject of international law, possesses sovereignty, legal capacity, and equality. These three elements are closely interconnected, and the absence of any one property deprives a state of its ability to function as an international legal entity. As a member of the international economic community, every sovereign state possesses the capacity to bear international rights and obligations, or, in other words, to be a legal entity.

When characterizing the civil legal capacity of the state, it should be noted that by entering into civil law relations, the state voluntarily limits its immunity while retaining its status as an organization endowed with public authority functions, which it is capable of exercising in other domains. When characterizing the legal capacity and capacity to act of public legal entities, it is important to emphasize that they differ from legal entities primarily in that they are not primarily established for participation in civil law relations. Civil law engagement is auxiliary to their main activities, although often necessary. For the state, as well as other public legal entities recognized as subjects of civil law, it is essential to ensure their participation in civil law relations while fully respecting the interests of all participants in civil transactions as legally equal subjects in private law relations with each other.

For the state, economic activity or economic function is no less important than its other functions. The state carries out such activities, particularly in civil circulation, not as a private entity, but as a sovereign entity wielding public authority. When entering into a civil law transaction, the state acts as a distinct subject of civil law, serving not the personal interests of private individuals, but rather the public interest and the interests of its society.

Foreign economic activity is a significant aspect of international private law relations in which the state participates as a party. These activities may encompass both unilateral foreign economic transactions, such as when foreign entities purchase state-issued bonds, and foreign economic agreements where the other party to the agreement is a foreign individual or legal entity, as seen when the state enters into agreements with foreign companies [9].

Modern economic science identifies the main trends in the development of the world market for goods and services, including the following: accelerated development of international trade after World War II and the predominant growth of foreign trade compared to the overall pace of economic development in countries; significant influence of factors operating in the production sector, such as structural changes and cyclical fluctuations in the world economy; and the growth of export (and in some cases import) quotas, indicating the increasing involvement of countries in the global economy. In all these processes, the state plays an important role as a subject of foreign economic activity.

In the economic sphere, a sovereign state cannot only enter into international treaties and agreements with other states to establish economic relations but also directly enter into commercial contracts. In an open market economy, states become business entities and actively engage in commercial relations with foreign private individuals and legal entities. To achieve certain goals of their economic policy, states may create monopolies in certain sectors of the national economy (e.g., extraction of strategic natural resources, railroad transportation, postal services, etc.). However, such actions do not deprive the state of its sovereignty. Thus, a sovereign state, possessing international legal personality, carries out its actions independently of anyone's will. It is worth noting that international trade, which constitutes a distinct sphere of international private law relations, is often described as 'the traditional and most developed form of international economic

relations,' accounting for up to two-thirds of the value of all cross-border economic flows [9]. Foreign trade agreements, i.e., civil law agreements concluded by subjects of international law (counterparties) engaged in commercial activities aimed at trade exchange, are established in accordance with the law. In the classical sense, international trade encompasses international commodity and monetary relations, representing the aggregate of foreign trade activities of all countries worldwide. Among the various types of foreign economic transactions involving the state, the predominant role belongs to *the international sale and purchase of goods*. These transactions are often accompanied by contracts for carriage, freight forwarding, insurance, and settlements, which are also independent types of foreign economic transactions. As noted in the literature, 'international trade is historically the first form of international economic relations. This is because it represents a relatively straightforward exchange between states—the exchange of goods and services. Furthermore, it covers approximately 80% of all international economic relations' [4].

The substantive legal regulation of international sales contracts and the rights and obligations of the seller and the buyer arising from such contracts are unified in the *United Nations Convention on Contracts for the International Sale of Goods* dated April 11, 1980 (Vienna Convention) [15] (entered into force on January 1, 1988), which has been ratified by more than 60 states. The Convention defines the contract for the international sale of goods, contains provisions on the form of contracts and the procedure for their conclusion, regulates the content of the rights and obligations of the seller and the buyer, as well as the liability of the parties for non-performance or improper performance of their obligations under the contract. Additionally, the Convention includes provisions on the transfer of risks from the seller to the buyer and obligations of the parties to preserve the goods. If one of the parties to the transaction is located in a country that has not acceded to the Convention, the Convention will not apply to such a transaction. In a sale and purchase agreement, the transfer of ownership of the goods from the seller to the buyer is a prerequisite. This is the main distinction between a sale and purchase agreement and other types of agreements, such as lease, license, insurance, and other agreements, which do not necessitate the transfer of ownership of goods. Instead, the subject of the agreement is either the right to use the goods or the provision of services. Such agreements encompass all contracts recognized under civil law, provided they meet the characteristics of a foreign trade transaction: international sale and purchase, international leasing, international transportation, international settlements, services, etc.

International trade in commodities on the world market is characterized by certain features, including regulatory mechanisms, the specifics of interaction between sellers and buyers, and the characteristics of particular commodity markets. It is noted that "trade in commodities may be carried out under the most favored nation (MFN) regime, on a compensatory basis, or under a preferential trade regime" [4]. These features form the basis for classifying numerous forms of trade.

Other common types of foreign economic agreements to which the state may be a party include investment agreements with a foreign investor, *concession agreements, production sharing agreements, and others*. The issue of immunity for those states that actively attract foreign investment has become particularly important in modern economic relations. Investors are interested in the state that receives investments waiving its immunity in case of disputes between the investor and the state.

As noted above, the scope of private law relations involving the State is quite extensive, and they are evolving under the influence of one of the cornerstone institutions of private international law: the institution of State immunity. The expansion of the State's participation in international economic activity in the second half of the twentieth century led to the establishment of *the concept of limited immunity* not only in legislative and treaty law but also in the judicial practice of

different countries. *The concept of absolute immunity*, which originates from common law — '*par in parem non habet jurisdictionem*,' meaning disputes between equal subjects cannot be resolved in the courts of one of them — has significantly reduced its influence in international private law relations. In other words, a lawsuit against a foreign state is not subject to the jurisdiction of the national courts of other states due to the sovereignty of the defendant. It does not matter whether the claim arises from the political actions of a foreign state or from its commercial transactions. The only exception is when the defendant state has voluntarily waived its immunity. In the practice of states, there are international treaties in which the contracting parties voluntarily waive jurisdictional immunity in the field of merchant shipping and certain commercial relations. The vast majority of bilateral and multilateral investment treaties contain a voluntary waiver of jurisdictional immunity by states in the event of disputes arising in connection with investments. Some multilateral conventions also exclude the right of states to jurisdictional immunity in commercial transactions. Particularly, such rules are laid down in the 1982 *UN Convention on the Law of the Sea* (section 3, part 2) [16].

On the one hand, the concept of functional (limited) jurisdiction allows for the possibility of bringing a foreign state, without its consent, into a judicial procedure on civil claims. However, at the same time, the state maintains protective immunity from actions that entail material consequences, such as interim measures or enforcement of court decisions. On the other hand, supporters of the absolute jurisdictional immunity of states argue that "absolute" does not mean "inviolable," pointing out that under international law, states may voluntarily express their consent to waive jurisdictional immunity.

The concept of functional (limited) immunity does not recognize the non-jurisdiction of the state in commercial transactions. Any counterparty of a foreign state under a commercial transaction has the right to file a claim with the jurisdictional authority established by the relevant provisions of the contract to hold the sovereign state liable for failure to fulfill or incomplete fulfillment of its contractual obligations. Historically, the concept of functional (limited) immunity began to develop in the mid-twentieth century from the practice of national courts of Belgium, Italy, and other Western European countries. These courts started to distinguish between acts of the government *jure imperii* and acts of a commercial nature *jure gestionis*, denying jurisdictional immunity in the latter case [1].

Nowadays, the concept of functional (limited) immunity is enshrined in legislation in a number of countries or is used in judicial and arbitration practice. These countries include Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Italy, Norway, Pakistan, Singapore, Switzerland, the United Kingdom, the United States, and others. Some of these states also participate in the 1972 European Convention on the Immunity of States, which is based on the same concept of limited immunity, as well as in the 2004 UN Convention on Jurisdictional Immunities of States and Their Property.

When a state acts as a so-called "*trading state*," i.e., enters into private law commercial relations or transactions (i.e., *jure gestionis* actions), it forfeits the right to immunity concerning its property and other rights. According to this concept, and without the special consent of the state in question, regardless of whether the state adheres to the concept of absolute immunity or not, each state itself determines and establishes within its jurisdiction the limits and conditions for granting immunity to other states.

Thus, today it is clear that the state cannot avoid commercial activity; moreover, it seeks to participate in it and therefore must be prepared to limit its immunity for the sake of developing international relations of a private law nature.

Commercial activity of states, according to national legislation and international legal acts, is the most significant exception to immunity. According to the Legal Encyclopedia, the term "*commercial activity*" is derived from the Latin *commercium* -

trade. In a broad sense, it refers to activity in the field of trade and trade turnover, which, with the development of economic relations, encompasses more parties and types of economic activity [7]. In modern foreign legislation, the concept of *commercial activity* is used both in a narrow (trade) and broad sense. According to the Law of Ukraine "On International Commercial Arbitration" of 1994 [14], commercial activity can be carried out in various spheres of economic life, not limited to trade relations. These may include agreements for the supply of goods or services, the exchange of goods or services, distribution agreements, trade representation, factor transactions, leasing, engineering, construction of industrial facilities, provision of consulting services, purchase and sale of licenses, investment, financing, banking services, insurance, operating or concession agreements, joint ventures, and other forms of industrial or business cooperation, as well as transportation of goods and passengers by air, sea, rail, or road.

This approach is confirmed in the practice of most countries, where the broadest interpretation of commercial (trading) activity is applied. This concept includes any economic activity related to industrial production, agriculture, construction, insurance, financial services, etc., as well as actions related to business.

The feature of making a profit serves as the basis for dividing economic activities into commercial and non-commercial ones, necessitating the consideration of the specifics of the legal regime for these types of activities in commercial law. As explained by the US Court of Appeals in the case of the Federal Bank of Nigeria, "if an activity is one that a private person can engage in, it does not give rise to immunity" [2]. In many countries, commercial activities are regulated by commercial codes (such as Australia, Austria, Argentina, Bulgaria, Brazil, Estonia, Poland, Romania, the United States, France, Japan, etc.). For example, Australian law defines a commercial transaction as "a commercial, trade, business, professional, industrial, or similar transaction, including contracts for the supply of goods or services, loans, and other financial arrangements and financial guarantees" [11].

Thus, the participation of the state in international private law relations is characterized by several features. First, it possesses jurisdictional immunity, i.e., immunity from the jurisdiction of foreign courts. The fact that a sovereign state is not subject to anyone's will results in its jurisdictional immunity in economic relations. State immunity is an expression of national sovereignty, encompassing the international legal principles of non-interference in the internal affairs of other states and respect for the rights inherent in sovereignty. Accordingly, state immunity is an institution of public international law. Within its internal legal order, the state does not enjoy such immunity in civil law relations, being an equal partner with other subjects in such relations.

A state's waiver of immunity is made in accordance with the laws of the relevant state. However, the waiver of one type of immunity (e.g., judicial immunity, preliminary injunctive relief, or enforcement of a court decision) does not imply the waiver of another. For instance, a state's consent to participate in a foreign lawsuit does not extend to agreeing to interim measures or enforcing a foreign court judgment. Nonetheless, a foreign state does not enjoy immunity if it itself is a plaintiff.

Secondly, the peculiarity of the state's participation as a party in international private law relations lies in the fact that agreements with foreign parties are typically subject to the law of that state. This provision was reflected in the well-known decision of the Permanent Court of International Justice in The Hague regarding the loans of the Yugoslav and Brazilian governments in 1929, which stated that "the peculiarity of state sovereignty includes the fact that the state is not presumed to have subjected the essence and validity of its obligations to a legal order other than its own." It should be acknowledged that this principle remains significant today.

The scientific literature also offers another rationale for applying state law to contractual relations with private individuals: in the absence of a clause specifying the applicable law in a contract with the state, the law most closely connected to the contract is applied. Typically, this is recognized as the law of the state, as transactions involving the state often have significant ties to the territory of that state. For instance, investments made under investment treaties typically occur within the territory of the state party to the treaty [12].

The provision that the contract is governed by the law of the state implies that a foreign private individual must take certain measures to minimize the risks associated with possible changes in the laws of its counterpart, the state. The state may intentionally alter its legislation in a manner that exempts itself from liability under a contract with a foreign private individual. According to the general principles of private international law, applicable law refers to the law currently in force. In other words, judges and arbitrators are obligated to apply the law as it exists at the time of the dispute, not at the time of the transaction. As noted by J. Morris, "the applicable law is the living law and must be applied as it stands at the time of contract performance, not as it stood at the time of contract formation" [8].

4 Conclusion

The State is an equal participant in international private-law relations, possessing international legal personality, which enables it to engage in various civil, foreign trade, and foreign economic relations, without any inherent priority. International private law relations involving states can be categorized by areas of activity, primarily encompassing property and non-property relations, such as those pertaining to copyright and patent law, international trade in goods and services, foreign economic relations (including investment agreements, concession agreements, production sharing agreements, and the financial sphere), among others.

One of the most significant aspects of state participation in international relations is the principle of immunity, which states possess to a limited extent in private law relations. In the context of commercial activities, the state waives its immunity. To ascertain the commercial nature of a contract involving the state, the primary consideration should be its nature and purpose. Disputes arising from such activities are adjudicated by the competent national court or, by mutual agreement of the parties, may be submitted to arbitration.

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Primary Paper Section: A

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PUBLIC SCULPTURE IN WARTIME UKRAINE AS A FORM OF THE STATE'S MEMORY POLITICS

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Abstract: The authors argue that during wartime in Ukraine, public sculpture serves as a reflection of the memory politics of the contemporary Ukrainian state. As such, these politics are aimed at breaking away from the Soviet legacy that continues to exist simultaneously in the form of hidden or sometimes obvious remnants of older colonial narratives of Ukrainian history and in the form of aesthetic artifacts akin to those that can be seen in the public space of big cities, e.g. sculptures and reliefs, etc. However, in its efforts to shed the Soviet legacy, Ukraine's memory politics often uncritically adopt dominant capitalist narratives, inadvertently perpetuating another form of cultural oppression and colonization. In addition to critiquing contemporary market-driven discourse, the authors stress the importance of not overlooking the layer of mythological memory, as it constitutes one of the most fundamental elements of Europe's cultural landscape.

Keywords: public sculpture; modern art; socio-cultural restoration; architecture; cultural landscape.

1 Introduction

Modern art in Ukraine reflects the active processes of nation-building. This includes the desire of people to remove monuments that perpetuate Soviet ideology from public spaces. In urban landscapes, these processes were most evident in the removal of names and symbols associated with communism from cities and streets, as well as the dismantling of monuments to Russian figures of the military, political and cultural front. Similarly, recent public sculpture projects fulfill society's demand for spatial embodiments of memory politics, preserving the memory of those killed in the current Russian-Ukrainian war.

During December 2023, the aporia of antagonistic art-epistemes in the urban context became evident with the removal in Kyiv of the last propaganda sculptures. These sculptures celebrated the triumph of the Bolshevik occupation, which destroyed the Ukrainian People's Republic (1917-1921), proclaimed by the national liberation movement led by the Ukrainian Central Rada. We refer to the removal of the equestrian monument to the 'red commissar' Mykola Shchors on the capital's Taras Shevchenko Boulevard (Figure 1).



Figure 1. The decommunization of the monument to M. Shchors. Kyiv, December 2023.

This demolition was underscored by the ceremonial opening of the monument to the Hero of Ukraine Oleksandr Matsievskiy, a sniper of the 163rd battalion of the 119th separate brigade of the Territorial Defense of the Chernihiv region. The new monument stands in the park of the National Historical and Architectural Museum 'Kyiv Fortress' (Figure 2).



Figure 2. Oleg Tsos, Albina Safronova. The monument to Oleksandr Matsievskiy. Kyiv, December 2023.

We are, however, also referring here to the removal – on Christmas Eve – of another Bolshevik monument dedicated to the armed rebellion of 1918 against the government of the Ukrainian People's Republic (Figure 3).



Figure 3. The dismantling of the monument to the armed January uprising of the Bolsheviks in 1918.

In other words, cultural and artistic events in the capital contribute to shaping the public space of democracy. This aligns with the Resolution of the General Assembly of the UN (2015) on the sustainable development of modern cities, titled 'Transforming our world: the 2030 Agenda for Sustainable Development'. The resolution emphasizes the full permanent sovereignty of every state over its wealth, natural resources, and economic activity [17]. Paragraph 11 of the resolution sets the goal to 'Make cities and human settlements inclusive, safe, resilient, and sustainable'. Furthermore, the Global Sustainable Development Report 2023 emphasizes the need to accelerate changes to qualitatively achieve the planned goals [16]. Therefore, the processes of socio-cultural restoration of Ukraine – or rather the construction of a new image of the state (see the article titled "Between aesthetics and imagination" [...]) – despite the difficult conditions of the war, take into account the

recommendations for accelerating the necessary changes, and correspond to actions to organize urban public milieu. In a similar manner, one might say, the non-profit organization "Americans for the Arts" operates – the organization has a social goal: "Public art is often site-specific, meaning it is created in response to the place and community in which it resides... Simply put public art is art in public spaces. The term "public art" may conjure images of historic bronze statues of a soldier on horseback in a park. Today, public art can take a wide range of forms, sizes, and scales—and can be temporary or permanent. It often interprets the history of the place, its people, and perhaps addresses a social or environmental issue. Public art can include murals, sculpture, memorials, integrated architectural or landscape architectural work, community art, digital new media, and even performances and festivals! ... Public art instills meaning—a greater sense of identity and understanding of where we live, work, and visit—creating memorable experiences for all. It humanizes the built environment, provides an intersection between past, present, and future, and can help communities thrive" [10; 11; 13; 12].

The symbolism of the dismantling of the political and ideological idols of Bolshevik propaganda hides the deep meaning of the transformations taking place in the collective cultural memory of Ukrainians, who, in particular, got convinced of the rightfulness of the position of R. Kearney, P. Ricœur, G. Marcuse, all of whom did not share Walter Benjamin's optimism regarding the manipulative politicization of art, because, "Any attempt to use art to influence the masses in order to transform their consciousness and mind necessarily distorts the true purpose of art", as the freedom of artistic expression is replaced by trivial propaganda [6]. And if numerous works of art within the dominant memory politics, which in turn is an integral part of the nation-building process, perpetuate the memory of those who died in the ongoing Russian-Ukrainian war, then the quote "The history of art is not the history of wounds, but only those wounds that were reincarnated into light" [15] seems particularly apt. In this manner, the opposition of a sovereign democratic European country to a totalitarian dictatorial state becomes palpable, while still preserving the cultural memory and certain aspects of the spirit of the free Cossacks.

Therefore, the simultaneous removal of Bolshevik and Soviet monuments from the cityscape, alongside the installation of monuments commemorating those recently fallen in the ongoing war against Russia, highlights the nuanced differences between the Soviet-era politicized propaganda art and the evolving aesthetics aligned with the memory politics of contemporary Ukraine. These processes, though historically and culturally antagonistic, currently coexist in the capital, illustrating Ukraine's liberation from Soviet-era influences and its focus on nation-building.

Perhaps here lies an opportunity to return to a form of art rooted in cordocentrism, a traditional element—or, as one might argue, the foundation—of Ukrainian culture, still preserved in popular memory. These qualities persist, not "thanks to," but "in spite of," the dominant trajectory of the art market, which tends to transform urban spaces into manifestations or representations of post-capitalism. Simultaneously, it is crucial to preserve visual memory as a component of cultural memory concerning universal human values, harmony, and the beauty of a just social order, where the rule of law transcends mere rhetoric. Critical reflection on events should maintain a distance to help overcome the alienation of the modern world, as discussed by Ukrainian aestheticians such as Maria Shkepu and Oleksiy Bosenko. This preservation gains heightened importance in light of Europe's essence, as observed by the British-American historian Tony Judt in 2007. He noted that Europe is more about relations than geography. When, at the end of the 20th century, Ukraine, along with Armenia and Moldova, collectively liberated themselves from the Moscow Empire, they became 'post-imperial orphan states,' casting their gaze towards another 'imperial' capital—Brussels. In the 21st century, these Eastern 'European citizens' prioritize not only inclusion in the new Europe but also the preservation of their self-identification and cultural memory of a

pre-modern past shared with Europe, a memory that both Nazi and Soviet regimes sought to erase [5].

2 Literature review

The process of maturation of cultural memory is quite delicate and can only be rooted in transcendental freedom. The Ukrainian aesthetician Oleksiy Bosenko described this latter not as "freedom is not a choice, but when there is no choice," referring to the transcendental aletheia, when necessity becomes free and freedom becomes necessary [4]. He categorically did not approve of the currently widespread method of appropriation known as "cultural jamming". In this approach, public sculpture often neglects certain aspects of art, becoming merely a dimension of the spatial design of the post-capitalist world. As one might argue: there is no freedom of choice in the total designation of public sculpture either, but this repressive pressure of "cultural jamming" imposes on artists' slavish patterns of benchmarking thinking (very similar to the Soviet totalitarian ideology), where creativity becomes subordinated to the need to conform to the stratagems of the art business. Then contemporary artists (philosophers, critics, historians) perform the function of "the global interpretive community" (Samuel Makinda), or cerebrospinal fluid, the fluid of the "ideology of brainlessness", without which modern society cannot function. That is how, "through the tears of Heraclitus" [4], the Lego art of Anton Logov, "Horn of Plenty", arises, where not the author, but the global interpretive community determines the legitimate quasi-original form and meaning of the work, while the author only imitates the post-ethnic episteme, not focusing on the critical awareness of subtleties of the concepts "such as security, sovereignty and globalization" [8], (Figure 4).



Figure 4. Anton Logov. *The Horn of Plenty*. Metal, paint. 2023. Agro Region, modern ukrainian agricultural company.

However, according to Bosenko, true freedom, experienced as ecstasy in absolute time, is necessary for the growth and maturation of cultural memory [4]. Therefore, when cultural memory loses its pragmatic functionality, it is aestheticized as "intermediate aesthetics", as an affect and effect of the aestheticization of history itself, and ... becomes free atonality. "Freedom is like a museum exhibit," memory and oblivion, where art and philosophy freeze in the confused silence of co-existence, intriguing only with the freedom of the spirit of the past and present, ponders Oleksiy Bosenko in another book [3]. He claims: free atonality does not promise anything, does not teach, does not prophesize, it is contemplative, like death in the works by L. Feuerbach – "always a successful creation". Its tone is incomplete, like an internal transition, consisting of breaks, jumps, interrupted gradations. "Atonality is not only determination, chaos, the essence of any contradiction, but also its solution, whatever it may be: space and time, life and death, existence and nothingness, form and content, essence and phenomenon. The point is in the moment when there is no more contradiction, but there is also no unity. When the viewer has gone beyond his limits, and the work of art "gives up", branches out towards them, leaves its shores, abandoning itself, and a

collision occurs, a cosmic catastrophe, a collision of two galaxies" [3].

However, according to Hannah Arendt, the tragedy does not begin at the moment of the process of liberating the country, when the small islands of freedom, already doomed, are automatically and completely erased – as Bakhmut, Mariinka, Avdiyivka are now destroyed – no, the real tragedy begins when the conditions disappear to inherit, investigate, reflect on cultural memory, because "without such a mental completion of the aftermath, without the articulation carried out by memory, there is no story at all that could be told" [1].

In European literature of the last decades of the 20th century, it was W.G. Sebald who, in his novels "Austerlitz" and "The Rings of Saturn", but also in his "On the Natural History of Destruction", undertook an ambitious effort to examine the relationship between "culture" and "nature" – not only as such but also as the cornerstones of the metatext of the civilization of signs, symbols, and meanings that we are embedded into and exist in. According to Sebald, then, it is only through memory that nature might seek fulfillment and liberation from the curse of natural laws. However, this same curse is smuggled into culture, as seen in Sebald's observation of the tragedy of the Holocaust in "Austerlitz" [14], akin to the distant observation of ruined landscapes. One might also think of this view as of a distant echo of Adorno and Horkheimer's concept of the intertwining of Enlightenment and myth, but that would already be a topic for a separate study.

Therefore, in the conditions of an ongoing exhausting war, it becomes extremely important not to lose the integrity of the cultural memory of the nation, and not to allow "the mind to wander in the dark" (de Tocqueville), when the past ceases to grasp the future. In the end, "miracles" are created by people themselves, because men, who "have received the twofold gift of freedom and action can establish a reality of their own" [1] ("The tragedy began not when the liberation of the country as a whole ruined, almost automatically, the small hidden islands of freedom that were doomed anyway, but when it turned out that there was no mind to inherit and to question, to think about and to remember" [1]). Instead, racism today serves as proof of the perniciousness of the dominance of the twilight of the mind. It purposefully cultivates a "world order" in which "international law is nothing, and the power of the stronger instead is everything," as noted by the German Minister of Foreign Affairs, Annalena Baerbock, in a column for the "Frankfurter Allgemeine Zeitung" on 11.12.2023.

Meanwhile, while the hybrid Third World War continues, Europe is already on the threshold of understanding the processes of reconstruction: political, economic, oh, cultural, and it will again have to go through the experience of overcoming post-war traumas, but now on a different level than it was after the first two world wars in the 20th century.

Therefore, just as Paul Ricœur, working on the introduction to the French edition of Hannah Arendt's work and recalling the horror of being in the Bergen-Belsen camp, tried to answer the question "why did the war happen?" how to prevent totalitarian terror, mental degradation, and genocide again?", Ukrainians have been asking this question since the first days of the aggression and annexation of Crimea in 2014, perpetuating the memory of the dead, calling on the world to stop yet another brutal murder of a European nation, and international capital to stop trying to make money from crimes against humanity. Right now, in order not to fall into barbarism, the world must overcome the dangerous disjunction between historical experience and cultural memory. Moreover, Hannah Arendt emphasized that "This past, moreover, reaching all the way back into the origin, does not pull back but presses forward, and it is, contrary to what one would expect, the future which drives us back into the past... Only because man is inserted into time and only to the extent that he stands his ground does the flow of indifferent time break up into times" [1].

Public sculpture, in this sense, is a phenomenon of the important and hopeful position of that sphere of the spirit, which, according to H. Arendt, is in the gap between the infinite past and the infinite future, providing mortal man with an opportunity to emerge from the ruins of historical and biographical time through a narrow path into a renewed time-space, and rethink his way, without falling into the political traps of surrogates of mental and practical realization, without fearing the fat truth/aleteia resides in the transcendent, and in the material is often uncertain. Therefore, freedom (be it creative freedom or existential freedom of will) should be understood at a distance from politics, "in interaction with oneself".

Criticizing the sensible amorphousness of modern culture, which has managed to recognize the singularity of nothingness, Maria Shkpeu emphasizes: today "the world deprived of development progresses in the opposite way - it is not only divided by zero, but moves into regressive vectoriality"; "The degenerate loop as a consequence of the regressive inversion of the boundaries of history is rooted in the aesthetics of the ugly. As K. Rosenkrantz argued, the absence of beauty not only progresses to the final deformation, but, unlike the last chord of his concept, does not perceive itself as a caricature. In the degenerate loop of modern history, modern philosophy, and modern art, aesthetics appears as the transformation of the ugly from chance into regularity, then into a categorical imperative, and finally, into a cult. Everything is turned inside out, even man in all his natural modes" [15].

A prime example of history and consciousness distortion through politically manipulative fake memory propaganda is the public sculpture in the temporarily occupied territories. In addition to immortalizing Bolshevik figures like I.V. Stalin and current perpetrators of Ukrainian atrocities, invaders fixate on politicized idols and fetishes. This art showcases a sharp decline in both professional and moral standards, as ugliness is mistaken for beauty, and high-quality pre-war sculptures are dismantled or destroyed. Thus, in the Kherson region alone, dozens of monuments to the victims of the Holodomor were destroyed, along with Christian crosses and images of the Mother of God, and enemy forces did it with particular cruelty on November 25, the day Ukraine commemorates the victims of the Holodomor. It is very significant how anger towards monuments embodying the nation's historical aspirations for democracy eats away at the twilight consciousness of the Rushists, which was noticeable during the occupation of Kyiv region in February 2022, when residents recorded on video the acts of the enemy shooting at

sculptures not only with automatic weapons, but even from tanks. Meanwhile, all museum valuables were certainly looted, for example, 11,000 works of art from the collection of the Kherson Regional Art Museum named after Oleksiy Shovkunenko were stolen during the temporary occupation of Kherson. Similarly, enemy archaeologists are looting Scythian burial mounds and gold jewelry, hastily expropriating Ukrainian history for their museums.

That is why the "hermeneutics of social life and exposing the intrigues of power systems in the history of mankind" is so necessary, while the idea of transcendence should remain the basis of any discourse of non-violence, as a utopian hope to end the entire system of violence and oppression, and for which humanity is looking as for a way to combine rationality and spirituality" [6]. For a comprehensive image of the memory politics of the modern Russian state, we note that the monuments to the commanders of the Russian tsarist army, Suvorov and Ushakov, along with other sculptures of its political leaders and military, were not destroyed. Instead, they were carefully dismantled and taken from the parks of Kherson to the territory of Russia.

3 Results and Discussion

Therefore, the competition of antagonistic art epistemes in the cultural and artistic space of modern Ukraine reveals nuances in the philosophy of historical evidence of the past and present. The process of decommunization complements the phenomenon of

resetting the cultural memory of Ukrainians. The current military victories in returning the integrity of a sovereign democratic country change the episteme of the oppressed past, but at too high a price - the lives of hundreds of thousands of Ukrainians, both soldiers and civilians. Given this disposition, we can claim that the look of the Hero of Ukraine Oleksandr Matsievskiy, thanks to the emphasized attention of the sculptors, conveys a whole spectrum of meanings and feelings. In order for the sculpture to convey this holographic multiplicity of emotions and thoughts as accurately as possible, the artists Oleg Tsos and Albina Safonova were extremely focused on the technical performance of the figure of the Hero, which immortalizes the tragic moment on December 30, 2022, when a Ukrainian soldier shouted "Glory to Ukraine" and was demonstratively executed by the Rashists, who then spread their video proof of the act of war crime through social networks. The figure was made by sculptors from silicone and plastic using 3D technologies, which replaced the ancient tradition of wax sculpture, in which the famous Ukrainian sculptor Leonid Posen, the author of numerous portraits, genre compositions from the life of Zaporizhzhya Cossacks, and monuments to the writers Mykola Gogol and Ivan Kotlyarevsky, worked in Poltava.

However, we must note that in 2023, traditional bronze monuments to Alexander Matsievskiy were also erected. They appeared in the city of Nizhyn, his hometown, and even in the capital of Georgia, Tbilisi, on the territory of the private clinic of Mr. Akaki Tsilosani (Figure 5).



Figure 5. The monument to O. Matsievskiy in Tbilisi, Georgia, 2023.

Moreover, the situation of the shooting, which became a viral meme, was depicted on April 29 on a Kyiv mural on one of the parliament buildings by the French artist Christian Guemi, who has the nickname C215 (Figure 6).



Figure 6. K. Guemi. Mural. Kyiv, 2023.

And already in the summer of 2023, a stencil mural was created in Berlin by Ukrainian artists Tymofiy and Nadia Maksymenko together with street-art artist Ms. Sorokina, who works under the nickname Ptashka Somari, on top of a three-meter fragment of the Berlin Wall with colorful street graffiti. It is installed at the entrance to the Museum Haus am Checkpoint Charlie at Friedrichstrasse 43-45 at the initiative of the museum director, Alexandra Hildebrandt (Figure 7).



Figure 7. Tymofii and Nadiia Maksymenko, Ptashka Somari. Mural. Berlin, 2023.

Philosophically speaking, each sculpture or mural that perpetuates the memory of the hero as a "living metaphor" reflects the formation in the collective consciousness of a "new structure of time" (P. Ricoeur). This new structure combines the socio-cultural time of the nation's memory being created with individual eschatological time. It is no coincidence that, as Hannah Arendt pointed out, the meaning of human life lies not only in the transformation of the surrounding world, but also in existentially remaining in the memory of future generations as a special narrative, and in such a form that history is not abstracted into an impersonal narrative that is then politically manipulated. Thus, in the historical past of Ukraine, the Russian tsar, and later the Soviet totalitarianism, systematically deprived the nation of its history, language, culture, and memory, which Paul Ricoeur drew attention to during both of his visits to Kyiv in the 1990s.

It is not coincidental that the monument to O. Matsievskiy was situated on the grounds of the former museum of fortification and defense significance, known as the 'Kyiv Fortress.' The sculpture is encased in glass, a precautionary measure not uncommon in similar instances. For instance, the monument to Theodor Adorno, erected in 2003 at the Johann Wolfgang Goethe University of Frankfurt, consists of a desk, lamp, and the philosopher's chair, symbolizing his intellectual legacy, according to Vadym Zakharov. However, in our case, the figure of the hero in natural military clothing has a reference to the situational tragic moment before his execution by the Rashists, so the fact of exhibiting such a figure not in a wax museum, but in an open natural public environment, which is, besides, a museum complex, has an additional semantic emphasis. "Kyiv Fortress", which for some time served as a military and political prison, also eloquently alludes to the long historical resistance and struggle of Ukrainians for freedom, due to which the museum was closed during the Stalinist period, documents were hidden, and its researchers were repressed. It can be argued that the fact of exhibiting the sculpture in this particular place retrospectively creates or constructs a certain line in meta-national memory politics. "Meta" because modern meanings and feelings and the logic of nation-building are projected into a noticeably different cultural situation of the beginning of the 20th and the end of the 19th centuries, retrospectively as if finding - creating, imagining (in the spirit of "imagined communities" by Benedict Anderson) the Ukrainian nation

where there are artifacts testifying to the facts of Ukrainian resistance to invaders.

We must note that the consequences of the repressions are such that the Ukrainian nation is still experiencing the totalitarian traumas of the tragedies of the 20th century, when the "Ukrainian question" was solved by the Russian Federation not only through Red Terror and deportation, but also through disarmament, three waves of brutal famine, appropriation of cultural monuments, historical and artistic values, and even by means of faking the nationality of Ukrainian artists. Thus, many world-famous Ukrainian artists are still considered "Russian", such as O. Arkhipenko, K. Malevich, D. Burlyuk, V. Tatlin, A. Kuindzhi, I. Stravinsky, and others. Today, new injuries of the current war have been added to those old traumas.

Therefore, the private time of history of an individual who is aware of its own existence as "being-to-death", according to M. Heidegger, might, at least occasionally, lead to the humanization of the social "living time of history". However, it is interesting that a similar opinion was expressed at the turn of the 1970s and 1980s by Paul Ricœur in a dialogue with R. Kearney: the repetition of the past always intersects with the existential vision of the individual himself and his possibilities, therefore, the retrospection of historical narratives always contains promising horizons of the future, which is yet to happen, but the meaning of the past in history is always relevant, because the essence of the future is based on it [6].

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If the harmony between the past and the future in the cultural memory of the people and the artist is properly reflected in the work, and if the recipient is able to connect to the interpretation, expanding the semantics of the message in absolute time, it is possible to talk about the infinite universe of each work of art in any period of history [7]. Ricœur emphasized: only the return of a complete cultural memory to contemporaries will return them the future. Moreover, envisioning a society not solely driven by consumption, but one that values multi-layered 'figurative thinking', where the memorialization of an imaginative future is central to the philosophy of liberation and utopian aspirations. These aspirations, devoid of empty dreams, hinge on bridging the gap between individual experience and the universal concept of history, which, when centered solely on the Western model, risks leading to an abstract, pathologically formless, and contentless future utopian horizon.

Accordingly, it is important to include a person's personal experience (creativity, sacrifice, reasoning...) in the general movement of social and cultural development in order to overcome the crisis of subjectivity, the disintegration of which continues in the conditions of the worsening crisis of the

consumer society. During Soviet times, the individual also did not have the right for a subjective opinion, different from the party ideology, which led to the existence of a number of complex and interesting cultural phenomena, some of which eventually might have contributed to the collapse of the USSR. Now this scenario threatens Western society, where globalized public culture is produced in conditions of "paradigm without paradigm", "personality without personality", which prompted Michael Baker 2022 to state, referring to an opinion by Jean-Luc Nancy: "Our time is thus one in which it is urgent that the West — or what remains of it — analyze its own becoming, turn back to examine its provenance and its trajectory, and question itself concerning the process of decomposition of sense to which it has given rise" [2].

Considering that one of the origins of modernity is Ancient Greece, Greek myths can generally be understood as treasures of cultural memory, the appeal to which can help to reveal that, one way or another, the events of the entire post-mythological, historical era are only paraphrases and patterns, consisting of certain myths and their combinations. Quite in tune with this, some artists, such as, for example, the Ukrainian sculptor Volodymyr Protas, devoted their work exclusively to myths [9] (Figure 8).



Figure 8. Volodymyr Protas. *Leda and the Swan*. 2013. Donetsk.

Myths, as scholars and, in particular, Ricœur insist, will exist forever, thus encouraging humanity to critical self-reflection, to a chance for a more complete cultural memory.

According to P. Ricœur, myth is the imaginary core of all cultures, i.e., the core on which self-awareness and self-analysis of society is formed. This is a structural and historical phenomenon at the same time, which allows, if we continue the thought of Hannah Arendt, to build not just "public freedom", but "public happiness". However, the myth is as well as happiness - it can also be understood purely instrumentally, this is how dangerous modern myths arise, which includes, in particular, the phenomenon of racism. Moreover, speaking about the group of myths of fascism, it is worth remembering that until now "causal explanations and global theories are unable to cover fascism in all its various manifestations, nor to explain the fact of changes in individual fascist movements in the course of their development", - one of these the latter can be called Russian rashism in the 21st century [18].

How symbolic and demonstrative is the incompatibility of various modern mytho-strategies, modern myths, expressed through various variants of memory politics, is demonstrated by the fact that in the brutal battles for Bakhmut, when the enemy periodically captured and then again lost territories near the village of Luhanske in Donetsk region, where in 2016 died, from sniper bullets, the world-famous Ukrainian opera singer Vasyl Slipak, during the temporary occupation, the Russians completely destroyed the monument to him (which was erected in 2019 (Figure 9) three times. Still, each time after Ukrainian

forces regained control over this land, they immediately restored the monument.

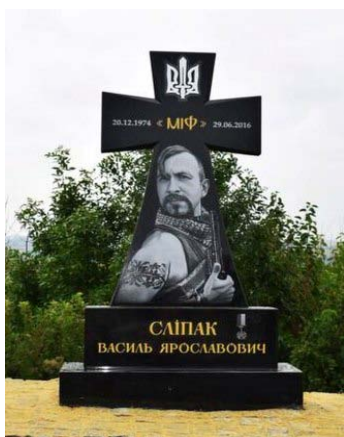


Figure 9. Oleg and Volodymyr Ganzha. 2019. A monument to Vasyl Slipak, "Myth". Donetsk region.

4 Conclusion

Public sculpture as such cannot be considered separately from the broad cultural context of a particular place, city, region or state. And the specificity of these latter is largely determined by cultural memory, which is characterized by a certain time structure and a certain utopian horizon: each mechanism of cultural memory relates to the image of the future in the exact same way as it relates to the image of the past (which, in fact, is cultural memory), since the past cannot exist without the future, and vice versa.

In public sculpture, which is characteristic of Ukraine at the time of the Russian invasion and Russian war crimes, at least four layers (or approaches) could be distinguished.

The first approach involves conformist "art objects" that are "produced" by the artist in full accordance with the logic of the global art market and generally do not take into account the unique features of the place where the sculpture is installed. In this case, the latter often turns into a tool of soft power, a component of the biopolitics of capital.

Without excluding this component, which can be and usually is present to one degree or another, the second approach is based on the artist's appeal to cultural memory - which, it should be noted, can be understood quite differently (as the cultural memory of a place, the memory of the landscape itself (which W.G. Sebald wrote about in the novels "Austerlitz" and "Rings of Saturn"), as the memory of the nation (considering the fact that different researchers understand the latter in quite different ways), etc.).

Finally, the third approach is an attempt to intuitively overcome the trap of the 'past - future' dichotomy by going beyond it into the space of reactualization of the myth, which has a direct relationship to the Sacred Time of the creation of the world, and therefore, as such, the myth carries the eternal renewal of the present and the postponement of eschatological events through the reactualization of the Sacred Presence of one or another kind in modern times. Myth is not subject to the curse of the linear Arrow of Time, which tears subjectivity apart between past and future, and therefore myth does not construct an image of the future based on a linear (or geometric) progression of past states of nature and society.

After all, the fourth approach to the creation and study of public sculpture involves the existence of works of art where the first three approaches are present simultaneously, but in different proportions.

It is quite obvious that any approach can be integrated (even with a significant deformation of its initial artistic logic (or myth-

logic)) by a modern state - with more or less successful results - into memory politics, which is carried out by the state in the context of its nation-building processes.

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PROBLEM-BASED TASKS AS A FACTOR IN THE DEVELOPMENT OF CRITICAL THINKING IN STUDENTS

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Abstract: The article presents an analysis of critical thinking as one of the most sought-after skills of specialists in various fields in the coming years. The necessity of fostering such type of reasoning is substantiated by the content of numerous scientific inquiries and regulatory documents governing the educational process. The study argues for the perspective of the development of critical thinking in the modern educational process in the aspect of shaping a personality capable of comprehensively analyzing life situations, finding solutions to problems, and tackling non-trivial tasks. The main characteristics of critical thinking, its components and conditions of development are clarified. Purposefulness, reflexivity, taking into account different approaches to explaining situations or solving problems, reasoned evaluation of them, formulating own position are defined as signs of critical thinking. The use of problematic situations in the educational process as a condition for the formation of critical thinking is characterized. Different types of problem tasks have been developed for shaping of student's critical thinking skills in the process of studying the discipline "Introduction to the specialty". The ability to think critically is recognized as an important skill of a modern specialist in any field.

Keywords: critical thinking; problematic task; analysis; reflexivity; evaluation; educational process.

1 Introduction

Authors of contemporary scientific research in the fields of pedagogy, psychology, and philosophy often operate with the concept of critical thinking. The development of this type of reasoning is discussed in a number of educational and methodological works of Ukrainian scientists ("*Development of Critical Thinking: Innovative Approaches for Children and Adults*" by N. Kharchenko [17], "*Critical Thinking and Philosophical Understanding of the World*" by S. Terno [31], "*Critical Thinking: Complex Educational and Methodological Support for the Academic Discipline*" by V. Pikhorovich [24], etc.). Analysis using the Google Books Ngram Viewer indicates that the usage of this term has been steadily increasing since the 1970s [14]. However, the definitions employed by researchers are not always identical, often influenced by the particularities of their respective scientific fields.

As indicated by the World Economic Forum, analytical and creative thinking will remain the most sought-after skills for employees in 2023 and will continue to be relevant for enhancing workers' qualifications in the next five years. Most companies consider analytical thinking the most crucial skill among others. Creative thinking, as the ability of employees to adapt to unstable workplaces, holds the second position, surpassing three self-effectiveness skills: resilience, flexibility, and agility; motivation and self-awareness; curiosity and lifelong learning [38]. Critical thinking was defined in the 2020 World Economic Forum report as a skill expected to be in demand by 2025 [39].

Therefore, the ability to think critically is recognized as one of the most important skills for workers across various fields in the coming years. Evidence of the priority of its development lies in the fact that critical thinking, as a competence, is stipulated by contemporary educational regulatory documents and professional programs. Furthermore, the ability to critically process information is considered a means to counter misinformation and a factor in the development of a democratic society [15, 29]. Hence, the necessity to clarify the specifics, essential features of the concept of critical thinking, and to

develop tasks that promote its development in higher education students has necessitated the relevance of our research.

2 Literature Review

Numerous contemporary scientific investigations are devoted to the study of critical thinking and methodologies for developing such a skill. M. Boychenko, J. Bruner, D. Dewey, R. Ennis, M. Lipman, D. Moon, R. Paul, M. Scriven, R. Sternberg, A. Fisher, L. Terletska, T. Terno, O. Tiahlo, D. Halpern, O. Chuba, and others have explored this issue. For instance, an analysis of O. Tiahlo's works indicates the author's consistent study of critical thinking in the context of modern educational changes, combining deep theoretical analysis of the concept with the development of practical approaches to fostering this skill in higher education institutions [33-36]. M. Boichenko explored the social and institutional prerequisites for the emergence and development of critical thinking, arguing for its value and priority in contemporary democratic society [5]. V. Nadurak's research is dedicated to defining the characteristics of critical thinking as the ability to analyze the thought process according to criteria of rationality and establishing the necessary components for acquiring such a skill. The author described critical thinking as an interdisciplinary project, as its development requires the use of information from various fields of knowledge [21]. In the handbook "*Development of Critical Thinking: Innovative Approaches for Children and Adults*", N. Kharchenko systematized the features of critical thinking according to different authors' approaches, proposed thirty-five methods and techniques for developing this skill, as well as examples of training sessions and questionnaire tests for assessing students' critical thinking development. The concept of critical thinking is the subject of research by representatives of various scientific fields.

The aim of this article is to identify the main characteristics of critical thinking, to clarify the significance of this type of reasoning, why it is important to develop it in higher education institutions, and to investigate which types of tasks facilitate the development of critical thinking skills.

3 Materials and methods

The implementation of the stated purpose was made possible by using the following research methods: content analysis of scientific literature, systematization of the obtained information, identification of the main characteristics of critical thinking and ways of its development, development of a system of tasks for the fostering this type of reasoning to conduct practical sessions in the course "Introduction to the Specialty", and assignments for independent extracurricular work.

4 Results and Discussion

It is natural that the concepts of thinking and critical thinking were initially the subject of philosophical inquiry. It can be argued that such type of reasoning (critical) was initiated in the dialogues of Socrates, and his famous phrase "I know that I know nothing" indicates the philosopher's understanding of the objectivity of human thought and awareness of its general laws.

The followers of Socrates, including Plato and Aristotle, believed that continuous reasoning, such as establishing cause-and-effect relationships, enables the understanding of life's profound meanings.

The development of the European tradition of critical thinking was continued by F. Bacon, who believed that to achieve objective knowledge, one must rid oneself of so-called idols (peculiar prejudices: idols of the tribe, cave, marketplace, and theater) [3]. R. Descartes developed a method of critical thinking based on well-founded assumptions. I. Kant described the main methods of thinking – analysis and synthesis [16]. G.Hegel

formulated the idea of thinking as the foundation of all existence and the laws of dialectics as the path to knowledge.

A modern approach to critical thinking, termed reflective thinking, was initiated by the American philosopher and psychologist John Dewey. In his work *"How We Think"* [7], the author provides the following definition of the mentioned concept: "active, persistent, and careful consideration of beliefs or anticipated form of knowledge in light of the grounds that condition them and the further conclusions to which they lead" [7].

R. Ennis considers critical thinking to be reflective, focused on "deciding what to believe or do" [10]. A. Fisher contrasts critical thinking with "unreflective or passive thinking, which occurs when someone makes hasty conclusions, accepts certain evidence, claims, or decisions 'on faith', without truly reflecting on them" [12].

M. Scriven and R. Paul define critical thinking as "intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action" [28]. Other known definitions of critical thinking include metacognition [37] or the process of "thinking about thinking" [13].

Therefore, the philosophical understanding of critical thinking primarily entails recognizing one's own thinking as a process of evaluating information through specific methods, thus rendering such reasoning controlled and requiring self-organization.

In contrast, the psychological tradition focuses on the functioning process of critical thinking and the skills of critical thinking in the context of its practical application. For instance, psychologist R. Sternberg considered critical thinking as "cognitive processes, strategies, notions that people use to solve problems, make decisions, and acquire new concepts" [29]. The researcher identified three types of critical thinking skills: metacomponents, performance components, and knowledge acquisition components.

The psychological approach also involves defining the specifics of the behavior and actions of individuals who think critically. D. Moon notes that critical thinking is the ability to "perceive a wide range of information obtained from various sources, process this information creatively and logically, critique it, analyze, and draw reasoned conclusions that can be confirmed and argued. The opposite is prejudice and unfounded judgments" [20]. Sometimes researchers characterize critical thinking as both an ability and an attitude: on one hand, in terms of performing certain logical operations by an individual, and on the other hand, from the perspective of the objectivity of statements [18].

Therefore, in psychology, critical thinking is interpreted as purposeful, independent, and reflective thinking. The use of its specific components is often determined by the professional context.

Pedagogical research is primarily dedicated to studying how to cultivate critical thinking skills in learners and, more broadly, in individuals who think critically. For teaching critical thinking, Bloom's taxonomy is often used, which consists of six hierarchical levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. The six categories in the taxonomy are interconnected step by step from the lower level (knowledge) to the higher level (evaluation), from simple to complex, from definite to abstract, which implies the use of criteria such as logical accuracy and coherence for judgment [4].

In pedagogy, critical thinking focuses on the individual development of reasoning abilities, which can be expressed in specific skills. The task of education is to cultivate such skills.

L. Tsui defines critical thinking as the ability of students to identify problems, formulate hypotheses, find important connections, evaluate evidence, and draw conclusions.

M. Papastephanou and C. Angelis [23] interpret critical thinking as reflective thinking during problem-solving situations in various disciplines. It is characteristic of an individual as the ability to solve problems.

In 1987, M. Lipman founded the Institute for Critical Thinking at Montclair State College in the USA. The researcher proposed using scientific methods in schools to investigate problem situations in order to teach learners to think independently, as individual processing is crucial. Lipman developed the concept of education as inquiry, emphasizing the need to combine two educational goals: knowledge transmission and conducting research to establish truth. In the context of this concept, the author considers critical thinking as a relevant need of contemporary individuals, as this skill enables the correct resolution of various problems in human interactions, everyday life, as well as in professional or scientific activities [19].

Contemporary pedagogical research encompasses various aspects of fostering critical thinking in education seekers. For instance, O. Chuba, considering its fundamental characteristics (independence and individuality), formulates principles for developing the foundations of critical thinking: posing and challenging assumptions; checking factual accuracy and logical consistency; considering context; exploring alternatives [6].

In some scientific investigations, authors argue for the necessity of fostering the skill of critical thinking as one of the so-called "soft skills", enabling the nurturing of a fully developed individual capable of lifelong learning and successful self-realization in various professions [39]. It has also been proven that achieving a high level of critical thinking development is possible through the use of problem-based and collaborative learning methods in the educational process [2].

As stated by O. Tiahlo, the factors for solving non-trivial problems include criticism and creativity. Critical reasoning involves possessing the key skill of hypothesizing, as the presence of a problem is associated with formulating hypotheses regarding its solution [34]. The researcher notes that in the educational process, it is necessary to foster critical thinking as one of the components of higher-order thinking. He also identifies the cognitive skills central to critical thinking, based on expert conclusions provided by P. Facione. The most important skills for critical thinking are primarily analysis, evaluation, and inference ($N > 95\%$), as well as interpretation, explanation, and self-regulation, which involve self-monitoring and self-correction ($N > 87\%$) [33].

S. Terno formulates tasks for developing the critical thinking of education seekers as follows: "creating problem situations in the learning process; offering non-trivial problem tasks; acquainting students with the principles, strategies, and procedures of critical thinking; regularly creating choice situations (problem-based methods); organizing dialogue during problem-solving (interactive forms of teaching); providing for the written expression of students' reflections; and finally, allowing for mistakes and modeling error correction situations. Under these conditions, students' thinking skills will acquire awareness, independence, reflectiveness, justification, controllability, and self-organization, thus developing second-order (or higher-order) thinking, which is referred to as critical thinking" [31].

Over the past decades, the term 'critical thinking' has been widely used both in scientific research and in a number of documents regulating the content of the educational process. For example, one of the skills declared in the document "New Ukrainian School: Conceptual Foundations of Secondary School Reform" as necessary for studying various disciplines is critical thinking. According to the purpose of the New Ukrainian School, the graduate of the new school is "an integrated personality, fully developed, capable of critical thinking" [22]. In the State Standard of Basic Secondary Education, one of the

cross-cutting skills for all key competencies is defined as the “ability to think critically and systematically, manifested in identifying main characteristics of phenomena, events, ideas, their interconnections, the ability to analyze and evaluate the evidence and weight of arguments in judgments, consider opposing views and counterarguments, distinguish facts, their interpretations, recognize attempts to manipulate data, using various resources and methods to assess the quality of evidence, reliability of sources, and credibility of information” [27].

The description of the sixth level of the National Qualifications Framework (bachelor’s degree) entails the following content for the component “knowledge”: “conceptual scientific and practical knowledge, critical comprehension of theories, principles, methods, and concepts in the field of professional activity and/or education” [1]. In the draft standard of higher education for the specialty 014 Secondary Education at the first (bachelor’s) level of higher education, the formulation of professional competence includes the “ability... to foster critical thinking in students”. One of the program outcomes for the specialty 014.01 Secondary Education (Ukrainian Language and Literature) sounds as follows: “PRO 10. *Demonstrates critical thinking*, creatively applies various theories and experiences (Ukrainian, international) in addressing social and professional tasks, understands the linguistic-literary context, and implements it in the educational process” [24].

As we can see, the consistent development of critical thinking in modern educational processes enables the formation of individuals capable of analyzing life situations comprehensively, finding solutions to problems and non-trivial tasks, and resisting misinformation. In today’s information society, such a type of thinking is highly demanded, since in the era of rapidly changing technologies, a person needs constant improvement, first of all, in thinking.

Therefore, considering the prospects of developing critical thinking, researching ways to foster it in higher education institutions is quite relevant.

Despite the fact that the issue of developing critical thinking skills remains quite relevant, as noted by S. Terno, the characteristics of such thinking are not always clearly defined by the authors of some publications. The researcher points out that a comprehensive theoretical characterization of the concept of *critical thinking* enables the clarification of such questions as: describing its main characteristics; identifying instances of using critical thinking and the conditions that facilitate it; characterizing the stages of such thinking [31]. Only by characterizing these components can we implement a methodology for teaching critical thinking.

In defining the properties of critical thinking, we start with the assertion that the key element in its development is the problem-oriented nature of education. A problem always necessitates the search for solutions, hence critical thinking is open to doubt, flexible, non-dogmatic approach, and involves considering various, often conflicting, perspectives, articulating assumptions, seeking evidence, and self-correction. Such reasoning is capable of constant improvement in the process of seeking new ways to understand reality.

Components of critical thinking include the ability to consider context and the breadth of factual information, as well as to utilize evaluation as a method of cognition, consisting of certain actions: defining the object of evaluation, purpose (grounds); selecting criteria; comparing the object under study with the chosen criteria; establishing the degree of correspondence of the object under study to the chosen criteria; formulating an evaluative judgment regarding the object and its justification. Each of the mentioned mental actions requires the application of thinking operations such as analysis, synthesis, comparison, classification, abstraction, generalization, and systematization.

Given the above, critical thinking is necessary when solving unconventional practical tasks for which existing knowledge and skills are insufficient.

The conditions under which such reasoning is possible include creating problem situations in the educational process, where there is a need to make choices, argue, and evaluate. Under such conditions, there is no template for solving the problem, so education seekers think unconventionally, thus acquiring new knowledge and experience in solving tasks during this thinking process.

Critical thinking is a skill required and demanded by employers of a modern specialist in any field. Developing this type of reasoning enables individuals to quickly navigate through constant technological changes, career transitions, and the increasing volume of information. Educational programs for training professionals in pedagogical specialties include the cultivation of critical thinking skills among learners. Therefore, instructors of the designated educational components continuously consider the need to develop this skill in the process of studying various disciplines. To ensure that this work is systematic, problem questions are used during lectures, problem-based lectures are conducted, various types of problem-solving tasks are created for practical sessions, and independent extracurricular work for education seekers is organized.

Bachelor’s degree curricula in various fields include the discipline “Introduction to Specialty”, which typically serves as an introductory course aimed at familiarizing first-year students with the specifics of their chosen specialty, determining the directions of their future educational activities, and practically acquainting them with the forms and content of critical thinking development work. The educational component “Introduction to Specialty” for the specialty 014 Secondary Education (Ukrainian Language and Literature) lays the foundations of pedagogical and linguistic training for education seekers. The theoretical content of the course covers information about the basics of the future profession, about specific educational needs embodied in the professional standard of a secondary school teacher, about the specifics of the teacher’s professional activities, about the essence of language (origin, functions, structure, laws of development, and functioning), as well as knowledge from the theory of literature (nature, specificity, general laws of development of literary art, basic laws of creativity). The deepening of acquired knowledge will occur through the study of a series of disciplines in the cycle of professional training disciplines.

For teaching the specified educational component, we employ various problem tasks, the solution of which involves the application of critical thinking, thereby facilitating the development of this skill in education seekers. Firstly, it is important to note that the concept of a problem is used in accordance with the definition provided in the “Philosophical Encyclopedic Dictionary”: “a class of tasks that require practical solution in non-standard conditions, or a heuristic situation connected with ambiguity, the possibility of alternative solutions. In particular, in solving a problem, there cannot be a predetermined method; it is found in the process of work” [27]. Accordingly, such characteristics are inherent in problem tasks.

To understand the specifics of the formulation and use of such tasks, we will describe their specific examples performed by students of the specialty 014 Secondary education (Ukrainian language and literature) during practical session.

The first content module of the course “Introduction to the specialty” is devoted to acquainting students with the specifics of the professional activity of a teacher of secondary education institution, the trajectory of educational training of teachers in higher education institutions, as well as with a range of regulatory documents that govern these types of activities. In addition, the syllabus of the educational component includes acquainting education seekers with the rules of academic integrity in educational and scientific activities. The aforementioned topics are associated with processing a significant amount of theoretical material (such as educational programs, professional standards, programs for certain disciplines for secondary education institutions, etc.), which, however, needs to be critically analyzed for later use in their

professional activities. The content and structure of the aforementioned documents are constantly changing in accordance with the current educational and ideological issues, so it is important to develop an approach to their analysis and critical evaluation.

For instance, while getting acquainted with the conceptual foundations of reforming modern education in the "New Ukrainian School", education seekers process the corresponding document of the Ministry of Education and Science of Ukraine [22] in order to find out the reasons and conditions of such reform, as well as to become acquainted with the formula of the new school. Characterizing the proposed document, its compilers note that its content was revised after publication for broad discussion, thus supplemented with consideration of societal demands and constructive criticism. Therefore, we have the proposed solution to the educational problem of shaping a competitive graduate in the form of the formula of the new school, which comprises nine components. To comprehend this information, education seekers undertake a problem-based task:

1. Propose your own solution to the problem of shaping a competitive graduate of a secondary education institution as a formula, distinct or partially distinct from the one provided:

Each education seeker performs the task independently, and the results are demonstrated during practical sessions. Since critical thinking is connected with evaluation as a method of cognition, we propose to take certain actions while solving the task:

- 1) clarify which criteria the authors of the document used to determine the competitiveness of a graduate from a secondary education institution (criterion - the basis for evaluation, definition, or classification of something; measure) [8];
- 2) identify the criteria for determining the competitiveness of a graduate that you believe are most necessary, formulate them, and justify your opinion;
- 3) consult with individuals whom you consider successful to determine the specific traits that helped them achieve high results in education or professional activities; identify the skills most in demand by employers;
- 4) compare the obtained responses with your own reflections, establish their correspondence to the chosen criteria; if necessary, consider this in formulating the criteria;
- 5) present your solution to the problem of shaping a competitive graduate from a secondary education institution during a practical session, illustrating it by providing information schematically.

While studying the topic "Trajectory of Training a Language and Literature Teacher in Higher Education Institutions", education seekers first create presentations about their choice of specialty 014 Secondary Education (Ukrainian Language and Literature), their own expectations regarding education and future professional activities. Then they get acquainted with the content and structure of the chosen educational-professional program and the corresponding curriculum. Afterward, they undertake the following problem-based task:

1. Process the curriculum of specialty 014 Secondary education (Ukrainian language and literature), posted on the university's website. Determine its structural components, list of educational components, duration and sequence of their study, anticipated types of educational and production practices, information about elective educational components.
2. Analyze the content of the educational and professional program of the bachelor's level of higher education in the specialty 014 Secondary education (Ukrainian language and literature): purpose, orientation, features of the program, list of competencies and program learning outcomes, structural and logical scheme of the educational program.
3. Formulate your own proposals for the orientation and features of the educational and professional program, the

list of educational components and other components that, in your opinion, need to be improved. Create a structural and logical diagram of the program, taking into account the changes you proposed. Justify their relevance.

While completing such tasks, students apply various cognitive operations (analysis, synthesis, comparison, systematization, etc.) and critically evaluate the information provided to them for processing.

During the study of the topic "State Standard of Basic Secondary Education", education seekers are acquainted with the changes resulting from the restructuring of the structure and content of modern school education. The State Standard of Basic Secondary Education envisages certain innovations, for example: the allocation of an adaptation cycle (grades 5-6) and a cycle of basic subject teaching (grades 7-9); allocation of nine educational areas and determination of their purpose, general outcomes, competency potential, mandatory learning outcomes; options for implementing educational areas in a typical curriculum; recommendations regarding the minimum and maximum number of instructional hours for each area and overall, as defined in the basic curricula.

For a critical understanding of this information, students can be asked to complete the following problem-based tasks:

1. Determine the possible implementation options for the language and literature educational field based on the model programs already proposed by the authoring teams. Justify each of the proposed options: a) studying Ukrainian language, Ukrainian literature, world literature, and foreign language; b) studying Ukrainian language, integrated literature courses, and foreign language; c) integrated language and literature course and foreign language. Explain how questions regarding the distribution of hours and staffing should be addressed in each case.
2. Analyze the existing options for implementing the language and literature educational field. Propose your own version of creating an interdisciplinary or intersectoral course. Justify your choice (relevance: what competencies, soft skills, skills will be formed; practical value (where the formed skills can be used); why it will be more interesting than studying each discipline separately). Suggest a logic for teaching several topics. Explain how questions regarding the distribution of hours and staffing should be addressed in this context.
3. Analyze the curriculum of your specialty. What integrated course would you suggest adding to the list of educational components? Justify your choice (relevance: what competencies, soft skills, abilities it will form; practical value (where the formed skills can be used); why it will be more interesting than studying each discipline separately). Suggest a logic for teaching several topics.

The development of critical thinking, in our opinion, is facilitated by the form of conducting practical sessions such as debates. In preparation for the discussion, education seekers learn to analyze, structure, and summarize information, focus on the main points (as there are time constraints during the presentation), select relevant arguments to support the stated thesis, and refute possible arguments from the opposing side. The rules of debate encourage the development of the ability to concisely and convincingly present own position. We use the so-called Oxford model of debate, which regulates the content, structure of each participant's presentation from the proposition and opposition sides, and the time limit. During the practical sessions of the first substantive module "Professional Standard of a Teacher of Secondary Education Institution", we suggest that education seekers prove or refute the following theses: "Integrated courses: pros and cons", "Objective assessment of students' work in class is easy", "The balance between studying and practice in higher education: what should prevail?", "Selective educational components form professional competencies", "Dual education is the optimal way to master a profession", "A comprehensive university education is

impossible without academic mobility”, “Academic integrity is a feature of an honest person”.

Another effective form of developing critical thinking, in our opinion, is the use of a technique proposed by the renowned psychologist Edward de Bono, the author of the term *lateral thinking*, which is the realization that “any way of looking at things is just one of many possible ones. This implies an understanding of how the mind uses patterns and the need to depart from established patterns to achieve better results” [9]. The name of this technique (a game-like approach, a role-playing game) became the title of this researcher’s book – “*Six Thinking Hats*”. It is based on different modes of thinking, namely evaluating the same problem situation from six different perspectives, enabling the formation of a comprehensive understanding of the subject of discussion, taking into account the advantages and disadvantages on logical and emotional levels.

During the practical session, we divide the education seekers into six subgroups. We prepare six hats of different colors in advance: white, black, yellow, red, green, and blue. Each subgroup of students receives a hat of the color they prefer the most. Then, we inform them that each color corresponds to a specific type of thinking and argumentation:

- White: focus is primarily on information without evaluation; analysis of facts, known data, quantitative indicators, etc.
- Black: Critical analysis of the situation regarding weaknesses, risks, vulnerabilities, etc.;
- Yellow: positive, optimistic assessment of the situation, focusing on advantages, analyzing successes or potential successes.
- Red: emotional evaluation of the analyzed situation, activation of feelings, intuition.
- Green: searching for alternative solutions, improving existing ones, and formulating new ideas.
- Blue: generalization, summarization of expressed thoughts.

Each subgroup of students evaluates the proposed situation according to the color of the chosen hat, following this sequence: white first, followed by black, then yellow, and finally blue. The other colors are arranged randomly, with prior agreement among all participants of the discussion.

The six hats technique is aptly used when needed to assess a particular situation from multiple perspectives. During lectures (on the topic “New Ukrainian School: Conceptual Foundations of Secondary School Reform”), students learn that modern education reform is currently in the stage of implementing changes in basic secondary school. Therefore, we apply this technique during practical sessions to evaluate the implementation of competency-based approaches, partnership pedagogy, or formative assessment in grades 5-6 of the New Ukrainian School. Using the six hats technique enables comprehensive evaluation of specific phenomena or situations and helps avoid stereotypical perceptions.

Getting acquainted education seekers with the rules of academic integrity involves understanding the problem of plagiarism as a form of partial or complete misappropriation of authorship of others’ works, discoveries, etc., which needs to be addressed. Exploring ways to solve this issue can form the basis of a problem task. For instance: 1. Propose alternative solutions to the problem of plagiarism. Justify the conditions and appropriateness of their application. Justify the sequence of actions and possible obstacles to the implementation of each.

The task of seeking alternative solutions to address certain issues would be relevant for discussing the anticipated reform of the collaboration between schools and parents, wherein they are united by a common goal, with parents involved in their child’s education and helping them achieve success. We suggest that students formulate their own approaches to engaging parents in active collaboration with the school and children: what measures

to take, what to encourage, and how to avoid potential misunderstandings.

Any reform involves changes and adaptation to the demands of the time. The reform of the new Ukrainian school is associated with the introduction of innovations to improve the quality of education, reconsidering fundamental approaches to the functioning of modern schools, and addressing certain issues. Today’s students completed their education in secondary education institutions under the old programs that were in effect before the introduction of the New Ukrainian School reform. Therefore, it is logical to propose the following task to them: 1. Explain what, in your opinion, were the unresolved problems of domestic secondary education that prompted the adoption of reformist decisions. 2. What measures are envisaged by the New Ukrainian School reform to address these issues?

The development of critical thinking is facilitated by tasks designed for organizing independent extracurricular work of education seekers. For instance, independently studying information about educational concepts proposed by renowned educators (such as J. A. Comenius, J. H. Pestalozzi, F. Froebel, S. Rusova, J. Korczak, V. Sukhomlinsky, S. Amonashvili, and others), summarizing it in the form of a presentation, and determining the pedagogical ideas of the author that are relevant today in the context of reforming domestic schools. Another type of assignment for students’ independent work is writing an analytical essay. Essay topics involve analyzing and evaluating specific information, ideas, etc. For example, “What do the concepts of humane pedagogy by S. Amonashvili and the concept of the new school have in common?” or “What classification of parts of speech is optimal for school study?” and so on.

Considering that critical thinking involves the ability to argue, prove, evaluate, and consider different views on a problem, one of the tasks aimed at developing this skill is writing a reflective essay according to a defined structure. We suggest structuring the content of the essay in such a way that it necessarily contains a thesis, three different arguments to support it (direct, indirect, and inductive), explanation of their connection to the thesis, and a conclusion. Topics for reflective essays could include “The modern teacher is a creative personality”, “The soul of a nation is embodied in its language worldview”, “Context can reveal unexpected meanings of a word”, and so on.

Studying the topic of the origin of the Ukrainian language, education seekers discover that there are various classifications of stages and sources of its development, often alternative. To form their own view on this issue, we propose the following tasks: 1. Compare the periodizations of the Ukrainian language created by different scholars (Yu. Sheveliov, O. Potebnia, I. Ohienko, V. Nimchuk, M. Pohodin, O. Shakhmatov, I. Bilodid). 2. Determine the sources of Ukrainian language development indicated by the authors and the criteria they use to create such classifications. 3. Assess the validity and rationale behind the creation of different periodizations. 4. Identify which chronological division of periods of historical development of the Ukrainian language you support and justify why.

One of the important stages in the functioning of the Ukrainian language is the period of the Grand Duchy of Lithuania, as it is associated with granting the status of the state language to the Old Ukrainian literary language: government acts, court rulings, and the Lithuanian Statute of 1529 were written in this language. To comprehend the significance of this period in the aspect of the further development of the Ukrainian language and the defense of Ukrainian language interests by various societal environments (nobility-administrative, spiritual-educational), education seekers perform tasks involve designing a possible alternative path for the development of the Old Ukrainian language: 1. Get acquainted with the assessment of the societal status of the Old Ukrainian language by contemporary scholars (for example, by Iryna Farion, author of the monograph “Social Status of the Old Ukrainian (Ruthenian) Language in the 14th-17th Centuries: Linguistic Consciousness, Linguistic Reality, Linguistic Perspective” [11]). 2. Determine how the status of the

Old Ukrainian language changed after the Union of Lublin in 1569 and why it happened. 3. Explain whether it can be considered that the development path of the Ukrainian language, particularly the traditions of forming official-business and scientific terminology, was interrupted from the 17th century until the publication of “Eneida” by I. Kotliarevsky. 4. Attempt to design an alternative development path for the Old Ukrainian language and identify possible positive changes, particularly in the functioning of its different styles.

Completing such a task aims to develop an understanding of the importance of advocating one’s own language interests at various stages of national development and during periods of political change.

The topic “Historical Development of Languages. Writing, its Functions. Types of Writing. Development of Slavic Script” covers a significant amount of theoretical material on the genealogical classification of languages, forms of language functioning, and various types of writing and alphabets. To assimilate the information, operate with basic concepts, and understand the patterns of development of language families and groups, students complete the following tasks: 1. Study the material on the characteristics of language families and groups, particularly the Slavic group. Determine similarities and differences between the Ukrainian language and Bulgarian, Polish, Czech, and Belarusian. Justify your assertions with arguments and examples. 2. Determine which languages of the Slavic language group use Cyrillic script and which use Latin script. Explain the reasons behind this phenomenon (provide reasoned answers). 3. Analyze various opinions regarding the possible introduction of Latin script for written Ukrainian, including arguments presented in a petition posted on the official website of the President of Ukraine [36]. Prepare for debates during practical sessions on “The introduction of Latin script promotes the modernization of the Ukrainian language”.

The content of the second thematic module of the educational component “Introduction to the specialty” covers basic information about linguistics as a science. Education seekers get acquainted with the sections of modern linguistics, their characteristics. While studying the topic “Lexicology and phraseology. Lexicography. Studying them at school”, students engage in research tasks that require critical examination of theoretical material and formulation of their own assessment of specific phenomena or concepts. For example: 1. Read I. Drach’s poem “Babusentsia”. Find out what linguistic means the author used. Are all morphemes used by the poet characteristic of colloquial speech? For what purpose, in your opinion, did I. Drach use such word-forming units? Justify your answer. 2. Study the theoretical material on the lexical meaning of words. Provide a reasoned response to the question of whether words change their meaning in the process of functioning in the language and what causes this. Support your reasoning with examples from dictionary entries, mass media, and poetry. 3. Prepare an analytical note on one of the topics: “Active and Passive Lexical Fund of Contemporary Ukrainian Language”, “Lexicon of Limited Usage”. 4. Using a phraseological dictionary, construct a synonymous series of phraseological units united by such meanings: *experienced, to flee, to think*. Do the lexical meanings of the words that make up the phraseological units change? Why does this happen? 5. Find out, using dictionaries, from which languages the given words are borrowed: *arhiv, albom, arfa, bashtan, dyvan, herbarii, hroshi, bank, ahent, hetman, hrafiik, doktor, dekan, baryton, kafe, kniaz, knyha, kozak, mahistr, park, professor, rynok, universytet, ornament, hazaiin, shkola*. Explain what changes (phonetic, morphological, semantic) they have undergone in the lexical system of the Ukrainian language. 6. Study the theoretical material on the origin of phraseological units and create a presentation titled “Do Words Have Biographies?” 7. Write a mini-research paper “What caused the creation of dictionaries?”. 8. Prepare an analytical note on the various classifications of parts of speech according to different criteria for determining the word’s part-of-speech affiliation (V. Vynogradov, I. Kovalik, V. Horpynych, I. Kucherenko, I. Vyhovanets, K. Horodenska and I.

Vyhovanets). 9. Get acquainted with the specifics of the functional-categorical approach to dividing words into parts of speech. Consider whether it is appropriate to study it in secondary education institutions and at which stage (in which grade). Justify your opinion. Prepare for a brainstorming session on the advisability of introducing schoolchildren to the functional-category approach to defining parts of speech. 10. Can it be argued that punctuation can help avoid misunderstandings during communication? Justify your answer. By completing tasks of this nature, education seekers primarily analyze the information contained in the recommended sources for each topic, select the one that allows them to argue their position, compare and summarize, and evaluate, thus learning to think critically.

The structure of practical sessions within the second thematic module, “Linguistics as the Science of Language”, entails topics for conducting debates, such as: “The Introduction of Latin Script Promotes Modernization of the Ukrainian Language”, “Does Man Think in Words or Concepts?” “Is the Pronoun a Fully-fledged Part of Speech?” “Context is Crucial for Understanding Word Meaning”, and others.

5 Conclusion

A crucial skill for modern professionals in any field is the ability to think critically, which involves analyzing and evaluating various events, phenomena, life, and professional situations, as well as finding unconventional solutions. Critical thinking needs to be developed at all stages of education (from preschool to higher education) and in the process of studying various educational components as a cross-cutting skill that shapes individual competitiveness. The main features of critical thinking include purposefulness, reflexivity, consideration of different approaches to explaining certain situations or solving problems, reasoned evaluation of them, and formulating own position [17].

Educational and professional programs of higher education institutions contain disciplines whose content is related to the development of critical thinking (e.g., “Logic”, “Logical Foundations of Professional Communication”, etc.). However, fostering a critically thinking individual cannot be limited solely to them; it must occur throughout the entire period of study while learning various disciplines provided by the curriculum. For the educational component “Introduction to the Specialty”, we have developed a series of tasks aimed at developing critical thinking. These tasks can be grouped into the following types: 1) formulating own reasoned solution to a problem that differs from the already known one presented in certain works; 2) determining the degree of validity of various assessments of certain situations, approaches to studying the issue; 3) exercises in selecting alternative solutions to the same problem; 4) identifying certain problems in school education that existed before the implementation of the New Ukrainian School reform and explaining how the reform addresses them.

Requests for critical thinking skills will remain relevant for at least the next five years. It depends on educators’ awareness of how graduates will be able to withstand misinformation, adapt to today’s rapidly changing technologies and the significant volume of information, as well as resist misinformation.

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Primary Paper Section: A

Secondary Paper Section: AM

PREPARATION OF FUTURE TEACHERS FOR PROFESSIONAL ADAPTATION IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT IN THE PROCESS OF STUDYING THE METHODOLOGY OF SCIENCE

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Abstract: Over the last decade, solving the issue of forming the readiness of future teachers for professional adaptation in an inclusive educational environment in the process of studying the methodology of science in educational institutions of Ukraine has become one of the most important social problems of the state society. The methodological approach of experimental research is based on the analysis of literary sources to compare and contrast the views of scientists on the investigated problem, systematization and generalization of theoretical data, comparative analysis; empirical: narrative methods (writing essays and mini-works), the method of expert evaluations, questionnaires, testing, conversations, observations, surveys, generalization of pedagogical experience, solving socio-pedagogical situations, idea generation technology, presentations, structural and logical schemes; diagnostic (questionnaire analysis); pedagogical experiment (declarative, formative, control). During an experimental study at the ascertainment stage among future teachers studying at the Oleksandr Dovzhenko Hlukhiv National Pedagogical University and the Pavlo Tychyna Uman State Pedagogical University, problems were identified, which consist in the insufficient readiness of future teachers to work in an inclusive educational environment in the process of studying methodology sciences and outlined ways to improve the methodology of their readiness for professional adaptation in an inclusive environment. A methodological toolkit was developed to increase researched readiness, namely: implementation of components of readiness and pedagogical conditions. The practical value of the work consists in training a specialist capable of implementing the creation of a favorable socio-pedagogical inclusive educational environment for the organization and implementation of the process of training inclusive education seekers in educational institutions of Ukraine.

Keywords: inclusion; index of inclusion; socio-pedagogical competence; readiness components; pedagogical conditions; inclusive educational environment; science methodology.

1 Introduction

The educational policies of many countries, including Ukraine, prioritize inclusive education as a key focus for advancing the higher education system and preparing future teachers to work effectively in inclusive educational environments. This emphasis aims to enhance the socialization and education of the younger generation.

The cognitive and emotional development of students in inclusive education settings, particularly during geography studies, relies heavily on teachers' professional competence. Specifically, it depends on their readiness for professional adaptation in inclusive educational environments, as well as their ability to individualize and differentiate instruction. Facilitating the cognitive and emotional growth of inclusive geography students' demands teachers to possess knowledge, creativity, and flexibility.

According to L. Barton, the problem of developing socio-pedagogical competence is currently relevant and requires thorough research. After all, the vast majority of teaching staff in higher education institutions of Ukraine faces significant difficulties when working with the inclusive students and cannot meet their educational needs [3].

Therefore, the study aims to define the concept of 'social-pedagogical competence' and address the issue of preparing future teachers for professional adaptation in inclusive environments during the study of science methodology in Ukrainian higher education institutions. This is achieved through the implementation of readiness components, namely:

motivational, cognitive, and reflective aspects; establishing pedagogical conditions for such training; increasing teachers' socio-pedagogical competence; and experimentally verifying the proposed method for training future teachers in inclusive educational environments during science methodology studies.

The ADA Anniversary Fellowship Program in Inclusive Education (ADA AFPIO) was conducted from December 1, 2016, to December 31, 2017, in collaboration with the University of Minnesota and Arizona State University. The project aimed to implement inclusive education methods in primary and secondary schools, as well as higher education institutions in Kazakhstan, Ukraine, Armenia, and India [7].

The project achieved several outcomes, including the establishment of networks between schools and higher education institutions with inclusive education systems in the participating countries. Additionally, units dedicated to inclusive education were established in higher education institutions to train specialists in various subjects. Educational and governmental institutions were engaged in relevant projects, and exchange programs for sharing experiences, internships, and project implementation were implemented in Ukraine, Kazakhstan, Armenia, and India. Professional seminars were organized, and reports were developed. Furthermore, communities of Inclusive Education were formed [14; 24].

The problem of forming the readiness of future teachers for professional adaptation in an inclusive educational environment in the process of studying the methodology of science in educational institutions of Ukraine is currently relevant and requires thorough research. After all, the vast majority of teaching staff in higher education institutions of Ukraine experience significant difficulties when working with the inclusive part of students and cannot meet their educational needs [4].

According to Akyar, Demirkhan, Oyeler, Flores, and Jauregi, the Ukrainian education system lacks a well-established framework for training future teachers to adapt professionally in inclusive educational environments during the study of science methodology. Consequently, integrating teachers into the inclusive educational process often leads to numerous contradictions and misunderstandings. These challenges stem not only from teachers' insufficient knowledge of inclusive teaching methods but also from their reluctance to engage with and contribute to the unfolding and development of students' potential abilities and opportunities [1].

In 2006, British scientists Mel Ainscoe and Tony Booth developed a tool for monitoring the 'Inclusion Index,' which has since been translated into 34 languages and implemented in 15 countries worldwide [2].

Canals-Botines M. and Raluy-Alonso A. believe that teachers in educational institutions in Ukraine lack sufficient qualifications to address the individual needs of inclusive students and are unfamiliar with methodologies for working with such students [6].

We support the opinion of M. Devare, who suggests specifying the components and criteria for future teachers' readiness for professional adaptation in inclusive educational environments: a positive attitude toward professional activity, inclusive competence, the ability for self-improvement, self-reflection, and self-management [8].

I. Marynchenko, O. Braslavskaya, O. Levin, Yu. Belikova, and T. Chumak argue that inclusive competence is crucial for shaping competitive specialists and consists of interconnected components: motivational, cognitive, operational, and reflective [16].

Based on the Concept of Development of Inclusive Education, the UN Convention on the Rights of the Child, the Salamanca Declaration, and the National Strategy in the Field of Human Rights, developing the readiness of future teachers for professional adaptation in an inclusive educational environment has become a priority in Ukraine's educational policy. Today's realities necessitate teachers who are specially trained to work in inclusive environments and who possess sustainable motivation to cater to this category of students. Therefore, the issue of forming the readiness of future teachers for professional adaptation in an inclusive educational environment is crucial for effectively working with students with special educational needs [7; 11].

In the context of Ukrainian society's development, inclusive education stands out as a priority in Ukraine's developmental agenda and plays a pivotal role in reforming its educational sector. The training of future teachers, particularly geography teachers, is an ongoing and dynamic process. It is imperative for future geography teachers not only to acquire knowledge of geography and pedagogy but also to develop the personal qualities necessary for successful teaching. Consequently, the issues surrounding the theory and methodology of training future teachers for professional adaptation in an inclusive educational environment during the study of science methodology remain relevant.

2 Methods

The primary methods employed in our experimental research aimed to investigate the problems of forming the readiness of future teachers for professional adaptation in inclusive educational environment during their study of methodology of science in Ukrainian higher education institutions. These methods included developing a methodology for establishing a conducive inclusive educational environment. This methodology consists of three readiness components: motivational, cognitive, and reflective, along with pedagogical conditions such as fostering a socio-cultural educational environment, shaping socio-cultural content, and establishing practical activity settings.

The methodology for preparing future teachers for professional adaptation in inclusive educational environments during the study of science methodology involved employing effective methods to create an inclusive educational environment in Ukrainian higher education institutions. These methods included using various types of lectures (problematic, multimedia, press conference lectures), innovative technologies (project-based learning, problem-based learning, contextual learning), engaging teachers in research activities (individual tasks, essays, abstracts), participation in conferences and seminars, and practical training in inclusive educational institutions. Additionally, methods such as expert evaluations, questionnaires, testing, conversations, observations, surveys, and the generalization of pedagogical experiences were utilized.

The experimental study was conducted with a carefully selected theoretical base to guide further research. Oleksandr Dovzhenko Hlukhiv National Pedagogical University and Pavlo Tychyna Uman State Pedagogical University were selected as the research sites. To ensure sample representativeness and reliability, the control and experimental groups were formed based on age and gender. The control-experimental array was formed using pairwise selection, ensuring that the experimental group's size met representativeness requirements. The sample comprised 80 future teachers from the two universities, with 38 respondents in the control group and 42 in the experimental group, including 34 women and 46 men.

At the initial stage of the research, a comprehensive review and analysis of scientific literature were conducted, including synthesis, classification, systematization, theoretical modeling, and generalization of methodologies for preparing future teachers for professional adaptation in inclusive educational environments while studying science methodology. The level of creating a conducive educational environment was assessed

based on motivational, cognitive, and reflective components, identifying key challenges that could be effectively addressed using the proposed methodology.

During the formative stage of the experiment, the effectiveness of pedagogical conditions in shaping future teachers' readiness for professional adaptation in inclusive educational environments was analyzed. This included the establishment of a sociocultural educational environment, the development of sociocultural content, and the creation of practical activity settings. Various methods, such as surveys, questionnaires, testing, as well as the assessment of empathic abilities using V. Boyko's method and the 'Benevolence Scale' and 'Value Orientations' methods by M. Rokich, were employed to obtain results. Finally, at the control stage of the experiment, the obtained results were analyzed, generalized, and conclusions were drawn.

3 Results and Discussion

The integration of scientific activity into higher education has become an essential component, merging science, learning, and production to drive development and innovation. However, the foundation of successful research lies in solid knowledge. Therefore, mastering the methodology, theory, technology, methods, and organization of scientific work is paramount for those striving for excellence in this field.

The educational discipline 'Methodology of Science' aims to elucidate all aspects of scientific research for students and graduate students. Its objectives include teaching them to: grasp the methodology and methods of scientific research (understand the principles and approaches underlying knowledge acquisition); justify the choice of research direction and topic (select relevant and promising topics with scientific and practical significance); and organize research activities (plan, conduct, analyze research, and formalize results according to scientific standards).

The discipline covers the means, methods, and techniques of scientific research, with knowledge acquired in the study of 'Methodology of Science' serving as invaluable assets for students, graduate students, and employees of scientific units.

Studying 'Methodology of Science' is an investment in the future, offering the opportunity to become a specialist of a higher caliber capable of generating new ideas, conducting research, and driving innovation, thereby advancing progress [21].

Today, inclusion holds significant importance in Ukraine's higher education system. Establishing a conducive inclusive educational environment within Ukraine's higher education system during the study of the 'Methodology of Science' is a novel approach to enhancing the educational landscape. By examining the experiences of foreign scholars in integrating inclusion into national education systems, it becomes apparent that there is a need to train teachers capable of adapting to the educational needs of inclusive youth [10].

The current stage of inclusive education development in Ukraine necessitates researchers to explore new means, content, forms, and methods for training future teachers to adapt professionally in inclusive educational environments.

In pedagogical practice, contradictions arise regarding the enhancement of future teacher training for inclusive educational environments during the study of science methodology. These contradictions exist between the state's imperative for implementing inclusive education in Ukraine and the scarcity of specialists in the field of 'Teacher of Inclusive Education.' There is also a discrepancy between social demands for future teachers capable of adapting in inclusive educational environments during the study of science methodology and the inadequate preparation of such teachers. Additionally, there is a contrast between the necessity to modernize the educational process from preschool institutions to higher education based on inclusive trends and the deficiency of socio-inclusive content in teacher training [12; 25].

With the support of the University of Minnesota and Arizona State University, the ADA Anniversary Fellowship Program in Inclusive Education (ADA AFPIO) was implemented from December 1, 2016, to December 31, 2017.

The goal and objectives of the project were to introduce inclusive education methods in primary and secondary schools, as well as institutions of higher education, in Kazakhstan, Ukraine, Armenia, and India [27]. The tasks included organizing a six-week professional internship for specialists in inclusive education in educational institutions of Minnesota and Arizona to enhance their experience and introduce the latest methods. Additionally, the project aimed to develop inclusive education projects in the participating countries and ensure the implementation of joint projects to introduce the latest teaching methods in inclusive education in Kazakhstan, Ukraine, India, and Armenia.

The project partners included the University of Minnesota (USA), Arizona State University (USA), Nazarbayev University (Kazakhstan), Bilim Central Asia Education Center (Kazakhstan), Armenian State Pedagogical University (Armenia), Vasyl Stefanyk National Precarpathian University (Ukraine), Odesa Development Fund (Ukraine), and Tata Institute of Social Sciences (India).

The concept of "inclusive education" refers to providing equal access to quality education for all learners using personalized teaching methods that take into account individual characteristics in educational and cognitive activities.

British scientists Tony Booth and Mel Ainscoe defined inclusive education as a strategy developed and implemented by participants in the educational process to overcome barriers to quality education. They developed a self-assessment mechanism called the 'inclusion index' based on three key aspects: inclusive culture, inclusive policy, and inclusive practice [4].

For the successful implementation of the educational model to train future teachers for professional adaptation in inclusive educational environments, educational, social, and physical inclusion must be harmonized.

Physical inclusion involves creating a barrier-free environment and adapting facilities to meet the educational needs of all students, such as ensuring easy access to buildings and arranging furniture accordingly.

Educational inclusion entails students mastering educational competencies established by educational standards using various methods such as differentiation and cooperative learning.

Social inclusion focuses on creating a favorable educational environment by fostering a friendly atmosphere, promoting principles and practices that encourage friendly relations, and providing care and support.

We interpret the concept of 'professional readiness' as a crucial component for graduates to quickly adapt to working conditions, further their professional improvement, and advance their professional development [15; 10].

We define the readiness of future teachers as the demonstration of an individualized approach to students, the ability to model classes with inclusive learners, and the utilization of instructional variability.

The process of training future teachers for professional adaptation in an inclusive educational environment is regarded as a complex and multifaceted component within the framework of comprehensive teacher education. This process is aligned with the overarching goal of educational institutions, aiming to ensure a high level of development of inclusive competence among future teachers for professional adaptation in higher education.

According to research conducted by Kilgour P, Reynaud D., Northcote M., and Shields M., future teachers' readiness for inclusive education encompasses information awareness,

knowledge of pedagogical technologies, and proficiency in psychology and corrective pedagogy [13].

Furthermore, Ozhybaeva Z.M. and Nurmukhanbetova N. N. suggest that the readiness of future teachers to work in inclusive educational environments, as developed through the study of science methodology, includes valuable personal attributes such as individual orientation, motivation, pedagogical optimism, tolerance, as well as didactic knowledge and methodological skills [18].

The methodology of science comprises a collection of principles and methods of scientific inquiry that define its overall strategy, structure, logical organization, and research tools and methods.

It covers a wide range of aspects:

- philosophical foundations of science: worldview prerequisites, principles, and categories on which the scientific picture of the world is based.
- general scientific methods: universal research methods used in various fields of science (observation, experiment, modeling, analysis, etc.).
- special methods: methods used in specific branches of science (e.g., chemical analysis, biological experiment, mathematical modeling).
- research techniques and techniques: specific tools and procedures used to collect, process, and analyze data.
- organization of scientific activity: principles and methods of planning, conducting, and evaluating scientific research.

The methodology of science serves several important functions: it guides scientific knowledge by determining the general direction of scientific development and assisting scientists in selecting relevant topics and research problems. It ensures the validity and reliability of scientific knowledge by helping researchers obtain accurate and objective results. Additionally, it contributes to the evolution of scientific methodology by constantly refining and expanding with new methods and approaches to research. Moreover, it fosters the integration of science with other fields of knowledge by establishing connections with philosophy, ethics, culture, and other domains of human activity. The methodology of science is a dynamic system that continually evolves with the emergence of new knowledge and research methods, incorporating new elements into its framework [13].

In today's context, the implementation of inclusive education in higher education institutions of Ukraine within the discipline 'Methodology of Science' takes on an expanded significance. Consequently, two distinct approaches have been identified: functional and personal.

According to both approaches, the theoretical aspect of future teachers' readiness for professional adaptation in an inclusive educational environment is inherently linked to the outcome of specialized teacher training, serving as a prerequisite for achieving success in their professional endeavors [22].

An analysis of scientific and pedagogical research on this issue [17; 23] provides grounds to assert that the comprehensive preparation of future teachers for professional adaptation in inclusive educational environments is a holistic process. This process involves specialized training in higher education institutions, continuous professional development during their career, resulting in the acquisition of socio-pedagogical and inclusive competencies, as well as the nurturing of creative development and professional qualities necessary for work in inclusive settings.

Wendelborg S. and Tøssebro J. argue that the foundation of professional readiness lies in effective professional training, which maximizes the potential of each individual.

In defining professional readiness, the author distinguishes five components: motivational, orientational-cognitive-evaluative,

emotional-volitional, operational-active, and institutional-behavioral.

In the structure of readiness for pedagogical activity, Marshall, Arcello, Montemayor, and Launer identify the following components: motivational, orientational, cognitive-operational, emotional-volitional, psychophysiological, and evaluative [15].

The diagnostic toolkit identified was adapted to identify indicators of the levels of formation of the structural components of future teachers' readiness for professional adaptation in an inclusive educational environment – cognitive, activity, and reflective.

The individual trajectory of forming a teacher's socio-pedagogical competence for professional adaptation in an inclusive educational environment is considered through:

- 1) introducing professional development courses for teachers;
- 2) completing an internship with a socio-pedagogical orientation and developing educational and methodological support for inclusive orientation courses. Utilizing innovative teaching technologies, such as essays and mini-works, during the internship. Employing methods like expert evaluations based on the results of pedagogical practices and inclusive observation within the inclusive environment;
- 3) conducting research work by future teachers;
- 4) undertaking practical training in inclusive educational institutions.

In order to implement the outlined components of future teachers' readiness for professional adaptation in an inclusive educational environment, specific pedagogical conditions have been identified, namely:

1. Creation of a socio-cultural educational environment within educational institutions.
2. Formation of sociocultural content.
3. Creation of a practical activity environment [5].

However, the implementation of inclusive education in higher education institutions of Ukraine necessitates their reorganization, which entails changes in culture, policies, and practical activities. This involves creating a conducive inclusive educational environment in these institutions and ensuring the availability of pedagogical personnel capable of working effectively within such an environment. In an inclusive educational environment, the role of a higher education institution teacher evolves; they must regard inclusive education seekers without distinction, engaging them in collaborative activities involving tasks of varying complexity and encouraging participation in collective learning formats such as group projects, laboratory research, and games [8; 23].

One of the most crucial methods of forming the readiness of future teachers for professional adaptation in an inclusive educational environment during the study of the methodology of science is the implementation of the readiness components outlined through theoretical research, namely: motivational, cognitive, and reflective aspects.

In the process of preparing teachers for professional adaptation in an inclusive educational environment, a distinct set of skills that they must possess can be identified:

Methodical skills involve proficiency in organizing and planning the educational process for inclusive education seekers. This includes utilizing innovative technologies, employing teaching methods conducive to health, conducting classes that are bioadequate, developing curricula tailored to inclusive education seekers, and utilizing art therapy methods [9, 19].

Prognostic skills encompass the ability to anticipate final outcomes, stimulate cognitive processes, and create corrective measures for the education, training, development, and social adaptation of inclusive education recipients.

Information skills entail interpreting educational material for use in an inclusive educational environment during the study of the methodology of science. This also includes utilizing modern educational information technologies to impart relevant competencies to students.

Motivational skills involve fostering positive motivation to work in an inclusive educational environment during the study of the methodology of science. This includes instilling a sense of success, confidence in a successful future, benevolence, sensitivity, balance, tolerance, and a desire to foster success in education.

Communicative skills revolve around the development of future teachers' pedagogical abilities to collaborate with inclusive education seekers.

Preventive skills: These involve preventing and resolving conflict situations that may arise in an inclusive environment.

Social rehabilitation skills: These skills encompass the ability to support inclusive education seekers during their socialization and adaptation to new conditions. This includes facilitating their interaction with the surrounding world and demonstrating empathy.

Rehabilitation and animation skills: This entails providing conditions that promote the restoration of cooperation in society and organizing quality leisure activities such as sea trips, hiking trips, etc.

Corrective and developmental skills: These skills involve organizing the cognitive development of inclusive education seekers and utilizing methods, techniques, and means of teaching, education, diagnosis, and correction of psychophysical development.

Assessment and correction skills: This involves the ability to assess the cognitive-activity component of inclusive education students and carry out appropriate correction measures [10; 26].

To implement the outlined components of future teachers' readiness for professional adaptation in an inclusive educational environment, specific pedagogical conditions are proposed:

1. Creation of a socio-cultural educational environment in institutions of higher education.
2. Formation of the socio-cultural content of the preparation of future teachers for professional adaptation in an inclusive educational environment.
3. Creation of a practical activity environment.

These determined components serve as the basis for developing the necessary methodological toolkit, which was used for diagnosing the inclusive competence of teachers. The sample comprised 80 future teachers from Oleksandr Dovzhenko Hlukhiv National Pedagogical University and Pavel Tychyna Uman State Pedagogical University, with 38 respondents in the control group and 42 in the experimental group, including 34 women and 46 men.

To assess the motivational component of future teachers' readiness for professional adaptation in an inclusive educational environment, their motivation to organize and conduct educational activities with inclusive education seekers was evaluated, along with the presence of positive emotional incentives for such activities. The "Personality diagnosis on motivation for success" method was employed for this purpose. Analysis of the survey results revealed that teachers' motivation levels varied, with 21% exhibiting a high level, 42% an average level, and 37% a low level.

The cognitive component of readiness was diagnosed by assessing the theoretical, methodological, and technological competences of teachers, enabling them to adapt to working in an inclusive educational environment during the study of methodology of science. The formation of the cognitive component level of readiness among future teachers for

professional adaptation in an inclusive educational environment was conducted using a questionnaire, A. Rean's questionnaire, and the "Social Intelligence" test by J. Gilford.

Based on the questionnaire results, it was determined that the level of preparation of future teachers for working in an inclusive educational environment while studying the methodology of science is relatively low. Specifically, out of 80 respondents, only 21.3% believe their level of training is high, 38.3% consider it to be average, 37.3% feel unprepared to work with inclusive education seekers, and 3.1% could not determine their level of preparation.

The reflexive component of future teachers' readiness for professional adaptation in an inclusive educational environment during the study of methodology of science was assessed through a questionnaire. According to the data obtained, 38.2% of teachers exhibited a low level of self-development orientation, lacking clearly defined goals for self-improvement and insufficient cognitive and professional motivation for success. In contrast, 27.9% of respondents demonstrated a strong desire for self-development, as evidenced by their interest in completing personal programs for professional growth, such as training courses. Additionally, 33.9% of respondents exhibited a low level of self-development orientation, indicating an interest in professional growth but lacking a corresponding action plan.

The results of diagnosing future teachers' readiness for professional adaptation in an inclusive educational environment, based on motivational, cognitive, and reflective components during the ascertainment stage of the research, are presented in Figure 1.

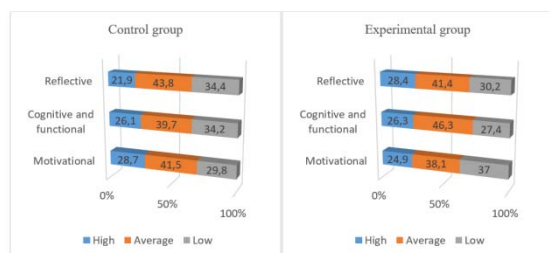


Figure 1. Results of diagnostics of the levels of readiness of future teachers for professional adaptation in an inclusive educational environment at the ascertainment stage of the experiment in the control and experimental groups

During the formative stage of the study, the theoretical and practical components of forming future teachers' readiness for professional adaptation in an inclusive educational environment were improved by establishing pedagogical conditions, each corresponding to a specific component of readiness.

As part of the study conducted with future teachers enrolled in the author's course "Theory and Methodology of Inclusive Education," the control group received classes using traditional methods, while the experimental group received instruction based on the proposed method.

The first pedagogical condition proposed for implementation is the creation of a sociocultural educational environment in higher education institutions, which aims to foster the motivational component of readiness. This condition focuses on instilling motivation in future teachers for professional activity within the inclusive environment of the educational institution. Developing and shaping the professional orientation of individuals is crucial in preparing teachers for professional adaptation in an inclusive educational setting. This orientation encompasses a positive attitude toward the profession, a drive for self-improvement, and the ability to tackle socio-pedagogical tasks across various levels within an inclusive environment.

To cultivate the motivational component of readiness, the coaching method was utilized as a form of creative partnership between teachers and students. This approach allows for the

realization of personal and professional potential. In the context of the study, the teacher of the "Theory and Methodology of Inclusive Education" course assumed the role of a coach, with students serving as coaching participants. Coaching, as a pedagogical technique, was employed to bolster the educational motivation of future teachers, promote active independent learning, broaden learning opportunities, foster self-assessment and reflection skills, and cultivate goal-setting, planning, and organizational abilities in their educational endeavors.

The implementation of pedagogical conditions significantly influences the development of socio-pedagogical competence and nurtures socially, personally, and professionally significant qualities in future teachers essential for their adaptation in an inclusive educational environment. This fosters the creation of comfortable conditions within an inclusive team and enables teachers to adapt to the educational environment while considering the individual needs and characteristics of learners.

In order to check the level of formation of the motivational component of readiness based on the results of the coaching, respondents were offered the questionnaire «Labor Motivation Profile» (TMP); questionnaire «Identifying the ability for professional self-development».

The second pedagogical condition, focusing on the formation of sociocultural content, aims to establish a comprehensive pedagogical process. It emphasizes the creation of socio-inclusive content to prepare future teachers for adaptation in an inclusive educational environment during the study of the methodology of science. This condition emphasizes the integration of theoretical knowledge and practical skills to develop the cognitive and activity components of readiness.

Various methods will be employed to implement the second pedagogical condition, including analyzing educational documentation, narrative techniques (such as essays and mini works), expert evaluations, observational methods, round table discussions, situational learning, idea generation technology, presentations, logical schemes, analysis of socio-pedagogical situations, author questionnaires, conversations, explanations, and problem-solving activities. These methods will equip future teachers with the necessary skills to work effectively with inclusive education seekers [11; 19].

The third pedagogical condition aimed to create a practical activity environment. To implement this, advanced training courses were introduced to facilitate the development of socio-pedagogical competence.

The implementation of these pedagogical conditions involved internship opportunities in the field of inclusive education, participation in problem-solving groups, and the utilization of various assessment methods such as V. Boyko's empathic abilities assessment, the "Benevolence Scale" method (based on the Campbell scale), and the "Value Orientations" method (by M. Rokych). Additionally, future teachers engaged in activities including the development of lecture classes (utilizing various formats such as problematic, multimedia, and press-conference lectures), the adoption of innovative teaching methodologies (such as project-based and contextual learning), participation in research activities (including individual tasks, essays, and abstracts), attendance at conferences and seminars, involvement in circles and problem-solving groups, completion of practical training in inclusive educational institutions, and the creation of educational and methodological resources.

As a result of implementing these pedagogical conditions, respondents gained knowledge of innovative technologies in inclusive education, acquired understanding of the age and psychological aspects of personality development, and developed proficiency in various forms, methods, and techniques for enhancing cognitive, emotional, and conative aspects of students' personalities within inclusive setting [13].

Consequently, the results of diagnosing the readiness of future teachers for professional adaptation in an inclusive educational

environment, based on three pedagogical conditions at the formative stage of the study, are illustrated in Figure 2.

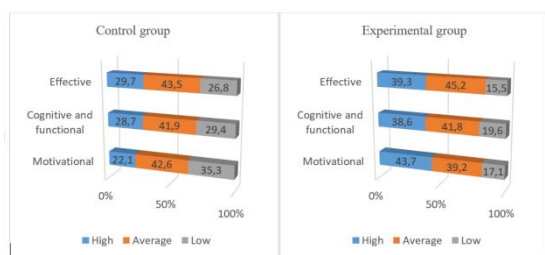


Figure 2. Results of diagnostics of the levels of readiness of future teachers for professional adaptation in an inclusive educational environment at the formative stage of the experiment in the control and experimental groups

Based on the obtained results, it can be affirmed that the proposed method is effective, as the respondents in the experimental group demonstrated an improvement in the level of readiness components and the implementation of pedagogical conditions in the educational process. These identified pedagogical conditions are fundamental for designing a pedagogical system to train teachers for professional adaptation in an inclusive educational environment, as they enable a broader influence on the teacher's personality.

Therefore, ensuring the readiness of future teachers for professional adaptation in an inclusive educational environment in higher education institutions of Ukraine stands as a vital principle in humanizing the entire higher education system. It represents a priority direction of state policy aimed at providing the necessary conditions for obtaining quality education. Achieving a high level of socio-pedagogical competence formation will enable teachers to effectively facilitate the educational process for all participants involved.

4 Conclusion

In the course of the study, various concepts such as "inclusion," "social-pedagogical competence," "inclusion index," "the process of preparing future teachers for professional adaptation in an inclusive educational environment," "readiness of future teachers for professional adaptation in an inclusive educational environment," "components of future teachers' readiness for professional adaptation in an inclusive educational environment," and "pedagogical conditions" were explored. Potential avenues for enhancing the process of forming the readiness of future teachers for professional adaptation in an inclusive educational environment during the study of methodology of science in Ukrainian educational institutions were identified.

The study aimed to examine the methodology and outlined components for forming the readiness of future teachers for professional adaptation in an inclusive educational environment, focusing on motivational, cognitive, and reflective aspects.

During the initial stage of the research, it was found that a significant number of respondents lacked sufficient adaptability in the inclusive educational environment of higher education institutions. This trend underscores the importance of establishing the necessary pedagogical conditions, including creating a socio-cultural educational environment, shaping socio-cultural content, and establishing a practical activity environment.

However, the aggregated data from the formative stage of the experiment, following the implementation of the proposed method, suggest the effectiveness of the employed methodological materials.

A promising area for further research involves exploring contemporary international programs designed for future

teachers to enhance their understanding of educating students with special needs. The findings of scientific research and the derived conclusions could serve as a valuable scientific foundation for enhancing teacher training to work with inclusive youth, drawing from the experiences of foreign countries.

In this regard, Ukrainian educational institutions should focus on updating teacher training methods, beginning with technical schools, colleges, schools, and higher education institutions. This may include establishing a virtual educational space, developing methodological materials for working with inclusive education seekers, creating simulators for laboratory work, and enhancing existing methodological materials for various disciplines.

Furthermore, opportunities for further exploration and research could arise through the participation of Ukrainian teachers in international professional development programs and their exposure to the experiences of foreign colleagues in working with inclusive education seekers.

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Primary Paper Section: A

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MENTAL HEALTH IN WARTIME: THE PSYCHOLOGY OF LATENT STRESS

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Abstract: The article considers dimensions of mental health during the wartime. Based on the analysis of an array of publications, as well as data for the period from Second World War to current war in Ukraine, the phenomenon of latent stress is investigated. It is shown that the notion of pre-traumatic stress disorder deserves special attention and development in studies devoted to wartime stress and mental health.

Keywords: mental health; latent stress; wartime stress; pre-traumatic stress disorder.

1 Introduction

Today one can only have a rough idea of the true scale of the negative consequences of the war. The only thing that can be stated absolutely definitely is that none of the known natural and man-made disasters are comparable to war in terms of the degree of extremity and its psychological consequences. Currently, there are a large number of long-term armed conflicts taking place in the world. Military operations are an integral part of almost all wars and military conflicts. They can be carried out by certain subjects of confrontation both during wars and military conflicts, and as an independent type of combat operations. One example of a prolonged armed conflict is the war in Ukraine. According to the World Health Organization (WHO), 10 million Ukrainians, or about a quarter of Ukraine's population, may be suffering from mental health disorders due to the war. According to forecasts by the Ministry of Health of Ukraine, more than 15 million Ukrainians will need psychological assistance due to the consequences of the war. Of these, about 3-4 million people may require medication treatment [7].

The military theorist and empirical psychologist C. Clausewitz repeatedly emphasized that the main element of war is danger [15]. Indeed, fear during war is one of the most powerful emotions. "A person becomes dull and in this dullness he no longer controls himself, he cannot strain his attention to what is necessary - he surrenders to the power of fear" [15]. Many researchers note that there are no absolutely fearless mentally healthy people [29].

Military actions associated with an immediate threat to the life and well-being of people are among the most significant psychotraumatic factors of modern life. It is clear that in an extreme situation, every person can experience fear, anxiety, lack of a sense of security, and nervousness, which will lead to an increase in the number of mental disorders and the emergence of protective, compensatory mechanisms. At the same time, as Ukrainian scientists Rakhman et al. [22] rightly note, it is not always easy to clearly define trauma and traumatic experiences. Experiences on the trauma spectrum range from mild to moderate anxiety, which would not significantly interfere with day-to-day functioning, to severe psychotic illnesses that need long-term care.

A survey of psychologists and psychotherapists working in Ukraine showed that people who sought psychological help most often experienced changes in the physical and emotional spheres [21]. Partly it was a feeling of inner anxiety and tension. 90% experienced panic attacks, 80% experienced an inability to control their own emotions, 73% experienced poor sleep, and 70% experienced physical and emotional exhaustion [19]. However, there is also a category of people in whom the external

influence of stress actually does not manifest itself in any way - they are active, maintain good performance, are invariably polite and friendly, and do not have problems with sleep. When asked whether they experience strong feelings of anxiety, they answer "no" with complete sincerity. At the same time, they may forget the name of a street in the city that they know well, or cannot remember the name of a book they recently read. They do not realize they are under stress. This is the phenomenon of so-called latent stress. Namely because of its latency, the absence of externally expressed signs and the unconsciousness of the subject himself, this type of stress is one of the most dangerous for mental health.

2 Materials and Methods

The theoretical and methodological basis of the study is the theory of stress presented by researchers at the main stages of the development of psychological science, as well as the methodological prerequisites of the principle of system determination.

During the research process, we relied on interdisciplinary discourse and integrative methodology to study the problem. Comparative and typological methods were used to interpret phenomena.

The analysis was carried out by means of transpective analysis - a method of theoretical analysis adequate to post-non-classical thinking, which allows identifying the main trends in the formation (systemic complication) of scientific ideas about psychological stress and stress resistance and, naturally, according to the trends in the development of psychological science, lead to the design of the conceptual foundations of the theory of stress.

3 Results and Discussion

Although stress can be caused by physical, physiological, psychological, social, economic, and other factors, its impact on a particular person will be determined not only by the source of stress (stressor), but also by how the person processes this situation. At the same time, the features of information processing can be determined by subjective, psychological plane factors. One of these psychological factors can be locus of control (LC). The concept, introduced by J. Rotter [23], suggests that a person may have a certain tendency, or style, according to which he is inclined to attribute the causes of events occurring around him to external (external locus of control) or internal (internal locus of control) causes.

Research on LC suggests that external LC may be associated with stress, depression, anxiety, and difficulty coping with stress [10]. Research also demonstrates the long-term negative effect of external locus of control on a person's overall psychological functioning. At the same time, internal LC is associated with psychological maturity [25]. There is evidence that LC is associated with adaptation to stressful events [16]. Although in general the evidence suggests that the internal locus is more productive in terms of a person's psychological functioning, in some cases, when a person lacks control over the situation, the external locus can become an advantage [18].

Another possible psychological factor associated with the perception of stress may be the self-concept and its various components [8]. Self-concept is a complex system of ideas about oneself, including self-esteem, level of aspirations, and self-attitude. The literature has accumulated quite extensive material on the connections between self-esteem and stress. Thus, studies have found that self-esteem may be associated with depression, which in turn is partly associated with stress, but the results of studies vary depending on the type of stress studied, the time frame and associated factors [5]. Little research examines the relationship between self-acceptance and stress. Among studies of stress and self-acceptance, self-acceptance is generally considered as a mediator [13].

It is interesting that in Ukraine, latent stress is characteristic mostly of residents of rear regions. They are kept in suspense by the tactics of unpredictable shelling of civilian infrastructure by the Russian Federation, the uncertainty of the situation at the front and, accordingly, the difficulty of predicting the further course of the war.

It is appropriate to bring up Amy Bell's piece [2] in this context, which examines London's civilian experiences during World War II. In order to uncover the hidden landscapes of terror in a city at war, the study looks at three narratives of civilian experience in wartime London: fiction, psychiatrists' notes, and private diaries. London was the main and most dramatic stage during the Second World War where individual and collective concerns were acted out. Londoners dreaded injury, bereavement, death, and, more broadly, the end of Britain and the loss of the war. Thus, earlier Victorian worries of London as a dangerous canker in the core of Imperial Britain began to be elaborated in the 1940s. The "enemy within" threatened to undermine British society once more, and many looked for signs of the dreaded degeneracy in latent stress manifestations.

The work of A. Bell is cited in J. Stratton [28], who argues that English identity holders have long been concerned about invasion, occupation, and loss of sovereignty. These worries were realized in 1940 when it appeared that Hitler's soldiers may invade. Because of the unresolved cultural trauma linked to these anxieties, conversations regarding the UK's membership in the EU have frequently been framed in terms of World War 2, with the EU's effects on the UK being emotionally constructed in terms of Nazi invasion, occupation, and loss of sovereignty.

Actually, these topics are present in today Ukrainian public discourse, and fear of loss of sovereignty for many people even surpass the fear of physical damage and death.

The phenomenon of latent stress manifestations is investigated, in particular, by Simon et al. [27]. These authors presented their results in the article published in 2022, named "Multi-trajectory analysis uncovers latent associations between psychological and physiological acute stress response patterns". They list the following as some of the study's high points: 1) Psychological outcome is not predicted by single physiological acute stress response patterns; 2) Individuals with similar patterns across responses were grouped using multi-trajectory analysis; 3) Psycho-physiological stress response variability was explained by three latent classes; 4) Stress response adaptivity may be clarified by uncovering latent psycho-physiological associations. The authors looked at how 96 healthy young adult females' physiologic and psychological stress response trajectories were affected by an acute stress manipulation. The discovery of latent classes of individuals that follow similar trajectories across response patterns was made possible by group-based multi-trajectory analysis of this data, which mixes the many response trajectories instead of examining them separately.

In summarizing their research, Simon et al. [27] noted that exposure to an acute stressor causes a variety of physiological and psychological reaction trajectories that disperse over various time scales and orientations. It has been difficult to link a particular physiological response trajectory to a particular psychological reaction because of potential interactions between the many stress response pathways. In order to account for response variability, multidimensional analysis of stress response trajectories may be more appropriate. In order to investigate this, 96 female participants in good health underwent a rigorous acute laboratory stress induction procedure. Prior to, during, and following the stressor, the participants' physiological and psychological responses were monitored, including heart rate (HR), heart rate variability (HRV), and saliva cortisol (CORT). Three latent classes that were most effective in explaining the variability observed in both physiological and psychological stress response trajectories were identified through the combination of these data using unsupervised group-based multi-trajectory modeling. A prototypical response group ($n = 55$) depicting a moderate increase in negative and decrease in positive affect during stress, with both patterns recovering after

stress offset; a heightened response group ($n = 24$) depicting excessive affective responses during stress, which recover after stress offset; and a lack of recovery group ($n = 17$) depicting a moderate increase in negative and decrease in positive affect during stress, with neither pattern recovering after stress offset. These classes were labeled based on their psychological response patterns. All three groups showed similar increases in HR and CORT during stress, which recovered after stress offset, in terms of physiological acute stress trajectories. However, only the prototypical group showed the expected reduction in HRV caused by stress, with the other two groups displaying blunted HRV response. Crucially, psychological response variability was not taken into consideration while concentrating on a single physiological stress response trajectory, including HRV, and vice versa. When combined, a multi-trajectory approach has the potential to reveal hidden connections between physiological and psychological response patterns and more fully explain the multidimensionality of the acute stress response. The archetypal group also showed considerably lower total stress levels on the DASS-21 scale in comparison to the other two groups. This suggests that latent psycho-physiological linkages may provide insight into stress response adaptivity, or lack thereof, along with the response patterns that have been revealed.

According to Dalile et al. [6], psychological stress causes the hypothalamic-pituitary-adrenal (HPA) axis to become activated, which in turn causes the production of cortisol and the associated subjective reactions. Although theoretically predicted to maximize the organism's reaction to external challenges, coherence across the stress response systems has not received much empirical support, probably because of the assumption of linear relationships. This study looked at the relationships between 133 healthy men's cortisol levels during the Maastricht Acute Stress Test (MAST), concurrent subjective stress reactions, and mood states throughout the previous several weeks. In order to find uniform response trajectories among the more diverse population and to investigate non-linear connections while maintaining the temporal resolution of the stress responses, latent class growth analysis (LCGA) was used on individual cortisol and subjective stress responses. Four latent cortisol response classes - mild responders ($n = 15$), moderately-low responders ($n = 46$), moderately-high responders ($n = 48$), and hyper responders ($n = 24$) - were identified using LCGA analysis. Concomitant subjective stress responses were not linked to these latent groups. In a similar vein, concurrent cortisol responses were not linked to any of the three unique latent classes that represented the diversity in subjective stress reactions. On the other hand, a hypercortisol stress response profile was more likely to be seen if there had been higher stress levels during the preceding weeks.

The goal of Goral et al.'s study [9] was to determine if peritraumatic danger encountered during an armed conflict was a predictor of depressive symptoms later on. During the 2014 Israel-Gaza conflict, ninety-six Israeli citizens reported in real-time that they had been exposed to missile warning sirens and that they felt a subjective threat twice a day for thirty days. There were reports of depression symptoms two months following the conflict. Peritraumatic threat levels and peritraumatic threat reactivity (within-person increases in danger following siren exposure) were estimated using mixed-effects models. Then, using an adjusted regression model, these were evaluated as predictors of depressive symptoms at two months. Even after adjusting for baseline depressive symptoms, the authors discovered that individual peritraumatic threat level - but not peritraumatic threat reactivity - was a significant predictor of two months' worth of depression symptoms. They contend that screening for perceived levels of peritraumatic danger may be helpful in identifying individuals who are at risk of exhibiting signs of depression later on in scenarios involving continuous exposure.

In a 2024 article, Qiong He [11] challenges earlier research that viewed modernist depictions of trauma as post-traumatic by applying Saint-Amour's notion of a "pre-traumatic stress syndrome" to an analysis of Bowen's two war novels, "The Last

September" and "The Heat of the Day". According to the article, Bowen's work suggests that, similar to actual warfare, psychological harm can also result from the dread and anticipation that precede it. By reading Bowen's work as pre-trauma, one might gain fresh insight into trauma studies as well as a deeper understanding of people's psychological states prior to the conflicts.

In his work "Tense Future: Modernism, Total War, Encyclopedic Form", Saint-Amour explores the relationship between warfare and futurity. He suggests using the term "pre-traumatic stress syndrome" to analyze books from the 1920s, which are the years between World War I and World War II. This theory holds that traumatic symptoms manifest prior to the incident rather than following it: "The sequentially inverted or preposterous phenomenon of traumatic symptoms - denial, dissociation, fragmentation, repression, the compulsive repetition of violence - that exists not in the wake of a past event, but in the shadow of a future one" [24, p. 25]. Saint-Amour emphasizes the importance of anxiety and the expectation of conflict, claiming that these can also result in traumatic psychosis. He states that both hypothetical and real-world disasters will cause equal psychological harm, and anticipation will be a state in which one can 'die a thousand deaths' [11]. His theory of trauma acts as a mediator between the expectation of catastrophic events in the future and the repression of traumatic memories from the past, with a focus on the latter.

Pre-traumatic stress disorder is described as follows: "It is both a symptom and a cause of helplessness, compounded by witnessing the rapid changes of a once familiar Earth" [30]. APA Dictionary of Psychology determines it as follows: "a condition characterized by prolonged, significant anxiety about a potential threatening or otherwise devastating event, such as a terrorist attack or wartime violence. The individual remains in a constant state of worry and heightened stress at their perceived helplessness to prevent the expected future trauma and often mentally experiences the dreaded event again and again" [1].

Today in Ukrainians living in rear, this pre-traumatic stress syndrome acts as one of the drivers of constant latent stress, manifesting in memory deterioration, inhibition of emotional reactions and a decrease in physical health indicators (increased blood pressure, excess weight gain, shortness of breath, etc.).

At the same time, it should be noted that repression is one of the most common defensive reactions of the psyche. On the one hand, it protects a person from excessive stress, transferring into the realm of the unconscious what is difficult for the conscious mind to cope with, on the other hand, it alienates him from reality, limits thinking and prevents new decisions. It is traditionally believed that a repressed problem must be discovered and worked through consciously. But there is a question - is it advisable to bring into consciousness threatening information that gives rise to problems the solution to which cannot be found at a conscious level, for example, knowledge about the inevitability of one's own death (after all, such knowledge poses a serious threat to the full life of an individual)? Science does not give a clear answer to this question: while some scientists consider the repression of thoughts about death from the sphere of consciousness necessary and even useful, others are convinced that the fear of death is not just a phobia, but a fundamental fear necessary for full functioning and development personality [17].

Currently, the problem of attitude towards death, fear of death and its repression is being developed mainly by psychologists of the existential direction. Scientists such as H. Feifel, I. Yalom, K. Horney, E. Fromm, A. Maslow, R. May, S. Muddy, and others are of the opinion that the fear of death is a universal reaction, and, accordingly, no one can be completely free from it. This idea suggests that even if death anxiety is not explicitly present in the conscious mind, it still potentially exists on a subconscious level.

For most modern people, the topic of death is so unpleasant and frightening that they prefer to consider it non-existent. However,

when displaced from consciousness, the problem does not disappear. This idea is supported by studies that have found that longer exposure times are required to recognize threatening words and that they elicit a significantly stronger galvanic skin response than neutral words [3]. Moreover, it has been established that the presentation of threatening words for a period too short for the possibility of their awareness is also accompanied by an increase in the galvanic skin response [14]. These experiments demonstrate that the body responds to unconscious stimuli which cause fear.

In addition to tachistoscopic projections and galvanic skin response measurements, projective methods such as TAT (thematic apperception test) and Incomplete Sentences, as well as association experiments, are used to study unconscious anxiety about death. For example, H. Feifel and his colleagues assessed the unconscious relevance of the topic of death by the average reaction time of subjects to death-related and neutral words in a word association test [12]. The research results showed that, despite the fact that at a conscious level over 70% of the subjects denied the fear of death, at the unconscious level most of them showed strong anxiety in relation to this topic.

In general, research demonstrates that a significant proportion of death anxiety is unconscious [3]. This suggests that the fear of death cannot be avoided without yet unexplored, but possibly negative consequences, which determines the relevance of the problem under consideration and indicates the need to study attitudes towards death at different levels of awareness.

When knowledge about own mortality is repressed from the sphere of consciousness, the affective component of this knowledge can remain at an unconscious level. The specifics of diagnosing unconscious fear of death involves the application of methods without the use of self-reports (questionnaires), which make it possible to eliminate the participation of consciousness in the process of psychodiagnostics to the maximum possible extent.

To diagnose unconscious fear, in particular, four currently experimental methods are used: two traditionally used ones - recognition of words emerging from the background and a free associative experiment, as well as one author's developments, called "Falling Words" and "Priming Diagnostics". According to the theoretical positions, the presence of perceptual defense, identified using these techniques, is considered as an indicator of an unconscious fear of death. As part of one of experiments, the effectiveness of the methodological techniques used for diagnosing unconscious fear was compared.

For each subject, using each method, the difference between the speed of reaction to threatening and neutral words was calculated, on the basis of which conclusions were drawn about the severity of the subjects' perceptual defense (unconscious fear) or vigilance (hypochondriacal fixations) in relation to threatening information. In order to make it more convenient to compare the results of different experiments, this indicator was calculated as follows: for the "Emerging words" and "Associative experiment" methods - in the form of the difference in reaction time to threatening and neutral words; for the "Falling Words" and "Priming Diagnostics" methods, on the contrary - in the form of a difference in reaction time to neutral and threatening words. As a result, equivalent indicators were obtained for each method: the higher this indicator, the stronger the severity of perceptual protection, and the lower, the more pronounced vigilance. A correlation analysis was carried out using this indicator. Based on processing the results of the experiment, the researchers came to the conclusion that a higher rate of repression corresponds to a more pronounced unconscious fear of death, identified using the "Priming Diagnostics" technique. Of all the experiments carried out, this is the only technique that shows a significant correlation with repression, which confirms the conclusions about the greatest effectiveness of this technique for diagnosing unconscious fear [26]. The results of the study demonstrated the least effectiveness for measuring the unconscious fear of death of the used version of the "Emerging Words" technique, which,

apparently, is subject to random influences, and the greatest effectiveness of the “Priming Diagnostics” technique, which is author’s development. Since the test stimuli in this technique are presented to subjects at a subthreshold level, its successful testing implies confirmation of the idea that it is possible to exclude the participation of consciousness in the process of identifying phobias and hypochondriacal fixations associated with death, and in a more general form - about the possibility of calling and registering manifestations of personality that are not consciously controlled.

Interestingly, people who claim to be least afraid of death at the unconscious level show the greatest perceptual defense, which indicates that they have an unconscious fear. And, on the contrary, people who consciously assess their fear of death as high, at an unconscious level, exhibit a tendency that is opposite to perceptual defense, that is, perceptual vigilance, which indicates their inherent fixation on threatening information [12]. The absence of fear of death at a conscious level is apparently a consequence of repression.

Information overloads of consciousness, that have become constant and caused by disordered, continuous, often destructive information flows in which modern man exists, reduce his adaptive capabilities. The emerging model of a permanent crisis (economic, environmental, crisis of personal and national security observed in the wartime) leads to the constant mobilization of internal resources, and this in turn leads to “burnout” of psychological and physical readiness for action.

In late July of 2020, during one of his several mentorship meetings for the Michigan Integrative Well-Being and Inequality (MIWI) Training Program, the late Dr. James S. Jackson (1944–2020) said jokingly, “Stress is really a latent construct” [4].

Chronic stresses that are continuing need continuous coping strategies, are durable and persistent, and frequently manifest in significant social and role dimensions. Compared to short-term acute stressors like getting divorced or losing a job, chronic stressors in older adulthood, like ongoing housing insecurity, are more persistent and unrelenting and can have serious negative effects on older adults’ mental health because they may not have the means to handle them [20].

The heterogeneity in the stress experience is demonstrated by defining stress as a latent concept. Stress is a multidimensional experience that has implications for mental health dependent on other aspects of the individual and collective stress experience. It is neither a unidimensional concept nor a simple accumulation of exposures throughout a battle. Accordingly, aspects of mental health in wartime, as well as possible interventions, should be considered within a multi-dimensional, non-linear paradigm, taking into account the phenomenon of pre-traumatic stress disorder.

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Primary Paper Section: A

Secondary Paper Section: AN

MEDIA LANGUAGE OF MODERN FOOTBALL: DYNAMIC AND COMMUNICATIVE-INTENTIONAL DIMENSIONS

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Abstract: The article comprehensively characterizes the language of modern football, focusing on the lexical content, genre specificity, syntactic organization, communicative orientation and author's intention of the texts submitted on the website "Sport.UA" and the website of the football club "Shakhtar". It was found that the researched publications contain special vocabulary and terminology, including words borrowed from the English language. Most of them have undergone language adaptation, as evidenced by the graphic design in Cyrillic, mastering using the method of transcription, and in some cases also subordination to approved grammatical norms and the ability to be a creative base for derived units. It was found that the language palette of football discourse is expressed by words in which the semantic structure has expanded. They include secondary nominations of players and other metaphorical lexemes that give the story a touch of informal communication. The peculiarities of language units, which are characterized by inter-thematic diffuseness, are defined, and their purpose to figuratively and succinctly convey fragments of the game is emphasized. The functional potential of slangisms, phraseology, colloquial and swear words, which perform an important pragmatic-intentional role, create an atmosphere of relaxed communication and are directed to expressiveness and creative design of publications, is outlined. The expressions, presented in football content different in terms of status, structure, intonation, modality and expression, are analyzed, the components of which are characterized by an accompanying negatively marked or positively evaluative meaning. It was found that simple two-syllabic constructions function in the studied texts, in particular elliptical, complicated by clarifying, interjectional and inserted units, as well as monosyllabic nominative, definite-personal, indefinite-personal, impersonal constructions. The important communicative-intentional direction of complex conjunctive and non-conjunctive sentences is emphasized.

Keywords: football vocabulary; nomination; lexical meaning; borrowing; anglicism; slangism; phraseology; derivation; way of word formation.

1 Introduction

Ukrainian linguistics of today is distinguished not only by a wide thematic range of scientific studies, but also by consistent adherence to the principles of multifaceted interpretation of the modern language space. In this regard, priority is given to studies that, on the one hand, focus on units of different status and semantic and formal parameters, and on the other hand, characterize them in the plane of the text environment, communicative behavior, cognitive dimension, mental orientation, perception, intention, transposition processes, etc. We consider these vectors important for a comprehensive study of modern football discourse, certain aspects of which have been reflected in the works of Ukrainian scientists. Among the issues raised, there are the peculiarities of various sports nominations and terms, which, when used in non-special media publications about active military operations in Ukraine, underwent an expansion of the semantic structure and acquired new stylistic shades [4]. In the sphere of interests of linguists, football vocabulary occupies a prominent place, the formation, development and use of which in the official and unofficial communication of Ukrainians was considered by I. Protsyk [9]. Yu. Struhanets analyzed football nominations in terms of their

paradigmatic relations, semantics, formal structure, and stylistic potential [10]. V. Maksymchuk focused attention on the emergence and spread of innovations-derivatives *Messidependent* and *Messidependence*, presented in football Internet discourse in more than 20 European languages [8]. Actively researched media texts dedicated to football include a variety of genres. In particular, I. Babii emphasized the expressive features of lexical means and determined their role in the semantic and stylistic organization of television reports [1]. The article by P. Struhanets is close in terms of issues, in which the terminological units and other nominations that reflect modern speech trends are characterized. In the context of dynamics and positive and negative evaluation, the author considered words of foreign origin, neo-jargonisms, stable compounds of biblical origin, spatial elements, etc. [11]. TV reports of matches [7] and publications submitted on the website of the well-known club "Dynamo" [5] served as a corpus of actual material for outlining the lexical, stylistic, and syntactic peculiarities of football discourse, the description of which is supplemented by a communicative and pragmatic dimension. Media publications about football were chosen to study textual categories [12; 13]. The analyzed material testifies to a multifaceted study of the raised problem, but does not exhaust all issues. Football media as a part of the entire language system under the influence of external factors constantly undergoes changes, which leads to its consideration in the context of dynamics. In addition, modern football discourse needs thorough linguistic understanding and communicative-intentional interpretation. All this determines the relevance of the raised issue.

The purpose of the article is to find out the peculiarity of the lexical system of football with an emphasis on the expansion of its nominative scope, connotative and stylistic parameters, inter-thematic transposition processes; comprehensively characterize sentence constructions that structure football-themed texts, focus attention on their intention, modal plan, and intonation design.

2 Materials and Methods

A number of methods contributed to the achievement of the goal, in particular: the descriptive method, which made it possible to inventory the vocabulary of modern Ukrainian football and analyze it in the plane of dynamics, as well as to find out the structural features of sentence constructions that model the texts of the specified topic; component analysis aimed at determining the semantic features of specialized language units and the semantic structure of secondary nominations used in the studied sources; linguistic-stylistic analysis, which served as a basis for the study of Ukrainian football media language in the plane of emotionality, evaluability, normativity / anomaly; linguopragmatic analysis applied to determine communicative intentions and modal originality of sentence constructions structuring football discourse.

The corpus of factual material is compiled on the basis of the texts of two sites that have a significant number of subscribers – the sports site "Sport.UA" (<https://sport.ua>), which contains texts about the famous football club "Shakhtar" in Ukraine and abroad, and the website of the Shakhtar women's and men's teams (<https://shakhtar.com>). The source base is limited to publications from the beginning of 2024.

3 Results and Discussion

The language of modern football content has a number of differential features, which are coordinated with the genre specifics and subject matter of the text, the author's programmed intention and the form of presentation of the content of the message. The texts of the analyzed variety are characterized by the use of special vocabulary and terminology, in particular anglicisms, some of which are formed by relatively new nominations, for example: "Юнацька збірна України 20–26 березня братиме участь в *еліт-раунді* відбору Євро-

2024” (“The youth national team of Ukraine will take part in the elite round of the Euro 2024 selection on March 20-26”) (https://shakhtar.com, March 17, 2024); “Ворскла – Шахтар: **прев’ю** матчу” (“Vorskla – Shakhtar: match preview (header)”) (https://shakhtar.com, March 19, 2024); “У перерві Маріно Пушич зробив заміни: замість Педрінью та Назаріни на поле вийшли Кевін і Лассіна Траоре, які й стали творцями **камбеку**” (At halftime, Marino Pušić made substitutions: instead of Pedrinho and Nazarina, Kevin and Lassina Traore entered the field, who became the creators of the comeback) (https://shakhtar.com, March 8, 2024); “У березні на головну команду країни чекає **плей-оф** кваліфікаційного турніру Євро-2024” (“In March, the main team of the country will face the playoffs of the Euro 2024 qualifying tournament”) (https://shakhtar.com, March 17, 2024); “21 березня збірна України в Zenici в рамках півфіналу **плей-оф** відбору Євро-2024 зіграє з Боснією та Герцеговиною” (“On March 21, the Ukrainian national team will play Bosnia and Herzegovina in Zenica as part of the semi-finals of the Euro 2024 selection play-off”) (https://shakhtar.com, March 17, 2024). We would like to add that the selected words were partly influenced by the process of language adaptation, as evidenced by their graphic design in Cyrillic using the transcription technique. In addition, some older borrowings from foreign language underwent grammatical subordination to approved norms. For example, the lexeme *раунд* (round) is declined as a noun of the second declension of the hard group.

In the analyzed texts, there are compounds in which one of the components is formed from a lexeme transcribed from the English language, and the other is replaced by a specific counterpart. Such characteristics are inherent in the analytically designed *трансферне вікно* nomination, which corresponds to the English phrase *transfer window* and functions to indicate a certain period during which players can officially (with FIFA registration) move from one football club to another: “У зимове **трансферне вікно** до команди приєдналися Анастасія Кумеда та Марія Куць” (“Anastasia Kumeda and Maria Kuts joined the team during the winter transfer window”) (https://shakhtar.com, March 19, 2024). The adjective *трансферний* is formed from the noun *трансфер* with the help of the specific suffix *-н-*, which, in combination with the conformity of both words to the current grammatical norms, indicates a high degree of their linguistic adaptation. Morphological and word-formative mastering is revealed by the lexeme *фол* (*foul*), which is declined according to the model of nouns of the second declension of the hard group and participates in derivational processes, as evidenced by the verb *сфолити* (*to foul*): “Егінальдо на лівому фланзі штрафного дриблінгом змусив **сфолити** Кюсса та заробив пенальті, а Георгій Судаков реалізував виліт, чітко розвівши м’яч та голкіпера по кутах, – 0:1” (“Eginalda on the left flank of the penalty box was forced to foul Kloss and earned a penalty, and Georgy Sudakov implemented the sentence, clearly after spreading the ball and the goalkeeper in the corners, – 0:1”) (https://shakhtar.com, February 22, 2024); “Корнійчук **сфолить** проти Коноплі” (“Korniychuk fouled Konoply”) (https://sport.ua, March 12, 2024). Lexemes of the analyzed variety are attested in descriptions of objects, processes, actions, etc. They serve as evidence of changes in the language, and complex units also contribute to the condensation of expressions. Emphasizing the prerequisites of language dynamics, E. A. Karpilovska rightly emphasizes that “the conceptualization of the world, the need for a special designation of a new concept or the clarification, deepening of a concept that is already known, verbalized, constitute the primary impetus for language changes, in particular, formal-semantic stratification and functional-stylistic differentiation of the language system and structure” [3, p. 11].

The linguistic palette of football discourse is expressed by lexemes that have undergone an expansion of the semantic structure of the word. This group includes secondary nominations for designation of players. Given the derivational potential, we distinguish words formed by lexical-semantic, morphological, in particular suffixal, and morphological-

syntactic methods. The lexeme *гірник* (*miner*) belongs to the first group, explained in the “Great Explanatory Dictionary of the Modern Ukrainian Language” as: “1. Mining industry worker. 2. A mining engineer or student of a mining educational institution” [2, p. 243]. In the studied texts, the players of the “Shakhtar” football team are called *miners*, which is motivated by the area where the club was once located. The name is still attached to the members of the team, although due to active military operations, they are now outside the borders of Donetsk region, specialized in the mining industry, for example: “12 гравців першої команди і 3 футболісти юнацького складу **«гірників»** викликані до збірних своїх країн” (“12 players of the first team and 3 football players of the youth team of the “miners” have been called to the national teams of their countries”) (https://shakhtar.com, March 17, 2024); “Ще двоє **«гірників»** потрапили до резервного списку – голкіпер Дмитро Різник та півзахисник Єгор Назарина” (“Two more “miners” made it to the reserve list - goalkeeper Dmytro Riznyk and midfielder Yehor Nazarina”) (https://shakhtar.com, March 17, 2024). The specified nomination served as the basis for the creation of the feminine form of *гірничка* (plural *гірнички*), the structure of which was complicated by the suffix *-к-*: “У період зимового міжсезоння **«гірнички»** провели спаринг із *«Житлобудом-1»* (0:1) та перемогли у товариському турнірі Відкритої першості Кюсса, присвяченому пам’яті Вікторії Чорновіл (7 перемог, різниця м’ячів: 33–2)” (“During the winter off-season, “*гірнички*” held a sparring match with “*Zhytlobud-1*” (0:1) and won the friendly tournament of the Open Championship of Kyiv, dedicated to in memory of Victoria Chornovil (7 wins, goal difference: 33–2)”) (https://shakhtar.com, March 19, 2024). Derivatives of this type belong to the productive word-formative type, as linguists have repeatedly pointed out: “In modern mass communication, various suffixes are used in order to express the gender of female-nine personal nouns. The most productive of these suffixes is *k(a)*. The active creation of new lexical items with the help of this formant is quite natural in Ukrainian and does not violate tradition” [6, p. 8]. The presented theoretical propositions emphasize other feminine forms, in particular those that do not belong to the group of secondary names, but function in football-related texts: “Найкраща **бомбардирка** – Марія Вукалюк (10 голів у 11 матчах)” (“The best scorer – Maria Vukalyuk (10 goals in 11 matches)”) (https://shakhtar.com, March 19, 2024); “До кінцевих ітурнів полтавок під час розіграшів кутових приєднувалася **голкіперка**, проте *«Шахтар»* надійно оборонявся та завершив матч мінімальною перемогою” (“The goalkeeper joined the Poltava team’s final assaults during corner kicks, but Shakhtar defended reliably and ended the match with a narrow victory”) (https://shakhtar.com, March 19, 2024). The same derivational signs are inherent in lexemes for designation of persons by place of residence and location of the club, which are often used to nominate female athletes. For example, in the researched media space, the representatives of “Vorskla” (Poltava) were called *полтавки* (*Poltava women*), and the football players of the women’s club “Shakhtar” – *донеччанки* (*Donetsk women*): “Полтавки завершили перший етап Вищої ліги на другій сходинці, маючи в активі 28 очок (9 перемог, 1 нічия та 1 поразка)” (“Poltavka finished the first stage of the Higher League on the second step, having 28 points (9 wins, 1 draw and 1 defeat)”) (https://shakhtar.com, March 19, 2024); “Донеччанки продовжили атакувати й швидко подвоїли перевагу після розіграшу кутового...” (“The Donetsk women continued to attack and quickly doubled their lead after taking a corner...”) (https://shakhtar.com, March 9, 2024).

Being in certain contextual conditions, the hidden locative meaning is realized by the nouns *господари* / *господарки*, *гості* (*hosts / hostesses, guests*), which condensed and covertly point to the city where the game is taking place: “Господарки від перших хвилин домінували й перебували на частині поля *«Шахтаря»*” (“The hostesses dominated from the first minutes and were on the part of the Shakhtar field”) (https://shakhtar.com, March 19, 2024); “27 серпня 2023 року в першому колі УПЛ у Ковалівці *«Колос»* приймав *«Шахтар»*. Матч пройшов за ігрової переваги **гостей**” (“On August 27,

2023, Kolos hosted Shakhtar in the first round of the UPL in Kovalivka. The match took place with the game advantage of the guests”) (<https://shakhtar.com>, March 8, 2024). The system of nomenclature units is formed by compounds, which include a proper name – the name and surname of the coach. For example, the players of the Shakhtar men’s team are called *нідопічними Маріно Пушича* (Marino Pushych’s wards): “Невдовзі *нідопічні Маріно Пушича* подвоїли перевагу” (“Marino Pushych’s wards soon doubled their lead”) (<https://shakhtar.com>, March 12, 2024).

Taking into account the quantitative manifestations, we consider the derivatives formed by the morphological-syntactic method to be productive. In the body of actual material, the following signs are revealed by substantive adjectives to indicate the color scheme of the players' uniforms, for example: “Підготовчий збір *«синьо-жовтих»* стартував 14 березня в іспанській Марбельї і триватиме 5 днів, після чого команда вирушить до Сараєва” (“The training camp of the “blue and yellow” started on March 14 in Marbella, Spain and will last for 5 days, after which the team will go to Sarajevo”) (<https://shakhtar.com>, March 17, 2024); “*«Біло-сині»* просували м’яч уперед, використовуючи дальні передачі, тоді як *«оранжево-чорні»* атакували позиційно з подальшим прострілом до воротарського з флангу” (“The Whites and Blues moved the ball forward using long passes, while the Orange and Blacks attacked positionally with a subsequent cross to the goalkeeper from the wing”) (<https://shakhtar.com>, February 23, 2024).

As evidenced by the closed file of actual material, signs of loose communication are usually realized by short descriptions of the game and text versions of reports. An important role is played by the lexical content of such publications, in particular, the involvement of metaphorically used vocabulary, which has a different functional load. For example, the features of tactics, style, strategy, techniques used during the match are represented by the noun *малюнок* (picture): “У другій половині *малюнок* гри майже не змінився...” (“In the second half, the picture of the game almost did not change...”) (<https://shakhtar.com>, March 12, 2024); “*Малюнок* гри не змінився, команди по черзі володіли м’ячем і перебували переважно в центральній частині поля” (“The pattern of the game did not change, the teams took turns in possession of the ball and were mainly in the central part of the field”) (<https://shakhtar.com>, February 23, 2024). With an indication of vertical localization, the metaphorical lexeme *повітря* (air), denoting a head game, works: Старухіна закинула до воротарського, де Кравчук виборол *повітря* та скинула на завершення Луцан – 2:0 “Starukhina threw to the goalkeeper, where Kravchuk won the air and dropped Lutsan in the end – 2:0” (<https://shakhtar.com>, March 9, 2024). The power of hitting the ball and its quick movement on the field is highlighted by the substantive *постріл* (shot): “Бондаренко міг забити після наса Криського, але з його *пострілом* не без проблем впорався кінер” (“Bondarenko could score after Kryskiv’s pass, but the goalkeeper coped with his shot without problems”) (<https://shakhtar.com>, March 12, 2024); “Гірнички дуже жваво розпочали зустріч, застосовуючи пресинг на половині поля суперника, що призвело до результативного *пострілу* Молодюк на 3-й хвилині – 1:0” (“Miners” started the meeting very briskly, applying pressure in the opponent’s half of the field, which led to a productive shot by Molodiuk in the 3rd minute – 1:0”) (<https://shakhtar.com>, March 9, 2024).

In addition to nouns, the phenomenon of metaphorization is connected with verbs: “...на ударній позиції опинився Бундаш, який здалеку *прошив* голкіпера – 2:0” (“...Bundash was in the attacking position, who shot the goalkeeper from afar – 2:0”) (<https://shakhtar.com>, March 12, 2024); “Конопля відверто *зрубав* у центрі суперника, який його обіграв” (“Konoplya openly cut down the opponent who beat him in the center”) (<https://sport.ua>, March 15, 2024); “Проте вже на 13-й хвилині *«оранжево-чорні»* зрівняли рахунок: у швидкому випаді Віктор Цуканов чудовим пасом *розрізав* оборону львів’ян та вивів на ворота Траоре, і Лассіна ударом у дотик пробив кінера – 1:1” (“However, already in the 13th minute, the

“orange and black” equalized the score: in a quick attack, Viktor Tsukanov cut through the Lviv defense with a wonderful pass and led Traore to the goal, and Lassina hit the goalkeeper with a touch – 1:1”) (<https://shakhtar.com>, March 15, 2024); “Пізніше ворота *розстрілювала* Викалюк, але двічі влучила в стійку” (“Later, Vukalyuk shot at the goal, but hit the post twice”) (<https://shakhtar.com>, March 9, 2024); “І все ж відкрили рахунок саме гості: на 64-й хвилині після кросу з правого флангу Обамян у дотик *замкнув* дальню стійку” (“And yet it was the guests who opened the score: in the 64th minute, after a cross from the right wing, Aubameyang closed the far post in a touch”) (<https://shakhtar.com>, February 15, 2024); “Судаков заходив до лівого флангу *штрафного* з ударом у дальній, але воротар *втягнув*” (“Sudakov went to the left flank of the free kick with a shot in the distance, but the goalkeeper pulled it out”) (<https://sport.ua>, March 12, 2024); “Гол!!! Зубков подав справа і Егіналду в дуже високому стрибку *поклав* головою у правий нижній кут!” (“Goal!!! Zubkov served from the right and Egoalda put his head in the lower right corner in a very high jump”) (<https://sport.ua>, March 15, 2024). The use of one verb in the meaning of another gives the story a touch of informal communication: “Захисник *врізався* обличчям в Матвієнка, боляче обом” (“The defender hit Matvienko with his face, hurting both”) (<https://sport.ua>, February 15, 2024); “Криськієв в ноги *підкотився* Кораблін на лівому фланзі оборони” (“Korablin rolled into Kryskiv’s feet on the left flank of the defense”) (<https://sport.ua>, March 12, 2024); “Азарові на ближній *прочитав* передачу Гунічева з лівого флангу” (“Azarov read Gunichev’s pass from the left flank at close range”) (<https://sport.ua>, March 12, 2024); “Гунічев *обікрав* на правому фланзі атаки Матвієнка, після чого змістився до штрафного й пробив здалеку повз ближню стійку” (“Gunichev picked off Matvienko on the right flank of the attack, then moved to the penalty area and shot past the near post from a distance”) (<https://sport.ua>, March 12, 2024).

Metaphors, expressed by nouns – the names of non-beings that perform actions, implement processes or are carriers of states characteristic of beings, are aimed at the accessibility and brevity of expression. The functioning of such speech units integrates information, creates the effect of relaxed communication: “Від середини тайму *гра* децю *заспокоїлася* і *перемістилася* до центру поля” (“From the middle of the half, the game calmed down a bit and moved to the center of the field”) (<https://shakhtar.com>, February 26, 2024); “На 57-й хвилині *м’яч* удруге *побував* у воротах французів...” (“In the 57th minute, the ball hit the French goal for the second time...”) (<https://shakhtar.com>, February 15, 2024).

Some of the language units that function in football content show signs of inter-thematic shifts. In particular, the texts dedicated to the matches with the participation of the Shakhtar club included tokens of the monetary and financial sphere: “Особливо небезпечними були дії Викалюк, старання якої *конвертувались* у гол на 64-й хвилині” (“The actions of Vukalyuk were especially dangerous, whose effort was converted into a goal in the 64th minute”) (<https://shakhtar.com>, March 3, 2024). The highlighted word allows to succinctly convey a fragment of the game. Inter-thematic diffuseness is implemented by nouns from the sphere of culture and art, which, together with other units, give the text a humorous flavor: “Мумбанья вискочив на Різника і вирішив *ввімкнути актора*. Вийшло пошанно” (“Mumbanya jumped out at Ryznyk and decided to turn on the actor. It turned out honorably”) (<https://sport.ua>, February 15, 2024). In addition, we track the movement of nominations from other sports. In particular, such a semantic transposition involves the noun *кнокдаут*, which figuratively interprets defeat: “Ми нарешті могли *виграти* після п’яти матчів без перемог, але після цього *нокауту* ми знову відчуваємо розчарування” (“We could finally win after five matches without victories, but after this knockout we feel disappointment again”) (<https://sport.ua>, February 16, 2024).

The texts are given an emotional and expressive color and looseness by colloquial verbs that express the intensity of the

football player's kick on the ball: "Удар Зубкова кіпер відбив перед собою, а Бондаренко з добивання **вгати** вище воріт" ("Zubkov's kick was deflected by the goalkeeper in front of him, and Bondarenko's finish hit it above the goal") (https://shakhtar.com, March 12, 2024); "Наприкінці тайму команди обмінялися моментами: Різник відбив небезпечний удар Ільїна, а Педрінью промчав флангом і **пальнув** у площину, проте знову на заваді став воротар" ("At the end of the half, the teams exchanged moments: Riznyk blocked a dangerous shot by Ilyin, and Pedrinho rushed down the flank and shot into the area, but the goalkeeper again stood in the way") (https://shakhtar.com, March 8, 2024). Some of the metaphorically used nominations, which arose on the basis of associations with certain actions, processes or their materialized manifestations, are aimed at creative verbal design of game moments on the field. For example, in order to avoid stereotyping and implement pragmatic-intentional strategies, the journalist used the stylistically marked combination of побачення з голкіпером (воротарем) (meeting the goalkeeper), which gives the text emotionality and a humorous tone: "Чудову можливість подвоїти перевагу мав Ющенко, який зіграв на перехопленні та вибігав на побачення з голкіпером, але Олександр вирішив віддати на партнера, внаслідок чого захисники останньої миті перехопили м'яч" ("Yushchenko had a wonderful opportunity to double the advantage, who played on the interception and ran out to meet the goalkeeper, but Oleksandr decided to pass to his partner, as a result of which the defenders intercepted the ball at the last moment") (https://shakhtar.com, March 7, 2024); "Егінальду трохи не вистачило швидкості, щоб вискочити на побачення з воротарем!" ("Eginald was a little short of speed to jump out to meet the keeper!") (https://sport.ua, March 15, 2024) – in this sentence, in addition to the analyzed linguistic units, the colloquial verb вискочити (to pop out) is used, which, although it violates the language standards of media texts, nevertheless creates an atmosphere of relaxed communication and gives the expression an intimate and familiar tone. The colorfulness of informing about the tactics of the game is facilitated by the combination of linguistic units, which, when used separately in other contexts, usually show stylistic neutrality: "«Гірники» не почали **сідати в захист** і продовжували контролювати події на полі, не даючи можливості «Діназу» створити реальну загрозу біля воріт" ("Players" did not start to sit down in defense and continued to control the events on the field, not giving the opportunity to "Dinaz" to create a real threat at the goal") (https://shakhtar.com, February 19, 2024); "Назарина **запустив удар** із штрафного з лівого флангу над воротами" ("Nazarina launched a free kick from the left flank over the goal") (https://sport.ua, March 12, 2024); "Зубков **здалеку з правого флангу запустив закручений удар** над воротами" ("Zubkov launched a twisted shot over the goal from afar from the right flank") (https://sport.ua, March 12, 2024); "Коноплі нема на полі, але правий фланг **продовжує просідати**" ("There is no Konoplya on the field, but the right wing continues to sag") (https://sport.ua, March 15, 2024). Some descriptive constructions correlating with a single word are directed to the speaking of the text. For example: "Шахтар **отримав від Ворскли по повній** (заголовок)" ("Shakhtar received from Vorskla in full (headline)") (https://sport.ua, March 20, 2024) – the compound *отримати по повній* ("receive in full") used in the title sentence corresponds to the emotionally neutral lexeme *програти* (to lose); "У четвер, 15 лютого, у Гамбурзі (Німеччина) в першому матчі 1/16 фіналу Ліги Європи донецький «Шахтар» **з'ясував стосунки** з французьким «Марселем»" ("On Thursday, February 15, in Hamburg (Germany) in the first match of the 1/16 finals of the Europa League, Shakhtar Donetsk clarified the relationship with the French Marseille") (https://sport.ua, March 15, 2024) – a connection with to establish relationships serves as a correlate of the verb *зіграти* (to play).

In the language of football, the noun *дев'ятка* (nine), formed from the numeral, indicates the frequency of the position located next to the crossbar of the upper corner of the goal. The meaning of the analyzed slangism is usually clarified by the dependent attributive units *права, ліва, дальня, ближня* (right, left, far,

near): "Судаков із пенальті пробив у **праву дев'ятку**" ("Sudakov hit the right nine with a penalty") (https://sport.ua, March 12, 2024); "Дмитро Криський розіграв штрафний пасом на Бондаренка й сам відкрився у карній зоні, а отримавши передачу у відповідь, пробив точно в **ліву дев'ятку – 2:1**" ("Dmytro Kryskiv played a free pass to Bondarenko and opened himself up in the penalty area, and after receiving a pass in return, he punched exactly into the left nine – 2:1") (https://shakhtar.com, March 3, 2024). Among the actively used slang nominations, there is *гірничник* (mustard), serving to denote a yellow card: "Угочукву заробив **гірничник** за фол проти Степаненка" ("Ugochukwu earned a "mustard" for a foul against Stepanenko") (https://tsn.ua, February 16, 2024); "Матвієнко отримав **гірничник**" ("Matvienko received a mustard") (https://sport.ua, February 22, 2024). In football discourse, there are slangisms that indicate dynamic features. They diversify the expression, give it looseness and an emotional and expressive color: "Конопля знову **грас** рукою, але тепер в чужому штрафному, **запоровив** перспективну атаку" ("Konoplya plays with his hand again, but now in someone else's penalty area, blocking a promising attack") (https://sport.ua, February 22, 2024). The same functions are performed by non-literary elements, the scope of which is not limited to football-related publications, for example: "Перемога молодіжки, переліт збірної до Польщі, **зашикар** легіонера Шахтаря" ("Victory of the youth team, flight of the national team to Poland, disgrace of the Shakhtar legionnaire") (https://sport.ua, March 22, 2024) – this is about the unworthy act of a football player, because that he got into a scandal and will be punished.

Sometimes, violating the standards of public communication, the author uses abusive words: "Поле **задимлене**, арбітр **призупинив** гру. **Ідіоти** вболівальники. Які **палять**, звісно" ("The field is smoky, the referee has stopped the game. Idiot fans. Those who smoke, of course") (https://sport.ua, February 15, 2024). Although stylistically reduced vocabulary belongs to the group of non-normative, it clearly conveys the emotional and expressive state of the speaker and his attitude to the actions of fans in the stands.

The "revival" of the names of non-beings, built on associative connections with human traits, can be traced in the title structure, which is structured by phraseology: "Перемога з **характером** (заголовок)" ("Victory with character (headline)") (https://shakhtar.com, March 12, 2024). Sometimes idioms occur in the texts of publications. They serve as a subjective and evaluative means of language expression and accurately convey information: "Кранку в зустрічі **поставила** Луцян, коли з далекої відстані потужним пострілом уразила ворота – 4:0" ("Lutsan put an end to the match when she hit the goal with a powerful shot from a long distance – 4:0") (https://shakhtar.com, March 3, 2024). Familarly marked and rather unexpected for the football communicative space is the phraseology *виносити ногами вперед* (to carry the feet forward), used with a meaning different from the fixed one. The text is not about someone's death, but about the superiority of the players of the Shakhtar club: "Шахтар поки що **виносить** суперників **уперед** ногами. Але без голів" ("Shakhtar is still taking the opponents forward with their feet. But without goals") (https://sport.ua, March 12, 2024).

In order to keep the attention of readers, journalists use statements of different status, structure, intonation, modality and expression. Their commonality is the dominance of constructions with verb predicates, which, implementing the author's intention, convey the dynamic unfolding of events on the football field: "Друга половина **розпочалася** з атак «Шахтаря»: Конопля чудово **відкрився** в штрафному й **прострілював** з гострого кута – захисники **вибили** за лицьову лінію, а після подачі від кутнера Юхим у боротьбі з оборонцем **пробив** головою із меж воротарського, проте м'яч дивом **не влучив** у площину. Марсельці **миттєво відповіли** подвійним моментом: потужний постріл Клосса з рикошетом від Азарова **пройшов** за сантиметри від стійки, а Мумбанья після кутногого **бив** головою по центру

ворит – Різник **упорався**” (“The second half began with Shakhtar’s attacks: Konoplya opened up perfectly in the penalty area and shot from an acute angle – the defenders knocked out the front line, and after serving from the corner, Yukhym, in a fight with the defender, punched his head from the goal area, but the ball miraculously did not hit the plane. The Marseilles immediately responded with a double moment: Kloss’s powerful shot with a ricochet from Azarov went centimeters from the goal post, and Mumbagna headed the center of the goal after a corner – Riznyk saved”) (https://shakhtar.com, February 22, 2024). Compound predicates occur much less frequently in football content. Although they are inferior to verbal predicates in terms of quantitative indicators, they provide figurative and expressive information about the main points of the game. Such a functional potential is implemented by the adjective *ураганний* (*hurricane*), formed from the noun ураган (*hurricane*), which, having entered the sphere of the verb and a certain contextual environment, underwent reinterpretation and moved from the group of relative to the sphere of qualitative. The associative connection with a strong wind makes it possible to figuratively convey the high tempo of the game and the fierce struggle of both teams: “Старт другої половини матчу **вийшов не менш ураганим**” (“The start of the second half of the match seemed no less stormy”) (https://shakhtar.com, March 3, 2024).

Focusing on the syntactic organization of the investigated texts on the football theme makes it possible to analyze the secondary members of the sentence in view of the originality of their means of expression, the implementation of the author’s intention, emotional coloring, and evaluative characteristics. In the media language of football, we come across attributive units explained by adjectives, which not only clarify the semantics of the reference word, but also have an accompanying positive evaluative meaning: “У попередній зустрічі **«оранжево-чорні» здобули яскраву та важливу перемогу над одним із конкурентів у чемпіонській боротьбі «Кривбасом» (5:2)**” (“In the previous meeting, the “orange-black” won a bright and important victory over one of the competitors in the championship fight, “Kryvbas” (5:2)”) (https://shakhtar.com, March 8, 2024). To express the evaluative characteristics of the players, journalists use attributive units of the complimentary variety, which evoke positive emotions in the reader: “А вже в компенсований час команди створили по це одній голювій можливості: **всюдишущий** Егіналду головою замикав подачу на праву стійку...” (“And already in the compensated time, the teams each created another scoring opportunity: the omnipresent Eginaldy headed the pass to the right post...”) (https://shakhtar.com, February 22, 2024); “**Зірковий** нізахисник Шахтаря зізнався, що готовий перейти в Жирону” (“Shakhtar’s star midfielder admitted that he is ready to move to Girona”) (https://sport.ua, March 19, 2024). Each of the selected adjective forms indicates the skill of the players and at the same time expresses a respectful attitude towards them. It is worth clarifying that the attributive units used reveal different shades of meaning. The highest degree of evaluation is embodied by the lexeme *зірковий* (*star*), which condenses information about the possession of exceptional sports skills of a football player, his achievement of significant results and, naturally, fame, recognition not only in the football environment, but in the world in general. Close in terms of semantics is the adjective *досвідчений* (*experienced*), which concentrates information about the athlete’s participation in a significant number of matches, perfect possession of the ball, indicating his success in his career. With the help of an attributive unit *всюдишущий* (*the ubiquitous*), a journalist emphasized the high technical training of the football player, his ability to quickly react to the tactics and strategy of the game.

Analyzing violations during the game, the media use negatively marked adjective forms: “Егіналду на фланзі полетів у **грубий** підкат проти Клосса, пощастило бразильцю, що тільки зірчичник” (“Eginaldy on the wing flew into a rough tackle against Kloss, the Brazilian was lucky that only mustard”) (https://sport.ua, February 22, 2024); “Нападник Шахтаря назвав Колос дуже **«брудним»** у захисті (заголовок)” (“The Shakhtar forward called Kolos very “dirty” in defense

(headline)”) (https://sport.ua, February 9, 2024). Attributive units are also involved in the modeling of descriptive constructions indicating the difficulties of one of the teams: “**Важкі часи** для «Шахтаря»” (“Hard times for Shakhtar”) (https://sport.ua, February 22, 2024).

In the studied texts, the role of an evaluative and at the same time pragmatic tool is often performed by adverbial units: “Артем Бондаренко **красиво** поклав м’яч у дальній кут – 3:1” (“Artem Bondarenko beautifully put the ball into the far corner – 3:1”) (https://shakhtar.com, March 3, 2024); “**Ефективно** піймав Різник подачу Дмитрука з правого флангу на дальню стійку однією рукою” (“Riznyk effectively caught Dmytrouk’s pass from the right flank to the far post with one hand”) (https://sport.ua, March 12, 2024). Circumstances expressed by adverbs can give the text a negative evaluative tone: “Кондогбія **безхитрісно** пробив зі штрафного в стінку” (“Kondogbia effortlessly punched into the wall from a free kick”) (https://sport.ua, February 22, 2024); “Зубков опинився перед захисником **десь на відстані п’яти метрів від воріт, віддав направо під удар Бондаренку, але той незграбно** ткнув його вперед, вийшов тільки кутовий” (“Zubkov found himself in front of the defender at a distance of five meters from the goal, gave Bondarenko a shot to the right, but he clumsily poked him forward, only a corner came out”) (https://sport.ua, February 15, 2024). In some constructions, we trace the stringing of adverbial units, which serve as a means of gradation, aimed at expressing the expression. In addition, they reflect the emotional state of the journalist: “Егіналду **вивів** Сікана на удар з **гострого** кута зліва, форвард **пробив безхитрісно, незграбно і неточно**” (“Eginaldy led Sikan to a shot from an acute corner on the left, the forward punched it without guile, clumsily and inaccurately”) (https://sport.ua, February 22, 2024).

The function of speech is performed by the secondary members of the sentence, expressed by prepositional-excellent forms of nouns, unusual for the context in which they are: “Розіграш **кутового** призвів до подачі в карну зону, **де першим на м’ячі** опинився Башмарін...” (“The corner kick led to a pass into the penalty area, where Bashmarin was the first to hit the ball...”) (https://shakhtar.com, February 19, 2024). The literary equivalent of the highlighted compound is *біля м’яча* (*near the ball*).

The specificity of the processed texts is determined by their small volume and the different structure of media titles: on the website of the Shakhtar football club, title complexes are usually represented by one simple sentence, and on the website “Sport.UA” – by one complex or several simple constructions. A group of simple syntactic units is formed by narrative bisyllabic constructions that differ in intonation, the scope of which is publications and their titles, for example: “**Гра відновилася!**” (“The game has resumed!”) (https://sport.ua, February 15, 2024); “**Травець Шахтаря зніс суддю, змусивши його зробити перекид на газоні (заголовок)**” (“Shakhtar’s player demolished the referee, forcing him to roll over on the lawn (headline)”) (https://sport.ua, March 16, 2024); As evidenced by the presented illustrative material, the modeling of the predicative center involves nouns in the nominative case and predicates expressed by verbs of various tenses, but with a predominance of the past. In order to focus attention on a certain action of the player, the reporter sometimes violates the established model of constructing simple two-syllable sentences, moving the predicate to the position before the subject. Such a positional change contributes to the strengthening of the communicative significance of the predicate: “**Ефективно піймав Різник** подачу Дмитрука з правого флангу на дальню стійку однією рукою” (“Riznyk effectively caught Dmytrouk’s pass from the right flank to the far post with one hand”) (https://sport.ua, March 12, 2024); “**Забив** коліно **Кевін** під час підкату на чужій половині” (“Kevin scored a knee during a tackle in the other half”).

One of the main features of football discourse is brevity and economical use of linguistic means, which is provided by

various sentence constructions, including elliptical ones. They function independently or as part of a complex sentence, for example: “Якись проблеми в Сікана” (“Some problems in Sikan” (https://sport.ua, March 12, 2024); “У головного рефері проблеми із зв’язком” (“The main referee has communication problems”) (https://sport.ua, March 12, 2024); “Бондаренко знову на газоні, тепер Кондогбія наступив йому на ногу на фланзі” (“Bondarenko is back on the lawn, now Kondogbia stepped on his foot on the flank”) (https://sport.ua, February 22, 2024).

In football content, a group of actively used ones is formed by monosyllabic constructions, which enable the media person to present information succinctly and operating with a small amount of linguistic resources. Monosyllabic nouns include nominative syntactic units, which in text broadcasts of matches often have a distinct emotional and expressive color and convey the tension of the situation. Instead, within the headings, they are mostly non-vocal. Let us compare: “Пенальті!” (“Penalty!” (https://sport.ua, February 22, 2024); “Момент!” (“Moment!” (https://sport.ua, March 12, 2024); “Фантастика!” (“Fantasy!”) (https://sport.ua, March 8, 2024) and “Товариський матч (заголовок)” (“Friendly match (headline)” (https://shakhtar.com, March 15, 2024); “Тренування «Шахтаря» (заголовок)” (“Shakhtar” training (headline)” (https://shakhtar.com, March 14, 2024). The commonality of the analyzed monosyllabic structures lies in their purpose to convey condensed information about what is happening during the game, or to concisely inform about certain facts of life. Nominal constructions of football discourse are distinguished by the marking of a dynamically objectified event and focus attention on certain details.

Monosyllabic sentences with the main component correlative to the predicate show a significant communicative and pragmatic effect. In addition to the texts presented on the sites, a number of media titles have been built according to this model. Among the syntactic units, in which the predicate plays an organizational role, three types of constructions are presented: 1) definite-personal with the main member of the sentence, expressed by a verb in the first person plural: “Налаштовуємося на боротьбу за призові місця (заголовок)” (“We are getting ready to fight for prize places (headline)” (https://shakhtar.com, March 17, 2024); 2) indefinite-personal with a predicate in the form of the third person plural: “Судакову надають медичну допомогу” (“Sudakov is provided with medical assistance”) (https://sport.ua, March 8, 2024); 3) impersonal with the meaning of effective action: “Заблоковано два послідовних простріли від Шахтаря з лівого флангу” (“Two consecutive shots from Shakhtar from the left flank were blocked”) (https://sport.ua, March 12, 2024); state, in particular, with a modal shade of desire: “«Шахтарю» відверто щастить” (“Shakhtar’ is frankly lucky”) (https://sport.ua, February 15, 2024).

In the communicative football space there are sentences with clarifying components, which often have an accompanying temporal meaning: The return match will be held next Thursday, February 22, in Marseille at the Velodrome stadium (https://sport.ua, February 16, 2024).

The sphere of complex sentences is supplemented by sentence constructions complicated by interjections and inserted constructions. Interjections express: 1) the commentator’s assumption: “Після передачі Судакова м’яч долетів до Зубкова, який, здавалось, виведе гірників уперед, але Фесюн ногою відбив!” (“After Sudakov’s pass, the ball flew to Zubkov, who seemed to lead the miners forward, but Fesyun kicked it away!”) (https://sport.ua, March 8, 2024); “Іноді ти не отримуєш результату, на який, можливо, заслуговуєш” (“Sometimes you don’t get the result you deserve”) (https://sport.ua, February 16, 2024); 2) confidence: “Безумовно, поле було не ідеальним, але таким воно було і для суперника” (“Of course, the field was not ideal, but it was so for the opponent as well”) (https://sport.ua, February 16, 2024); 3) logical organization of the statement: “Суддя,

загалом, усе зробив правильно” (“the judge, in general, did everything correctly”) (https://sport.ua, March 3, 2024); 4) various emotional and evaluative shades, in particular, sympathy, disappointment, etc.: “Він (Тарас Степаненко. – Авт.) дуже добре тренувався в перші 10 днів, а потім, на жаль, травмувався” (“He (Taras Stepanenko. – Author) trained very well in the first 10 days, and then, unfortunately, got injured (https://sport.ua, February 16, 2024). More capacious in terms of content, modal plan, and intonation expression are inserted sentences, among which narrative and interrogative constructions are attested. What they have in common is the use of parentheses. Inserted syntactic units of the narrative variety usually supplement the content of the basic statement. For example: “Шанс знову вийти вперед партнери створили для Сікана (Судаков розігнав атаку, а Егіналду класно прострілив до штрафного), проте форвард спрямував м’яч у сітку із зовнішньої сторони” (“the partners created a chance for Sikan to take the lead again (Sudakov dispersed the attack, and Eginalda made a great shot to the free-kick), but the forward directed the ball into the net from the outside” (https://shakhtar.com, February 22, 2024). A complex sentence framed in parentheses has clarifying semantics and contains information about new facts. It concretizes the phrase Шанс знову вийти вперед партнери створили для Сікана (the partners created a chance for Sikan to take the lead again). Some inserted sentences, representing the speaker’s reasoning, perform an important communicative-intentional role. For example, a simple interrogative construction is highlighted in the sentence “Після подачі справа (Конопля де?) Енріке ногою підправляв в рамку, вийшло трохи мимо!” (“After serving from the right (Where’s the Konoplya?) Enrique tried to touch the frame with his foot, it went a little wide!” (https://sport.ua, February 15, 2024) creates the effect of the commentator’s direct communication with the readers (for broadcasting the match – with the TV viewers), expresses the speech and at the same time serves as a means of influencing the interlocutors, activating their attention.

In the media language of modern football, we find complex sentences, among which there are attested conjunctive and non-conjunctive constructions, as well as constructions with various types of connection. It is noteworthy that complex syntactic units function not only in texts, but also in article titles. In the media names of football content, complex subjunctive constructions with subjunctive parts of different meanings are attested, most often: 1) signifiers: “Названо 5 англійських клубів, які контактували з Шахтарем щодо Судакова (заголовок)” (“5 English clubs that contacted Shakhtar regarding Sudakov are named (headline)” (https://sport.ua, March 20, 2024); 2) investigative: “Гравці Шахтаря пояснили, чому не поїхали в олімпійську збірну України (заголовок)” (“Shakhtar players explained why they did not go to the Olympic team of Ukraine (headline)” (https://sport.ua, March 20, 2024). Fragmentation is revealed by complex sentences with subordinating conditions and reasons, cf.: “Судаков: «Якщо Шахтар не стане чемпіоном, то не відпустить на Олімпіаду» (заголовок)” (“Sudakov: “If Shakhtar does not become a champion, it will not be allowed to go to the Olympics” (headline)” (https://sport.ua, March 19, 2024) and “Георгій Судаков: «Я здивований, бо більше очікував від Мудрика в Челсі» (заголовок)” (“Georgy Sudakov: “I surprised, because I expected more from Mudryk in Chelsea” (headline)” (https://sport.ua, March 18, 2024). The analyzed heading structures are often presented in quotes from the interviewees. Other types of compound sentences are presented singly. In the texts of publications, in addition to stylistically neutral constructions, journalists use complex syntactic units with a distinct evaluative color, for example: “Обаменяг самотньо стояв на лівому фланзі, м’яч був справа, але пішла подача і габонський форвард з кількох метрів розстріляв Різника ударом в ближній нижній кут. Що робив і де був Конопля, незрозуміло” (“Aubameyang stood alone on the left flank, the ball was on the right, but the pass went and the Gabonese forward shot Riznyk from a few meters with a shot into the near bottom corner. It is not clear what Konoplya was doing and where he was”) (https://sport.ua, February 15, 2024). The selected structure, contrasting with the

previous structure, not only conveys the assessment of the football player's game, but also verbalizes the commentator's negative attitude to what was said.

In the compiled index, a small group is formed by heading complex sentences, but a much larger number of them is presented in articles. In media titles, complex syntactic units of this variety often contain two predicative parts connected by opposite relations: *"Шахтар виграє нічию, але конкуренти відриваються (заголовок)"* ("Shakhtar won a draw, but competitors break away (headline)") (https://sport.ua, February 16, 2024). Functioning in articles, complex constructions show the same features, although sometimes they are structured in three parts: *"Це складна виїзна гра проти серйозного суперника, але ми готові" ("This is a difficult away game against a serious opponent, but we are ready")* (https://sport.ua, February 16, 2024).

In football content, especially in headline complexes, complex sentences without conjunctions are limited: *"Воротарем Шахтаря цікавляться клуби АПЛ, Фесюн – заміна для нього (заголовок)"* ("EPL clubs are interested in Shakhtar's goalkeeper, Fesyun is a replacement for him (headline)") (https://sport.ua, March 18, 2024). Sometimes their parts contrast semantically. For example: *"Бойова нічия: Марсель уже не той, Шахтар ще не той (заголовок)"* ("Fighting draw: Marseille is no longer the same, Shakhtar is not the same (headline)") (https://sport.ua, February 16, 2024). In this sentence construction, we trace the comparison of the information presented in the second and third parts, which together clarify the content of the first.

Focusing on the modal expression of football discourse statements, we note that interrogative constructions occur among them. When structuring headings, they often function alongside narrative syntactic units and reveal a special communicative-intentional direction. Interrogative designs serve as a kind of means of interest to the consumer of information, motivate him to familiarize himself with the content of the article. Such statements are: 1) general questions, which in oral communication predict an affirmative or negative answer, and in football content this role is played by the text of the entire publication, for example: *"Шахтар не домовився з Тоттенхемом про компенсацію за Соломона. Буде суд? (заголовок)"* ("Shakhtar did not agree with Tottenham on compensation for Solomon. Will there be a trial? (headline)") (https://sport.ua, March 19, 2024); *"У Жироні буде ще один українець? Вигреш Шахтаря може перейти до каталонців (заголовок)"* ("Will there be another Ukrainian in Girona? The Shakhtar winger can move to the Catalans (headline)") (https://sport.ua, March 6, 2024); 2) partially interrogative, within which words such as *який, хто, де* (which, who, where), etc. are attested: *"Прогнозований посів у єврокубках. Які шанси Шахтаря потрапити до ЛЧ (Ліги чемпіонів. – Авт)? (заголовок)"* ("Predicted seeding in European cups. What are Shakhtar's chances of getting to the Champions League? (headline)") (https://sport.ua, March 20, 2024); 3) alternative questions, which in view of quantitative indicators form a peripheral group: *"Шахтар чи Динамо? Сабо назвав свого фаворита сезону УПЛ (заголовок)"* ("Shakhtar or Dynamo? Sabo named his favorite of the UPL season (headline)") (https://sport.ua, February 23, 2024). The presented illustrative material proves that interrogative syntactic units can appear before and after narrative structures in media titles.

Sometimes question words, although they are included in sentences, do not have a questioning intent. By saving linguistic means, the author thus condenses the most important information and at the same time preserves the informational intrigue of the text: *"Де дивитися онлайн матч УПЛ Оболонь – Шахтар (заголовок)"* ("Where to watch the online match UPL Obolon – Shakhtar (headline)").

In texts on football topics, especially in reports, we find exclamatory constructions characterized by increased expression, coordinated with the emotional state of the commentator: *"Судаков покотив під праву штангу з точки,*

голкіпер стрибнув наліво!" ("Sudakov rolled under the right post from the point, the goalkeeper jumped to the left!") (https://sport.ua, February 22, 2024); *"Фесюн рятує Колос після удару Зубкова з центру штрафного!"* ("Fesyun saves Kolos after Zubkov's shot from the center of the penalty area!") (https://sport.ua, March 8, 2024). Sometimes intonationally contrasting syntactic units function side by side: the first of them serves as a means of expressing hopes for the team's success in the game, and the second represents actions that did not end in achieving the desired result: *"Момент! Удар із правого флангу штрафного від Траоре пролетів повз дальню стійку" ("Moment! A shot from the right wing of the free kick by Traore flew past the far post")* (https://sport.ua, March 12, 2024); *"Момент! Прострїл Ременяка з правого флангу від ноги Бондаренка полетїв у ближній, але Рїзник витягнув" ("Moment! Remenyak's cross from the right flank from Bondarenko's leg flew into the near post, but Riznyk pulled it out")* (https://sport.ua, March 12, 2024).

4 Conclusion

Thus, the originality of the language of modern football is determined by many factors, including lexical content, genre specificity, syntactic organization, communicative orientation and author's intention. The publications submitted on the website "Sport.UA" and the website of the football club "Shakhtar" contain special vocabulary and terminology, including words borrowed from the English language. Most of them have undergone language adaptation, as evidenced by the graphic design in Cyrillic, mastering using the method of transcription, and in some cases also subordination to approved grammatical norms and the ability to be a creative base for derived units. The linguistic palette of football discourse is expressed by words in which the semantic structure has expanded. These include secondary nominations of players and other metaphorical lexemes that give the story a touch of informal communication. One of the features of the language of football is the inclusion of linguistic units in the text, which are characterized by inter-thematic diffuseness. Such lexemes make it possible to figuratively and succinctly convey fragments of the game. Slangisms, idioms, colloquial and abusive words, which perform an important pragmatic-intentional role and create an atmosphere of relaxed communication, are aimed at expressiveness and creative design of publications. Football content is represented by statements of different status, structure, intonation, modality, and expression, the components of which have accompanying negative or positive values. In the studied texts, simple two-syllabic constructions function, in particular, elliptical, complicated by clarifying, inserted units, as well as single-syllabic nominative, definite-personal, indefinite-personal, impersonal constructions. An important communicative-intentional direction is characteristic of complex conjunctive and non-conjunctive sentences. Within the conjunctions, complex subjunctive signifiers, explanatory, less often conditional and causative constructions are attested. Syntactic units with two predicative parts, connected by opposite relations, dominate among the complex units.

The perspective of the research is the description of other sports-related media texts.

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ASSOCIATIVE FIELD OF THE NATO CONCEPT IN THE LANGUAGE AND THOUGHT OF UKRAINIAN STUDENT YOUTH

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Abstract. The article presents the results of comprehensive study of empirical material obtained through the controlled associative experiment method involving students from three Ukrainian higher education institutions. The associative reactions provided by the respondents to the stimulus word "NATO" were analyzed in their quantitative and semantic aspects. Based on this analysis, the conceptual characteristics of the NATO concept in the minds of young Ukrainians were determined, and the structural model of the associative field of the investigated concept was reconstructed. The verification of the results of the component analysis was carried out using a directed psycholinguistic experiment based on Charles Osgood's semantic differential method.

Keywords: concept; NATO; associative experiment; associative field; conceptual feature; Ukrainian youth.

1 Introduction

The conceptualization of NATO in the mentality of Ukrainians is a complex and contradictory process. The ideological legacy of the Soviet era has resulted in the older and middle generations of Ukrainians in the first decades of the 21st century fully or partially rejecting the idea of Ukraine's Euro-Atlantic integration, as evidenced by numerous sociological surveys. Myths and stereotypes of Soviet propaganda fostered a negative attitude towards the Alliance during the Cold War. Atavisms rooted in the memory of those from the Soviet Union included assertions such as "NATO is an aggressive bloc" and "NATO is an instrument of the USA foreign policy". The collective work of Ukrainian historians, edited by Professor D. Dzvinchuk, presents the results of a study conducted back in 2006 in various regions of the country. 77.2% of Crimea residents considered NATO an aggressive bloc, while 54.7% of residents in the Mykolaiv region and 54.5% in the Odesa region held the same view. In contrast to the southern regions of Ukraine, citizens in western regions held diametrically opposite positions: in the Ternopil region, only 8.7% of respondents considered NATO aggressive; in the Ivano-Frankivsk region – 16.2%, and in the Lviv region – 14.7% [7].

The youth born in independent Ukraine did not demonstrate active Euro-Atlantic aspirations despite being significantly interested in their country's movement towards the European Union. One explanation for this may be, on the one hand, the absence of an obvious military threat from neighboring states and, on the other hand, the principle of multi-vectors upon which the geopolitical strategy of most Ukrainian presidents was based.

Radical changes in attitudes towards NATO in the public consciousness of Ukrainians began to occur after the annexation of Crimea by Russia and the occupation of parts of Donetsk and Luhansk regions in 2014. The unprovoked and unjustified full-scale war waged by Russia against Ukraine since 2022 became the trigger for Ukrainians to reconsider the source of the threat to the existence of their sovereign state and to seek reliable support from the international community in the fight against the aggressor. Sociological research in recent years has shown the erasure of regional differences in the resolute recognition of the necessity for Ukraine's accession to the Euro-Atlantic alliance. According to the results of a survey conducted from February 22 to March 1, 2023, by the sociological service of the Oleksandr Razumkov Ukrainian Center for Economic and Political Studies as part of the MATRA Program, among 2020 respondents in the Vinnytsia, Volyn, Dnipropetrovsk, Zhytomyr, Zakarpattia, Zaporizhzhia, Ivano-Frankivsk, Kyiv, Kropyvnytskyi, Lviv, Mykolaiv, Odesa, Poltava, Rivne, Sumy, Ternopil, Kharkiv,

Kherson, Khmelnytskyi, Cherkasy, Chernihiv, and Chernivtsi regions, as well as in the city of Kyiv (in the Zaporizhzhia, Mykolaiv, Kharkiv, and Kherson regions - only in the territories controlled by the government of Ukraine and not affected by combat operations), 79% expressed a positive attitude towards NATO, and 78% approved Ukraine's integration into the alliance. [9]. According to a study conducted from May 26 to June 5, 2023, by the Kyiv International Institute of Sociology (KIIS), 79% of respondents in eastern regions of the country to 93% in western regions want to see Ukraine as a member of the Euro-Atlantic alliance [1].

2 Literature Review

The study of the attitude of Ukrainian civil society, including its younger generation, towards the Euro-Atlantic military-political alliance remains a subject of active research interest for domestic Ukrainian sociologists, political scientists, and historians. Analysis of the stereotypical perceptions of Ukrainians about NATO, which were entrenched during the Cold War years, is the focus of research by O. Makliuk [3]. Ya. Tymkiv not only attempted to understand the reasons for Ukrainians' negative attitude towards the Euro-Atlantic bloc at the beginning of the twenty-first century but also formulated effective recommendations for creating an attractive image of this international military-political organization in the collective consciousness of compatriots of different generations based on informing the general public about its positive role in preserving peace [9]. O. Novakova and M. Ostapenko traced the dynamics of geopolitical and civilizational self-identification among Ukrainians, their attitudes towards Western institutions and values, and the influence of these processes on the perception by Ukrainian citizens of the place and role of their state in the Euro-Atlantic community [6]. A. Moroz investigated the worldview orientations of youth in the context of Ukraine's integration into the Euro-Atlantic alliance as of 2009 [5]. Researcher O. Zhukovskiy addressed the issue of the awareness of Ukrainian students regarding the possibilities and prospects of partnership between Ukraine and NATO [13].

N. Yevtushenko analyzed the verbal representation of the NATO concept in the context of linguo-cognitive studies using materials from Ukrainian and English-language mass media [11].

3 Materials and Methods

The proposed article aims to analyze the associative field of the NATO concept in the language and thought of Ukrainian students to study their attitudes towards the Euro-Atlantic alliance.

The methodological foundation of the research is based on the study of the relationship between language and thought, initiated in the works of G. Steintal, G. Paul, C. Osgood, J. Miller, W. Humboldt, Ch. Bally, O. Potebnya, as well as the idea of the perspective of psycholinguistic studies of word meanings and their functioning in the collective linguistic-mental space, developed by modern Ukrainian and other linguists such as O. Zahorodnia and T. Nedashkivska in "The associative field of a word as a multilingual structure (based on the mass free associative experiment with Ukrainian social and political lexis" (2019), I. Akhmad and V. Chmel' "Association as linguistic phenomenon" (2016), "Constructing an associative concept space for literature-based discovery" (2004), C. Christiaan van der Eijk, Erik M. van Mulligen, Jan A. Kors, Barend Mons, Jan van den Berg, in "Text-forming function of associative fields" (2018) by V. Khomych, Ehud Jungvirt' "Associative field as a diagnostic tool in the assessment of the breadth of multi-aspect concepts: the concept of "development"" (2007), and "The magic words: Lexicon of the associative field" (2020) by Sandro Marcio Drumond Alves Marengo, and Rafael Marques Ferreira Barbosa Magalhães.

The study was implemented using a system of general scientific and specialized methods, including the interpretive-analytical method (during the processing of scientific sources related to the chosen problematics), controlled associative experiment (in the formation of the associative field of the "NATO" concept), statistical method (for structuring the analyzed associative reactions quantitatively), componential analysis (during the interpretation of the content of the studied concept), Charles Osgood's semantic differential method (for the verification of experimental results), induction method, and method of theoretical generalization (during the formulation of conclusions and research perspectives).

The study material consisted of associative reactions obtained from interviewees through the method of controlled associative experiment.

4 Results and Discussion

The associative experiment is an important research method for studying the deep mental meanings that create the meaningful content of a concept, as "the results of the associative experiment represent the respondents' personal ideas... in particular, emotional reactions to the stimulus word, and are also informative in terms of the choice of means of verbalization of the associative field ..." [12].

Eighty-two bachelor's degree students aged 18 to 22, who are studying at Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynsky, Donetsk National University named after Vasyl Stus, and Vinnytsia Humanitarian Pedagogical College, participated in the psycholinguistic experiment. The experiment consisted of three stages.

In the first stage of the controlled associative experiment, participants were asked to provide one noun and adjective that came to mind as associations with "NATO". The quantitative results of associative reactions are presented in Table 1.

Table 1: The quantitative results of respondents' associative reactions

Quantitative manifestations of associative reactions of the first stage of the experiment		
Association	Number of responses	Per cent
Nouns		
<i>weapon</i>	14	17%
<i>force</i>	7	8.5%
<i>security</i>	6	7.3%
<i>help/assistance</i>	6	7.3%
<i>support</i>	6	7.3%
<i>USA</i>	5	6%
<i>inaction</i>	5	6%
<i>defense</i>	3	3.6%
<i>organization</i>	3	3.6%
<i>strength</i>	2	2.4%
<i>alliance</i>	2	2.4%
<i>hope</i>	2	2.4%
<i>power</i>	2	2.4%
<i>fist</i>	1	1.2%
<i>cooperation</i>	1	1.2%
Adjectives		
<i>powerful</i>	10	12%
<i>strong</i>	9	10.9%
<i>inactive</i>	8	9.7%
<i>military</i>	8	9.7%
<i>indecisiveness/indecisive</i>	7	8.5%
<i>strong</i>	4	4.8%
<i>inaccessible</i>	4	4.8%
<i>unattainable</i>	3	3.6%
<i>large</i>	3	3.6%
<i>authoritative</i>	3	3.6%
<i>influential</i>	3	3.6 %
<i>distant</i>	3	3.6%
<i>irresponsible</i>	2	2.4%

<i>weak</i>	2	2.4%
<i>apathetic</i>	1	1.2%
<i>high-tech</i>	1	1.2%
<i>indifferent</i>	1	1.2%
<i>steel-like</i>	1	1.2%
<i>impervious</i>	1	1.2%
<i>uncertain</i>	1	1.2%
<i>dubious</i>	1	1.2%
<i>effective</i>	1	1.2%
<i>fragile</i>	1	1.2%
<i>inflexible</i>	1	1.2%
<i>stagnant</i>	1	1.2%
<i>lazy</i>	1	1.2%

Component analysis of the associative reactions of the respondents allowed for interpreting the conceptual features of NATO that have formed in their consciousness under the influence of various extra linguistic factors. Naturally, a portion of the associative reactions reflects the objective content components of the conceptualized notion: *organization, alliance, military, the USA*. The combined share of these conceptual associations is 18 (21.9%). The conceptual feature of NATO as a partner of Ukraine in the fight against aggression is delineated: *assistance, support, defense, and cooperation*. These associations are found in the responses of 16 individuals (19.5%). Eight interviewees (9.7%) directly link their hopes for security with the Euro-Atlantic alliance: *hope, security*. Thirty-two participants in the experiment (39%) have an understanding of the indisputable power of the Bloc: *powerful, strong, influential, high-tech, effective, and steel-like*. Conversely, 22 respondents (26.8%) emphasize the weaknesses of the international collective defense organization, stemming from its *inaction and indecisiveness*. Three individuals (3.6%) are inclined to characterize the Bloc as *inflexible, stagnant, and lazy*. Two of the respondents (2.4%) have doubts about the reliability of NATO: *dubious and uncertain*. For 10 individuals (12%), the main conceptual feature of NATO is its unattainability for Ukraine: *unattainable, inaccessible, and distant*.

To determine the semantic content of the investigated concept, we consider an associative reaction to the stimulus word "NATO", such as the USA, to be important. Associating the Euro-Atlantic alliance only with one-member country is evidently due to the recognition of its organizational and existential role in this international military-political bloc.

The associative reaction expressed by the adjective "military", belonging to 8 participants (9.7%) of the experiment, cannot be overlooked. The focus of attention solely on the military aspect of the Alliance by young individuals, while ignoring its political component, is a consequence of insufficient awareness among students about NATO's role in global geopolitical processes.

In the second stage of the associative experiment, participants were tasked with naming one representative of the animal world associated with NATO. Table 2 shows the distribution of associative reactions recorded at this experiment stage.

Table 2: Distribution of associative reactions of respondents

Quantitative manifestations of associative reactions of the II stage of the experiment		
Association	Number of responses	Per cent
<i>elephant</i>	34	41.4%
<i>lion</i>	22	26.8%
<i>tiger</i>	11	13.4%
<i>bear</i>	7	8.5%
<i>eagle</i>	4	4.8%
<i>bull</i>	2	2.4%
<i>aurochs</i>	1	1.2%
<i>bison</i>	1	1.2%
<i>horse</i>	1	1.2%
<i>bee swarm</i>	1	1.2%

In the second stage of the experiment, its organizers aimed to determine which image of NATO predominates in the consciousness of young students – strong or weak. The majority of associative reactions turned out to be names of fauna representatives endowed with considerable strength and dominance in the animal kingdom. Forty-two participants in the controlled associative experiment (51.2%) favored animals that were powerful but slow: *elephant, bear, bull, bison, and aurochs*. Thirty-three interviewees (40%) associated the alliance with *lions and tigers*, animals characterized by a rapid predatory reaction, albeit short-lived. Hence, it can be concluded that while acknowledging the potential strength of NATO, young individuals recognize the vulnerability of this military-political organization associated with its slow response to present-day dangers and threats. It is worth noting that the phrase “*bee swarm*” in association with the noun “*fist*”, which correlates with an association recorded in the first stage of the experiment, deserves special attention within this group of associative reactions. Each of these associations objectifies the conceptual feature of the Euro-Atlantic alliance, namely unity. However, their isolated occurrences suggest that very few interviewees truly believe in this, and the associative characteristic “*fragile*” reinforces this notion.

The mathematical calculation of the results of the controlled associative experiment allows for constructing a structural model of the associative field of the NATO concept, represented by reactions expressed in nouns, adjectives, and names of representatives of the animal world. The model contains three zones: the core, the near-periphery, and the periphery. The criterion for assigning the verbal expression of an associative reaction to a specific zone is the frequency of its occurrence in the interviewees' responses.

Core Zone:

- Nouns: weapon, strength.
- Adjectives: powerful, strong.
- Names of representatives of the animal world: elephant, lion, tiger.

Near-Periphery Zone:

- Nouns: security, assistance, support, USA, inaction, organization/alliance.
- Adjectives: inactive, military, indecisive, unattainable, large, authoritative.
- Names of representatives of the animal world: bear, eagle.

Periphery:

- Nouns: hope, fist, cooperation.
- Adjectives: inaccessible, irresponsible, weak, indifferent, uncertain, fragile, inflexible.
- Names of representatives of the animal world: bison, aurochs, horses, bee swarm.

In the final third stage, we employ a directed psycholinguistic experiment using Charles Osgood's semantic differential method to verify the component analysis results. The respondents were asked to determine on separate sheets what connotation the abbreviation NATO has for them in a table with such an interpretation of gradation on the scale of opposite meanings (positive - negative connotation): +3 means “extremely positive”, +2 – “positive”, +1 – “not very positive”, -3 – “absolutely negative”, -2 – “negative”, -1 – “rather negative”, 0 – “cannot determine”. The aggregated quantitative manifestations of respondents' reactions are presented in Table 3.

Table 3: The results of the experiment using C. Osgood's semantic differential method

Stimulus word	Positive connotation			Undecided	Negative connotation		
	+3	+2	+1		0	-3	-2
NATO	32(39%)	33(40.3%)	14(17%)	1(1.2%)	-	-	2(2.4%)

There were different levels of positive connotation with the NATO acronym among 96.4% of the respondents, while 2.4%

associated it with a negative connotation, and 1.2% were unable to determine.

5 Conclusion

The comprehensive psycholinguistic study of the associative field of the NATO concept in the language and thought of Ukrainian university students has enabled the identification of conceptual characteristics of the Euro-Atlantic alliance that shape young people's attitudes towards it. The defining conceptual features include, on the one hand, the strength of the bloc and, on the other hand, indecision and inaction. Ukrainian youth realize that NATO is a force capable of assisting in the fight against aggression, but they are not confident in the reliability of the alliance. Twelve per cent of the experiment participants acknowledged the unattainability of Ukraine's membership in this international collective defense organization, while only two individuals associated the Bloc with hope. The combination of all these factors results in varying levels of assessment of NATO, ranging from extremely high to not very high.

The linguistic-mental sphere of the young generation in Ukrainian society is an extremely interesting object of study, particularly in the psycholinguistic dimension. The results of such investigations can be valuable for modelling educational and cultural projects of strategic importance. We consider research on concepts such as the EUROPEAN UNION, EUROPEAN VALUES, DEMOCRACY, and so forth as promising avenues of exploration.

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THEMATIC AND FUNCTIONAL-STYLE DIFFUSENESS OF VOCABULARY IN MODERN MEDIA TEXTS

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Abstract: The article characterizes the lexical units involved in the process of thematic diffusiveness, distinguishes between their regular and unique manifestations in modern journalism, outlines the secondary meaning of lexical-semantic derivatives and considers it in dichotomy with the interpretation established in dictionaries. Nominations with new semantic nuances, not yet recorded in dictionaries, contribute to the strengthening of expression and negative connotation. Such language units give texts an emotional and evaluative color, originality of language expression, non-standard implementation of the author's communicative and intention. The stylistic migration of nominations is one of the important features of modern media discourse. Among them, the authors distinguish colloquial words, slangisms, in particular borrowed from the English language, vulgarisms, anti-etiquette idioms, which, although they are outside the limits of the standards typical for the press, give the statement a negative-reduced tone, aptly, emotionally and expressively characterize persons. Attention is focused on the writing of pejoratively labeled obscene vocabulary and the linguistic adaptation of anglicisms. It is noted that language units that have undergone interstylistic transitions occasionally have positive connotations. The analyzed factual material testified that in the all-Ukrainian media editions "Gazeta po-Ukrainsky" and "Ukraina moloda" nominations, which are characterized by stylistic migration, are quantitatively limited, which is explained by the internal politics of the publications.

Keywords: vocabulary; lexical meaning; semantic word structure; nomination; derivation; stylistic role; negative evaluation; slangism; invective vocabulary; Ukrainian language.

1 Introduction

The constant development of the language prompts scientists to study it in the context of linguistic dynamics. As it is known, among all language levels, the lexical one undergoes the most active renewal, which expresses its replenishment with foreign words, units formed by morphological methods, as well as nominations that have undergone an expansion of the semantic structure. The enrichment of words with shades of meaning is connected with the process of neo-semanticization and reveals a relationship to the lexical-semantic variety of derivation. In addition, dynamism is demonstrated by lexemes with signs of interstylistic migration. These and a number of other characteristics are inherent in the mass media space, which most promptly responds to language changes. Linguists have repeatedly paid attention to transformations within the lexical system, analyzing it on the basis of newspaper journalism. We consider the emphasis on non-linguistic (external) factors that directly affect the language expression of modern media discourse [8] to be quite well-argued. Actively researched ones are, in particular, problems related to the semantic update of one lexeme in texts of a different thematic range [10] or several nominations in publications devoted to clearly defined issues [6; 9]. The phenomenon of thematic diffuseness in interaction with other language changes was analyzed by E. A. Karpilovska, L. P. Kislyuk, N. F. Klymenko, V. I. Kritska, T. K. Puzdyreva,

Yu. V. Romaniuk [2]; some aspects of such findings against the background of social dynamics were considered by T. I. Prudnykova [12; 13; 14], expansion of the semantic structure of sports nominations and their use in articles of a different thematic range was traced by N. M. Kostusyak [5]. The functioning of words that have undergone inter-thematic movements in the language of modern newspaper periodicals is determined by the desire of journalists to inform in an original and creative way about a certain fragment of objective reality, to create a text that would correspond to the preferences and linguistic tastes of readers, interest them and at the same time implicitly convey the attitude of the author to the described. In addition, the language of the mass media of the beginning of the 21st century is characterized by looseness and a tendency towards oral communication, the penetration of stylistically reduced units, jargonisms, vulgarisms, and other types of substandard vocabulary. The stylistic vector of the research of media texts of various genres is reflected in the collective monograph "The system and structure of the Ukrainian language in the functional and stylistic dimension" [3]. T. S. Panchenko [11] and T. I. Prudnykova [15] characterized colloquial verbs in periodicals of the beginning of the 21st century. T. M. Levchenko analyzed the slang units presented in the language of modern newspaper journalism, which she examined in terms of semantics, expressiveness, emotionality, and evaluation [7]. Despite the presence of a significant number of works, we cannot speak of the completeness of the solution of all issues related to the problem of thematic and functional-stylistic diffuseness of the vocabulary and its manifestation in media sources. We believe it appropriate to consider the indicated linguistic phenomena in terms of the influence of an important external factor – the active phase of the Russian-Ukrainian war, building the research on the material of newspaper periodicals from 2022 to the beginning of 2024.

The purpose of the article is to characterize the lexical units involved in the process of thematic diffusion, distinguish between their regular and unique manifestations in modern journalism, find out the secondary meaning of lexical-semantic derivatives and consider it in dichotomy with the interpretation established in dictionaries; to describe language units that have undergone inter-stylistic transitions, to focus attention on their communicative and pragmatic features, emotional and evaluative load.

2 Materials and Methods

The following methods are directed to the implementation of the goal: descriptive, which served as a basis for research and systematization of lexemes that, having entered the texts of military themes, acquired new semantic shades; comparative, which made it possible to analyze nominations with lexically modified shades against the background of their creative units with their attached values; linguistic stylistic, aimed at the description of nominations that have undergone an expansion of their content, as well as elements of colloquial and everyday style in terms of their positive and negative value, emotional load and expressiveness; linguo-pragmatic, which became the basis for determining the communicative-pragmatic power of the studied language units.

The material of the research was the texts on military topics, published in the all-Ukrainian media publications "Gazeta po-Ukrainsky" (<https://gazeta.ua>) and "Ukraina moloda" (<https://umoloda.kyiv.ua>). The index of the actual material is limited to 2022-early 2024. In addition, the materials of the "Large explanatory dictionary of the modern Ukrainian language" [1] were used, the data of which made it possible to reveal the expansion of the semantic structure of lexemes.

3 Results and Discussion

News content related to military operations in Ukraine is a daily integral material presented on the websites of well-known media publications. In order to attract the attention of information consumers, journalists try to create an interesting text, involving in the description units that have undergone inter-thematic and inter-stylistic shifts and correspond to the language preferences of modern society. Such nominations often have an emotional and evaluative value, implement the communicative and intentional intention of the author of the publication, convey his attitude to the described realities and show unequal activity in the texts. The development of semantic nuances of words is connected with a cognitive process built on the basis of associative connections. In modern language practice, the expansion of content can be traced within the vocabulary of various thematic groups. The severity of the tendency to apply figuratively used nominations in the medical field is implemented by the verb *реанімувати* (to resuscitate), which serves as a means of marking the process of restoring something, in particular: 1) the functional capacity of objects that have not worked for a certain time: "...деякі частини російських військ уже перебувають на території Білорусі та **реанімують** законсервовані **аеродроми**, побудовані в радянські часи" ("...some units of Russian troops are already on the territory of Belarus and are resuscitating preserved airfields built in Soviet times") (<https://gazeta.ua>, October 6, 2022); 2) principles, ideas, methods that dominated earlier, had a negative impact on society and later disappeared, but now they seek to take them as a basis in order to make the people of Ukraine submissive: "Представник України в Організації Об'єднаних Націй Сергій Кислиця заявив, що Росія **реанімує політику** радянського диктатора Йосипа Сталіна, який виступав проти прав народів на самовизначення" ("The Representative of Ukraine at the United Nations Serhiy Kyslytsia stated that Russia is resuscitate the policy of the Soviet dictator Joseph Stalin, who opposed the rights of peoples to self-determination") (<https://gazeta.ua>, April 25, 2023); 3) measures similar to those that took place after the end of the Second World War and proved the impartiality of the decisions, for example: "РФ розпочала дискусію в ООН, щоб **реанімувати** лейтмотив Ялтинської конференції 1945 року" ("the Russian Federation started a discussion at the UN to resuscitate the leitmotif of the Yalta Conference of 1945") (<https://gazeta.ua>, April 25, 2023). In addition to combining with the names of non-beings, the lexeme *реанімувати* (to resuscitate) functions in contexts about persons. In this case, it is not about a threat to life, but about the return of people to the previous type of activity related to the destabilization of the situation in Ukraine, for example: "Росіяни зараз **реанімують політтехнологів** часів президента-втікача Віктора Януковича" ("Russians are now resuscitating political technologists from the time of the fugitive president Viktor Yanukovich") (<https://gazeta.ua>, November 2, 2022).

Vocabulary related to the medical field is presented in the sentence "СБУ є, була і буде **скальпелем** в руках українського народу, яка буде **вирізати** ці ганебні явища, які я перерахував, як **ракові пухлини**", – наголосив Василь Малуцький" ("The SBU is, was and will be a scalpel in the hands of the Ukrainian people, which will cut out these shameful phenomena that I have listed, like cancerous tumors," emphasized Vasyl Maluyuk") (<https://gazeta.ua>, February 25, 2024). With the help of selected language units, it was possible to figuratively and expressively convey the attitude of Ukrainians to what threatens the existence and development of their state. In the context of continuous attacks by the occupiers, in addition to the phrase *ракова пухлина* (cancerous tumor), the quote from the military uses the lexeme *вірус* (virus): "Але вони ніби **вірус**, **ракова пухлина** все одно розповсюджуються по українських територіях", – додав Лазуткін" ("But they are like a virus, a cancerous tumor is still spreading across Ukrainian territories," Lazutkin added") (<https://gazeta.ua>, December 31, 2023). Incidentally, we will add that the modern lexicography records the compound *злаякісна пухлина* (malignant tumor), which is a synonym for cancerous tumor – "a

neoplasm in the human or animal body that has the ability to metastasize, spread cancer cells with the flow of blood or lymph" [1, p. 1191]. The strengthening of expression and negative connotation is facilitated by the stringing together of several metaphorically used nominations, among which the medical term *метастаз* (metastasis) has undergone the expansion of the semantic structure, explained in the "Large Explanatory Dictionary of the Modern Ukrainian Language" as: "1. medical. The transfer of certain pathological material from the affected part of the body to another, where the corresponding painful process occurs. 2. The focus of the disease arising as a result of such transfer" [1, p. 663]. The analyzed nomination was used in the context of the president of Russia and the traitors who worked for the aggressor state in order to highlight their negative features and provoke condemnation: "Данілов про переговори: Путін – **ракова пухлина з метастазами** (заголовок). «Хочу наголосити, що Путін із його війною – це **ракова пухлина**. Якщо її не видалити повністю й остаточно, лише питання часу, коли почнеться **рецидив** у ще гіршій формі з розповзанням **метастазів** по всьому тілу», – сказав він (Олексій Данілов)" ("Danilov on negotiations: Putin is a cancerous tumor with metastases (headline). "I want to emphasize that Putin and his war are a cancerous tumor. If it is not removed completely and permanently, it is only a matter of time when a relapse will begin in an even worse form with the spread of metastases throughout the body," he said (Olexii Danilov)") (<https://gazeta.ua>, September 17, 2023); "Треба розуміти просту річ: Путін – кадровий кагебіст, він десяти років вибудовував агентурну роботу по Україні. Це наче **рак**, який поширює свої **метастази** і пожирає здорові клітини. Але насправді агентурна мережа російської ФСБ не спрацювала так, як очікувалось, – "**пухлину**" ми вчасно вирізали», – заявив голова СБУ" ("You need to understand a simple thing: Putin is a personnel Kagebist, he has been building up agency work in Ukraine for decades. It is like a cancer that spreads its metastases and devours healthy cells. But in reality, the Russian FSB's intelligence network did not work as expected - we cut out the "tumor" in time," said the head of the SBU") (<https://gazeta.ua>, April 21, 2023). The adverb *інфікований* (infected), which has acquired new shades of meaning in newspaper reporting, is involved in discrediting the image of Vladimir Putin as an inadequate person: "Головний воєнний злочинець Росії любить, коли йому аплодують на стадіонах, а він, **інфікований «манією війни»**, культивує агресію, направлену на сусідні країни й народи" ("the main war criminal of Russia likes to be applauded in stadiums, and he, infected with "war mania", cultivates aggression directed at neighboring countries and peoples") (<https://gazeta.ua>, September 18, 2022). Therefore, lexemes of the medical field have the ability to function outside the boundaries of special texts. Participating in the expression of negative traits of persons, such units often acquire new semantic nuances not yet recorded in dictionaries, which serves as a sign of the uniqueness of their manifestation.

Media workers sometimes use the names of professions in the railway sector in relation to the military. For example, in the "Large Explanatory Dictionary of the Modern Ukrainian Language" the lexeme *стрілочник* ("switchman") has two meanings – "1. A worker who moves switches on railway tracks and performs other auxiliary work on the railway. 2. Figurative. An innocent person, on whom actual sins and crimes committed by responsible persons, the management of an institution, the state, etc. are transferred" [1, p. 1403]. Within the scope of the second explanation, the well-established combination *знайти стрілочника* (finding a switchman) is considered – "shifting one's guilt onto someone else" [1, p. 1403]. In the sentence "Було б помилкою в цих умовах **шукати стрілочників** лише серед командирів батальйонів і бригад" ("It would be a mistake in these conditions to look for switchmen only among battalion and brigade commanders") (<https://umoloda.kyiv.ua>, 03/27/2024), it underwent a structural modification.

In the researched media texts, signs of thematic migration are revealed by lexemes from the sports sphere, which, when

appearing in publications about the war, Russia, the intentions of its ruling elite directed against the Ukrainian people, give the texts a distinct emotional and expressive tone: “*Але все ж таки, якщо порівнювати із забігом на 100 метрів, то я вважаю, що 70 метрів ми вже пробігли. Але ці останні 30 є найважчими*», – сказав Єрмак” (“*But still, if we compare it with the race 100 meters, then I believe that we have already run 70 meters. But these last 30 are the most difficult*,” Yermak said”) (https://gazeta.ua, November 10, 2023); “*Довгий забіг у цьому двобої не в інтересах Кремля*” (“*A long run in this duel is not in the interests of the Kremlin*”) (https://gazeta.ua, November 30, 2022); “*Ми витримали «спринт» перших тижнів великої війни. Ми змогли перебудуватись зі спринту на марафон, розраховуючи на рік-ністора*” (“*We survived the “sprint” of the first weeks of the great war. We were able to rebuild from a sprint to a marathon, counting on a year and a half*”) (https://umoloda.kyiv.ua, November 30, 2023); “*Наразі Росія намагається «завдати нокаут», вкидаючи у війну максимум ресурсів*” (“*Currently, Russia is trying to “inflict a knockout”, throwing maximum resources into the war*”) (https://gazeta.ua, March 2, 2024); “*Не досягли успіху в Гостомелі, російський генштаб спробував повторити цей самий фініш у Васильковій підвенніше столиці*” (“*Having failed to succeed in Gostomel, the Russian General Staff tried to repeat the same feint in Vasylkiv, south of the capital*”) (https://gazeta.ua, March 1, 2022); “*не може виграти війну воєнним шляхом, а Україна не має права програти. Це цугцванг*” (“*Russia cannot win the war by military means, and Ukraine has no right to lose. This is zugzwang*”) (https://gazeta.ua, August 2, 2022). As evidenced by the given examples, the relationship to lexical-semantic derivation is revealed by sports terms used in a figurative sense, relating to athletics, boxing, chess, etc.

In the studied texts, the designation of a person by profession as *м'ясник* (a butcher) acquires a negative value, which is explained in the dictionary as “1. One who trades meat or works in the slaughterhouse. 2. despise The name of a hunter, who strives to get an animal at any cost” [1, p. 698]. For example: “*Росія проголосувала за путіна, а значить – за війну, і тепер у кремлівського м'ясника ще більше розв'язані руки на все*” (“*Russia voted for Putin, which means - for the war, and now the Kremlin butcher has even more hands free for everything*”) (https://umoloda.kyiv.ua, March 27, 2024). In combination with the subordinate attribute *кремлівський* (the Kremlin), the lexeme *м'ясник* (butcher) performs the role of a secondary designation of the head of Russia and expresses not only the tone of contempt indicated in the lexicographic work, but also contains a hidden indication of Vladimir Putin's maniacal desire to kill as many Ukrainians as possible, seize their territories to satisfy his own ambitions and demonstrations of their greatness and permissiveness. Given this phenomenon and the absence of an interpretation of this meaning in the dictionary, the figuratively used nomination proves its semantic uniqueness.

In the analyzed texts, some publications are built on contrast, which is provided by language units from the field of theatrical art and nominations for the designation of the president of the aggressor state: “*22 березня 2024 року у Підмосков'ї, в торговому центрі «Крокус Сіті Хол» замість концерту відомої групи «Пікнік» була поставлена вистава «Коронація кривавого карлика», в якій завчасно були розписані ролі для світових політичних зірок США, Франції, Німеччини, Великої Британії, ЄС і НАТО. Автор ідеї і режисер вистави – володимир путін, міжнародний терорист, серійний вбивця, м'ясник, воєнний злочинець, щодо якого Міжнародний суд видав ордер на арешт (псевдонім путіна в КДБ СРСР «недопалок» і «бліда моль»).* ... *Головну роль виконавці кривавої коронації «карлика» зіграла тасманська група спецназу ФСБ... Головна роль в інформаційному забезпеченні «залізного алібі» для московського фірера путіна була відведена ЦРУ...*” (“*March 22, 2024 in the suburbs of Moscow, in the shopping center “Crocus City Hall” instead of the concert of the famous band “Piknik” the play “The Coronation of the Bloody Dwarf” was staged, in which the*

roles for the world political stars of the USA, France, Germany, Great Britain, the EU and NATO were pre-written. The author of the idea and the director of the performance is Vladimir Putin, an international terrorist, serial killer, butcher, war criminal, against whom the International Court of Justice has issued an arrest warrant (Putin's nickname in the KGB of the USSR is “cigarette butt” and “pale mole”). ... The main role of the executors of the bloody coronation of the “dwarf” was played by the secret group of the FSB special forces... The main role in the information provision of the “iron alibi” for the Moscow Führer Putin was assigned to the CIA...”) (https://umoloda.kyiv.ua, March 29, 2024). All tokens used in the text to denote Vladimir Putin have a disparaging tone, and the nominations of the theater industry give the story a unique flavor.

Let us comment on the use of the noun *куцак* (“*kutsak*”), which reveals signs of thematic diffuseness, explains interstylistic movements and, at the same time, language dynamics. It complements the palette of negative nouns that refer to the president of Russia and contributes to the originality and expressiveness of the language: “*Ну звідки знати отому кремлівському куцаку, що коли історика московії Ключевського запитали, якою мовою говорили в Київській Русі – Україні, той відповів: «Так, як говорять зараз (у ХІХ ст. – Авт.) дядьки у Київській губернії»*” (“*Well, how does that Kremlin knave know that when the historian of Muscovite Klyuchevsky was asked what language was spoken in Kievan Rus - Ukraine, he answered: “The way they speak now (in the 19th century – Author) uncles in the Kyiv province”*”) (https://umoloda.kyiv.ua, April 5, 2023).

In the context of professional activity, there are some universals that provide text with fluency: “*Тому я спробував себе в багатьох суміжних професіях – ювелірії, дизайні й добиранні меблів, татуюванні*” (“*Therefore, I tried myself in many related professions – jewelry, design and selection of furniture, tattooing*”) (https://gazeta.ua, November 2, 2023).

Stylistic migration is revealed by the verbal unit *пройтися* (take a walk), used in the media title, which condenses information about reasoned criticism expressed at the opponent, and at the same time implements the tone of oral communication, for example: “*«пройшовся» по виступу Лаврова в Радбезі ООН (заголовок)*” (“*Kislytsia “walked” after Lavrov's speech at the UN Security Council (headline)*”) (https://gazeta.ua, April 25, 2023).

Vulgarisms, witnessed in the speech of representatives of the authorities, including the President of Ukraine, as well as ordinary citizens, have an offensive and evaluative value. The use of such words is a reaction to Russia's actions against the civilian population: “*«Ця сволота відповідатиме»: Зеленський відреагував на ракетний удар по багатопверхівці у Дніпрі (заголовок)*” (“*This bastard will bear responsibility: Zelensky reacted to the rocket attack on a high-rise building in Dnipro (headline)*”) (https://gazeta.ua, July 28, 2023); “*Президент України Володимир Зеленський пообіцяв зробити все, щоб притягнути «цю сволоту» до повного покарання за агресію й терор проти наших людей*” (“*The President of Ukraine Volodymyr Zelensky promised to do everything to bring “this bastard” to full punishment for aggression and terror against our people*”) (https://gazeta.ua, July 29, 2023); “*Та сволота спеціально їздила по городах танком, щоб люди нічого не садили*” (“*That bastard specially drove around the gardens in a tank so that people wouldn't plant anything*”) (https://gazeta.ua, April 3, 2023); “*Вночі путінська сволота атакувала місто. Ворог знову застосував ракети С-300 проти мирного Запоріжжя, – йдеться у повідомленні*” (“*At night, Putin's bastards attacked the city. The enemy again used S-300 missiles against peaceful Zaporizhzhia, the report says*”) (https://gazeta.ua, February 27, 2023). As evidenced by the presented constructions, the insulting lexeme *сволота* (bastard) can function together with subordinate adjectival forms, which not only specify its meaning, but also give the statement a negative and reduced tonality.

In the language of the press, we find a lot of secondary nominations for the designation of enemies. The authors of the publications use such language units in order to accurately, emotionally and expressively describe the Russian military and related actions, phenomena, facts of objective reality and at the same time convey a negative, ironic-contemptuous attitude towards it. The noun *покидьки* (*scum*), used with a figurative meaning, is directed to the implementation of the specified intentions: “2. figurative., despised Morally corrupt people, declassified, criminal elements of society; waste, disgrace, ceiling” [1, p. 1025]: “Війна в Україні – чудова можливість для Росії позбутися так званих «покидьків суспільства»” (“The war in Ukraine is a great opportunity for Russia to get rid of the so-called “scum of society””) (<https://umoloda.kyiv.ua>, September 28, 2022). The semantic proximity is revealed by the noun *гадина* (*bitter creature*) in combination with the stylistically marked adjective *рашистська* (*rashist*): “«Кремль готується до остаточного ривка. Його провал означатиме, що рашистській гадині зламали хребет» (заголовок)” (“The Kremlin is preparing for the final push. Its failure will mean that the spine of the Rashist bitter creature has been broken” (headline)”) (<https://gazeta.ua>, July 19, 2022). Expressiveness, imagery and emotionality are enhanced by the idiom *зламати хребет* (*to break the spine*) presented in the media title – it is much brighter and more expressive than its neutral correlates such as win, overcome.

Among those activated in newspaper articles, there is the vulgarity *здохнути* (*to die*), which, reflecting the mood of Ukrainians, has moved from colloquial everyday communication to a journalistic style. It is used in constructions addressed to the Russian president: “«Путін, щоб ти здох» – Сердючка на концерті в Маямі «романтично» звернулася до президента РФ (заголовок)” (“Putin, may you die” – Serdyuchka “romantically” addressed the president of the Russian Federation at a concert in Miami (headline)”) (<https://gazeta.ua>, September 7, 2023); “«Опубликовала фото Путина з підписом «щоб ти здох, п*дло» – як у Криму протестують проти Росії (заголовок)” (“She published a photo of Putin with the caption “so that you die, motherfucker” – how Crimea is protesting against Russia (headline)”) (<https://gazeta.ua>, April 26, 2023); “«Україна в ЄС і НАТО, а Путін здох»: піхотинці у Слов’янську розказали Порошенку про головне бажання (заголовок)” (“Ukraine is in the EU and NATO, and Putin is dead”: infantrymen in Sloviansk told Poroshenko about their main wish (headline)”) (<https://gazeta.ua>, October 15, 2022).

In the Ukrainian mass media, we trace the use of slang vocabulary, which, although it is outside the limits of the standards typical for the press, nevertheless performs important communicative and pragmatic tasks. Such a functional potential is inherent in the noun *дурня* (*stupid thing*), which, together with the adjective dependent on it, realizes evaluability and expression and encodes the intellectual features of the official, which contrast with the norms accepted in society, for example: “Заступник голови ради безпеки рф дмитрій медведев виплеснув свою чергову алкогольносиндрому дурню” (“Deputy Chairman of the Security Council of the Russian Federation Dmitry Medvedev blurted out his next alcohol syndrome stupid thing”) (<https://umoloda.kyiv.ua>, March 27, 2024).

In the mass media space, slang units are used to describe behavioral stereotypes of Russians. The stringing of nominations of the specified variety and other pejoratively marked words, which differ in terms of their linguistic affiliation, gives the text a tone of oral communication, vulgarizes it, and expresses irony. Such lexemes are represented in the statements of the military: “Росія – це гонник, який домахується до школяра в підворотті. Якщо зацідити йому по зубах, він зупиниться. Ми зацідили, але зуби поки що не посипалися. Треба бити це” (“Russia is a knacker who approaches a schoolboy in the backyard. If you poke him in the teeth, he will stop. We have soaked, but the teeth have not yet fallen. It is necessary to beat more” (<https://gazeta.ua>, November 2, 2023). According to the thematic range, the slangism *нажертися* (*to get full*) tends to

this group, the structural volume of which has increased along with the interpretation outlined in the dictionary, which indicates its functional uniqueness. Let us compare: *нажертися* – “1. Get full... 2. Get drunk” [4, p. 204] and “Схоже, що росіяни ніколи не нажеруться. А притому далі погрожуватимуть світові ядерною і хімічною зброєю” (“It seems that the Russians will never be full. At the same time, they will continue to threaten the world with nuclear and chemical weapons” (June 30, 2022). Contempt for the occupiers is expressed by the noun *жмур* (*stiff*), which more colorfully than its stylistically neutral equivalent *покійник* (*decedent*), implements the actor’s intention: “«Українські бійці в Авдіївці залишили тисячі кацапських жмурів та знищеної російської техніки» – Жорін (заголовок). «Результати, що ми показали – у вигляді тисяч і тисяч кацапських жмурів та знищеної російської техніки – все це лише завдяки абсолютно героїчним вчинкам бійців нашої Третньої штурмової та інших підрозділів на цьому напрямку», – сказав він (Максим Жорін)” (“Ukrainian fighters in Avdiivka left thousands of Katsap stiffs and destroyed Russian equipment” – Zhorin (headline). “The results that we have shown – in the form of thousands and thousands of Katsap stiffs and destroyed Russian equipment – all this is only thanks to the absolutely heroic actions of the soldiers of our Third Assault Division and other units in this direction,” he (Maxim Zhorin) said”) (<https://gazeta.ua>, February 20, 2024).

The stories of Ukrainian defenders presented in the articles sometimes contain obscene vocabulary, which has a quantitatively limited expression and peculiar writing: often, instead of some letters, other graphic signs are used: “Росіянам потрібен увесь світ, щоб мати де це наср*ти” (“Russians need the whole world to have somewhere else to give a shit”) (<https://gazeta.ua>, November 2, 2023). The specified verb contaminates the direct and figurative meaning, which is evidenced by the behavior of the Russian invaders in the homes of the civilian population, in state institutions and institutions located in the temporarily occupied territories.

Some colloquial lexemes are used in relation to Ukrainians, in particular their reluctance to defend the Motherland. In the researched contexts with the meaning “to avoid service in the Armed Forces” the slang verbs *відліняти*, *відкосити* (*to defer*) are used. The unusualness of these nominations being in a journalistic style is highlighted by their design in quotation marks, for example: “І якби тоді «відліняв», добровільно не записався до війська, я б собі цього ніколи не пробачив” (“And if I had “deferred” back then, not voluntarily signed up for the army, I would never forgive myself for this” (<https://umoloda.kyiv.ua>, November 29, 2023); “Український співак і військовий Віталій Козловський заявив, що Ігор Кондратюк до 60 років зробив все, щоб «відкосити» від мобілізації” (“Ukrainian singer and military man Vitaly Kozlovskyi said that Ihor Kondratyuk did everything until he was 60 years old to “steer away” from mobilization”) (<https://gazeta.ua>, March 6, 2024). In publications related to the topic, we come across modern slangisms that have entered the Ukrainian lexical space from the English language: “Щоб чоловік відкосив від армії: Ребрик захейтили через третю вагітність. Вона відповіла (заголовок). Втретє вагітна телеведуча 42-річна Лілія Ребрик потрапила під хвилю хейту” (“For a husband to defer from the army: The ladder was hated because of the third pregnancy. She replied (title). For the third time, 42-year-old Lilia Rebrik, a pregnant TV presenter, came under a wave of hate” (<https://gazeta.ua>, October 16, 2023). The verb *захейтили* has an inherent high degree of linguistic adaptation: in addition to being written in Cyrillic, it attests to a relationship to derivational processes, as well as grammatical characteristics, which are expressed by the suffix *-л-* and the ending *-и* attached to the past forms of the plural. Language acquisition also reveals the Anglicism *хейт* (“hate”), which is declined according to the example of nouns of the second declension of the hard group. The same morphological characteristics are inherent in the cognate lexeme for *хейтер* (*hater*): “Лілія порадила хейтерам «сприймати світ не через вигоду, а через серце»” (“Lilia advised haters to “perceive the

world not through profit, but through the heart” (<https://gazeta.ua>, October 16, 2023).

The slangism *хайн* (hype), used in publications about the intrigues between political parties, which continues even during the active phase of the Russian-Ukrainian war, underwent adaptation to the Ukrainian language: “Петро Порошенко, п’ятий президент України, закликає припинити політичні ігри і **хайн**, і спільними зусиллями об’єднатися для досягнення перемоги України” (“Petro Poroshenko, the fifth president of Ukraine, calls for an end to political games and hype, and joint efforts to unite to achieve the victory of Ukraine”) (<https://umoloda.kyiv.ua>, November 7, 2023). The specified noun serves as the creative basis for the adjective *хайновий* (hyped), which was used in the context of a public discussion of the situation with blocking the borders between Ukraine and Poland: “Але він (Андрій Садовий) додав, що як голова міста, яке є «найбільшим гуманітарним хабом» під час війни, не може і не буде розпочинати «чергову **хайнову** суперечку»” (“But he (Andriy Sadovy) added that as the head of the city, which is the “largest humanitarian hub” during the war, he cannot and will not start “another hype dispute”) (<https://gazeta.ua>, February 14, 2024).

Expressing indignation about negative phenomena in the state, dishonest actions of Ukrainian politicians, embezzlement of funds by them during the war, the authors use the lexeme *дуна* (ass). The dependent attributive component *корупційна* (corrupt) enhances appreciation, gives the story looseness and ensures a non-standard implementation of the communicative and informational function, for example: “А який може бути дух під владною ковдрою, де вільно почувасться **корупційна дуна**?” (“And what can be the spirit under the powerful blanket, where the corrupt ass feels free?”) (<https://umoloda.kyiv.ua>, February 22, 2023). In the “Large Interpretive Dictionary of the Modern Ukrainian Language”, the selected linguistic unit is interpreted as a Western Ukrainian variant of the word *сідниці* (buttock) [1, p. 331]. This noun is also presented in the “Dictionary of Modern Ukrainian Slang” [4, p. 118], which gives grounds for including it to the group of slang nominations. In the publication, which contains the analyzed word, another spatial lexeme with a pejorative-stylistic and ironic color is used – *розслабон* (chillout): “По-друге, з якого міста почнемо аналізувати наш **розслабон**? Може, зі столиці? Що, немає загроз? А що тут відбувається регулярно під завивання сирен тривоги?” (“Secondly, from which city will we start analyzing our chillout? Maybe from the capital? What, no threats? And what happens here regularly under the wail of alarm sirens?”) (<https://umoloda.kyiv.ua>, February 22, 2023). The fragment structured by rhetorical and interrogative constructions makes it possible to assert that the selected slangism functions with the opposite meaning compared to the one fixed by the lexicographic work. This indicates the irregularity of the expression of the specified language unit: “1. What helps to relax... 2. Rest” [4, p. 267]. Sometimes, the quotes presented in the publications contain a fixed connection *до дуни* (whatevs), which, compared to the stylistically neutral counterpart *байдуже* (indifferently), conveys a person’s lack of interest in something in a much more colorful way. Using the specified anti-etiquette idiom, Ihor Kondratyuk commented on the attitude of Ukrainian singers who currently live in Russia to military operations and everything related to Ukrainian state: “«Це може казати про те, що їм все **до дуни**. Україна, вбиті українці, знищені міста. Боюсь, що їм і росіяни **до дуни**. Їм взагалі всі **до дуни**. Їхні діти їм **до дуни**, їхні мами. Все що є на світі», – наголосив Кондратюк” (“This may indicate that everything is whatevs for them. Ukraine, killed Ukrainians, destroyed cities. I’m afraid that the Russians are also whatevs for them. They really don’t care about everyone. Their children are whatevs for them, their mothers. Everything in the world,” Kondratyuk emphasized”) (<https://gazeta.ua>, June 14, 2023). Close in terms of semantics is the vulgarism *нофіз*, in the structure of which sometimes a non-literal graphic sign is written instead of one of the letters. We come across this lexeme in quotes from artists, politicians, military personnel, etc.: “«А ви знаєте, скільки “заслужених”, “народних” і “героїв”

України зараз мешкає в Криму? І їм абсолютно **нофіз** який там прапор на міськраді” (“Do you know how many “honored”, “people’s” and “heroes” of Ukraine currently live in Crimea? And they absolutely do not care what kind of flag is there at the City Council”) (<https://gazeta.ua>, June 14, 2022); “Минає деякий час на передовій, і приходиться така нездорова штука, коли тобі стає трохи **нофіз**” (“Some time passes on the front line, and such an unhealthy thing comes when you feel a little indifferently”) (<https://gazeta.ua>, May 05, 2023).

The full-scale invasion of the Russian occupation forces changed the attitude of Ukrainian people not only towards traitors and enemies who take a direct part in hostilities, but also towards everything Russian in general, the mention of which causes indignation, hatred and other negative emotions in Ukrainians. In this context, the slang term *крінж* (cringe) occurs: “«Вибачення перед кацапами – це **крінж**», – прокоментував Telegram-канал OLDboi” (“Apologizing to katsaps is cringe,” commented Telegram channel OLDboi”) (<https://gazeta.ua>, September 26, 2023). In the above statement, in addition to the highlighted lexeme, the colloquial word *кацап* (katsap) is used to denote Russians. Both language units give the sentence a reduced tonality and have a bright pragmatic color, evoking the same emotions in the reader.

A positive tone is revealed by the fashionable slangism *двіж* (hustle) in the oral communication of young people, which functions in texts about active military actions and in condensed manner explains the counteroffensive operation of the Ukrainian forces, which are confidently defeating the enemy, for example: “«Нам важко, але ми просуваємося» – Залужний показав «**двіж**» ЗСУ на фронті (заголовок)” (“It is difficult for us, but we are advancing” – Zaluzhny showed the “hustle” of the Armed Forces of Ukraine on front (headline)”) (<https://gazeta.ua>, September 9, 2022). The equivalents of this lexeme *двіжуха*, *двіжняк* (commotion), although less frequent, are also presented in publications about the confrontation between Ukrainian and Russian troops or, in general, about the full-scale invasion of the enemy: “«Але, звісно, “**двіжуха**” буде – це всім зрозуміло. Коли погода дозволить воювати повноцінно, то і з нашого, і з їхнього боку якісь дії будуть», – наголосив Назаренко” (“But, of course, there will be “commotion” – that’s clear to everyone. When the weather allows full-scale fighting, there will be some actions from our side and from their side,” Nazarenko emphasized”) (<https://gazeta.ua>, February 5, 2023); “У нас, українців, ційно починається який **двіжняк** – одразу з’являються цитати Шевченка. Так було під час усіх революцій, так є сьогодні” (“We, Ukrainians, are just starting a commotion - quotes from Shevchenko immediately appear. It was like that during all the revolutions, and it is like that today”) (<https://gazeta.ua>, March 15, 2022). The continuation of the process of language adaptation is evidenced by the different design of monosyllabic words - with the letters *-i-* and *-u-* after the labial /b/. Close in terms of meaning is the slangism *заруба* (slugfest), which in combination with the adjective *жорстока* (cruel) expresses and narrates the text, makes it brighter: “А в тому, що на нашій планеті в XXI столітті спалахнула це одна **жорстока заруба** з тисячами людських жертв, винні і світові лідери” (“And the fact that another cruel slugfest broke out on our planet in the 21st century with thousands of human victims is also the fault of world leaders”) (<https://umoloda.kyiv.ua>, October 18, 2023). A similar functional potential is revealed by the colloquial verb *навалювати* (to kick ass), which emphasizes the courage of the Ukrainian defenders and their successes on the battlefield, and also, in combination with the secondary nomination of the Russian army, provides information with an emotional and expressive color: “Ми позбулися комплексу меншовартості й **навалюємо** “другій армії світу” (“We got rid of the inferiority complex and pile up the “second army of the world” – writer Martyn Yakub (headline)”) (<https://gazeta.ua>, March 27, 2022).

Against the background of stylistically neutral, standard and stereotypical means of information transmission, the slangism

затролити (to troll) stands out as the semantic equivalent of the words *глузувати*, *насміхатися* (to mock) which are used in the Ukrainian press: “«Ми позбулися комплексу меншовартості й наваляємо “другій армії світу”»” (“In particular, the Russian Federation harshly trolled the representative of Albania, saying that Russia loads the UN Security Council with its propaganda statements, none of which turn out to be true true” (https://gazeta.ua, May 21, 2023). The presence of the prefix *за-*, which acts as a means of expressing the perfect form, and the suffix *-в*, specialized for the creation of past tense and masculine verbs, indicates the subordination of the analyzed Anglicism to the grammatical laws of the Ukrainian language.

The compiled index of factual material makes it possible to state that in the media editions “Gazeta po-Ukrainsky” and “Ukraina Moloda” slang units, invective vocabulary and other types of nominations with an offensive and evaluative meaning are presented to a limited extent. Comparing the two researched sources, we note that in “Ukraina moloda” the words that implement the inter-stylistic transposition colloquial-domestic style → journalistic style occur fragmentarily, there are significantly fewer of them than in “Gazeta po-Ukrainsky”, which is explained by the internal politics of the publication.

4 Conclusion

Consequently, the language design of mass media content about military operations in Ukraine and issues related to the content of the issue has undergone noticeable changes. The number of nominations showing a relationship to thematic transposition has increased. Functioning in non-special contexts, lexemes of the medical and sports spheres usually show the durability of the trend, which proves the presence of interpretations of their figurative meanings in modern lexicography. Language units with new semantic nuances, not yet recorded in dictionaries, contribute to the strengthening of expression and negative connotation. Such nominations give texts an emotional and evaluative color, originality of language expression, non-standard implementation of the author’s communicative and intention. The names of professions in the railway industry, lexemes from the field of theatrical art, etc., sometimes enter the media space. Contrasting with thematically fixed language units and a stylistically neutral background, they make it possible to design news content imaginatively and expressively. One of the important features of modern media discourse is the stylistic migration of nominations that implement the nuance of oral communication. It is about colloquial words, slangisms, including those borrowed from the English language, vulgarisms with an offensive and evaluative meaning, anti-etiquette idioms, etc., which, although they are outside the limits of the standards typical for the press, nevertheless give the expression a negative-reduced tone, aptly, emotionally and expressively characterize the president of Russia, occupiers, traitors. Pejoratively marked obscene vocabulary has a peculiar spelling, such words often use a non-letter graphic sign instead of one of the letters. Colloquial and spatial elements, the functioning of which corresponds to the preferences of modern society, convey a negative expression, an ironic-contemptuous attitude to the described and play an important pragmatic role. Quantitatively limited are colloquial lexemes with a positive evaluative tone, which ensure non-patterned implementation of the communicative and informational function. The analyzed factual material proves that in the media editions “Gazeta po-Ukrainsky” and “Ukraina Moloda” nominations that implement inter-style transposition are presented to a limited extent, which is explained by the internal politics of the publications.

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SOLO INSTRUMENTAL CONCERT WITH THE PARTICIPATION OF FOLK AND PERCUSSION INSTRUMENTS IN THE CONTEXT OF THE NEW EUROPEAN TRADITION

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Abstract: The article makes an attempt to comprehend the evolution and development of instrumental concert with solo on folk and percussion instruments. New European musical culture is considered from the standpoint of not only musical theory, but also synergy and philosophy. Special attention in the study is given to bayan and accordion.

Keywords: accordion; bayan; accordion and bayan concert; music tradition; folk instruments; percussion instruments.

1 Introduction

New European musical culture is a special type of culture. It was formed under the influence of all historically preceding musical cultures. European culture had the greatest influence on the process of its formation and development, but at various historical stages its extra-European connections were also updated, becoming the basis for cultural dialogue and the development of art. New European musical culture is characterized by the following features: integrity and completeness of a musical work, requiring continuous attention during perception; developed musical notation, differentiation and individualization of types of musical activity; the movement of music from ritual, temple into the sphere of secular culture. It is a literate culture where keyboard instruments dominate, unlike in any other culture. Only in the new European musical culture did such teaching tools, abstracted from artistic music-making, arise: exercises in harmony, counterpoint, solfeggio, dictations, vocalises, scales, etc. The new organization of the temporal side of music gave musical rhythm new freedom and content [2].

However, the art of music, like any other, develops and undergoes qualitative transformations in inextricable connection with the historical events of life, goes side by side with them and, as they say, reflects them. The response to various cataclysms occurring in the life of society, in the minds of people, in philosophy is the emergence of new forms, new intonation spheres. The technique of indirect expression of musical material (notation) has also undergone various changes since its inception, because the rhythm of life and the speed of its events have changed. In the last decades of the 20th century, the method of reconstructing a wide variety of phenomena of the past began to become increasingly widespread: from the life of distant eras to the most complex phenomena of artistic culture.

One of the “business cards” of composer practice of the 20th-21st centuries was the tendency to the appearance of a new group of solo instruments - those that in previous eras were purely orchestral or ensemble (trumpet, horn, double bass, viola, oboe, and others). This was connected with the search for a new aesthetics of sound – timbral-acoustic effects, enrichment of the semantics of instrumentalism as a self-sufficient sound-like sphere. Representatives of the group of percussion instruments in the music of the 20th century acquired more important and diverse functions than in the music of previous historical periods (including the romantic style). Numerous representatives of this group become soloists (among them there are both the oldest and newly created ones, for example, the vibraphone). Invented in the late 1910s in America, after a series of improvements, it attracted the attention of academic composers as well as jazz

musicians. In the late 1940s, the vibraphone began its brilliant “ascension to the musical Olympus” as a solo instrument.

Folk instruments came to the stage of academicization a little later. In the 50s of the 20th century, the accordion, bayan, string plucked instruments (domra, balalaika) were widespread in the amateur environment among the democratic strata of the population, and not in the concert halls of philharmonics and theaters. However, their path to professionalization strangely coincides with that of the instruments of the symphony orchestra half a century earlier.

The genre of the solo instrumental concerto is at the heart of the flourishing of academic music in the composer’s practice of the 20th century. Thanks to the instrumentation (which develops in organological, technical, textural-timbral, and dynamic terms), the composer ensures the enrichment of the semantics of music due to the functions of the instruments of the percussion group (this also applies to folk instruments).

The sound image of the instrument, its coloring (timbre) become the main reference point for composers. Over several centuries, the group of percussion instruments continued to expand and become more complex. Throughout the 20th century, instruments from around the world enriched the functions they could have, and the list of creative works dedicated to them is growing. Just like wind and string instruments, percussion instruments become an integral part of a modern orchestra (symphonic, folk, mixed).

In particular, the accordion-bayan art occupies an extremely important place in the modern musical environment and is the object of interest of a significant number of composers and performers, which is confirmed by a fairly large list of festivals and competitions with the participation of the accordion, taking place on the territory of Ukraine, of different formats and in the countries of Europe, America, and Asia [20]. A strong evidence of the significance of this artistic field is the appeal to the performance and sound-expressive timbre spectrum of the accordion (bayan) of many prominent composers with a world name, including Henry Cowell, Paul Kreston, Arne Nordheim, Ole Schmidt, Vaclav Troyan, Matti Murto, Jukka Tiensuu, Volodymyr Zubyskyi, Volodymyr Runchak, Viktor Vlasov, Anatoly Haydenko, Mykola Chaykin, and others. The creative contribution of these artists significantly influenced the development of accordion-bayan music culture in general. It is also worth noting that although the organological formation of the accordion (bayan) generally ended in the second half of the 20th century, the processes of renewal and transformation of these instruments are still taking place at the present time. An interesting demonstration of this is the presence in modern accordion-bayan art of a noticeable tendency towards the organological improvement of the accordion (bayan), vividly represented by the creation and active use of the quarter-tone accordion [11; 20]. Namely these features of the modern development of accordion-bayan music are especially vividly and brilliantly reflected in the genre of concerto for accordion with orchestra.

In general, based on the modern practice of instrumental performance and the scientific direction of its study (interpretology), dedicated to the activities of performers of various specializations, it can be stated that today all the prerequisites for the actualization of the stated topic have been shaped. The presence in the repertoire of outstanding instrumentalists of new brilliant works in the concert genre, which require serious scientific study, testify to the practical demand of performers for knowledge of the historical and stylistic development of the concert genre (with the participation of percussion or folk instruments).

2 Materials and Methods

A structural analysis of the historical genesis of the thematic principle in music combines a historical consideration of the transformations taking place in music with an analysis of the concepts of contemporary theory and aesthetics, which enter into complex and not always immediately visible relationships with musical practice. In turn, the nature and structure of connections between a musical work and its theoretical justification refers to the problem field of European metaphysics and its methods for constructing a picture of the world.

In the research process, the following methods of modern musicology were used:

- Historical-genetic - to study the existence of percussion instruments in European academic music;
- Functional-structural – to understand the compositional and dramaturgical laws of the concert genre for solo percussion or folk instruments and symphony orchestra;
- Performance - to highlight the tasks and difficulties of interpretation of the solo part of works of the concert genre;
- Comparative - to identify performing interpretations adequate to the author's intention of the selected work.

3 Results and Discussion

The instrumental concert has always belonged to the most common and popular musical genres. V. Rakocchi, in the articles devoted to manifestations of concert performance in the madrigals of K. Monteverdi and in the "Sacred Symphonies" of H. Schütz [17], emphasizes the practice of combining parts of instruments and singers as a key factor in enhancing the contrast in musical works of the first half of the 17th century. Even with the dominance of vocal timbres, the inclusion of instrumentalists in the performance (first of all, it is about a harpsichordist or an organist who was entrusted with the basso continuo part) meant a deepening of comparisons at the levels of timbre colors and the method of sound production. The gradual, but unceasing increase in the importance of purely instrumental works, simultaneously with the rise of opposition to the density of presentation, ended at the end of the 17th century with the appearance of the instrumental concerto in Italy. Two main types of concert were formed almost simultaneously:

- For divided into two groups, unequal in number of musicians (concerto grosso by A. Corelli);
- For soloist with orchestra (solo concert by J. Torelli).

As M. Roeder writes [19, p. 37], over time, composers increasingly tried to emphasize the contrast between the soloist and the orchestra. Therefore, it is not surprising that the solo concert instantly gained considerable popularity, and from the second half of the 18th century to the present, it became the dominant form of instrumental music making.

By the middle of the 18th century, almost the entire "army" of musical instruments known to the composers of that time could be soloed in a concert; although the popularity of the violin (as well as the harpsichord – later the piano) proved unbreakable. "Almost", but not all. There were two main exceptions. Firstly, concertos for brass instruments - horns (J.S. Bach's First Brandenburg Concerto) and trumpets (J. Torelli) were rarely written. This can be explained by the fact that copper wind instruments were technically imperfect, which significantly limited their soloing both in an orchestra and in a concert (which W. Piston repeatedly draws attention to [16]).

Among the leading artists of the 20th century, who initiated the introduction of percussion instruments as soloists, the name of Edison Denisov should be mentioned. As it is known, the composer was a deep connoisseur of this orchestra group, he constantly collaborated with Marko Pekarsky's percussion ensemble. E. Denisov systematically studied the functioning of percussion instruments in the music of I. Stravinsky, B. Bartok, A. Schoenberg, A. Berg, A. Webern, O. Messian, S. Prokofiev,

and D. Shostakovich. The spectrum of percussion instruments used by Denisov is quite significant: vibraphone, bells, tamtam, marimba, xylophone, suspended cymbals (Piatti sospesi), as well as bass marimba, Balinese gong, alpine bells, which are rarer for modern music. The percussionists not only become full participants in the drama of Denisov's works, but also take on the "main roles". However, the genre of solo instrumental concerto for percussionists with orchestra is relatively young. Let us consider the "genealogy" of the concert genre to understand its "gene code".

The percussion group of instruments was and remains the most specific among all others. First, it is impossible to specify the exact number of tools of this group - estimates reach several hundred. Secondly, although the number of these instruments used in classical music and in the orchestra is much smaller (dozens), even they are very different from each other in terms of sound production methods (hitting, sliding, friction, shaking, etc.), material (wood, metal, glass, matter, etc.), the ability to produce musical sounds or just noises (percussion instruments with a definite and indefinite pitch), loudness and force of sound (both Pompeian cymbals, which can easily drown out several instruments, and cymbals that can be heard with the strongest tutti, are percussion tools). No other orchestral group has such diversity [5; 21].

In modern music, the number of viola concertos and cello concertos is not too different; the same applies, for example, to flute concertos and clarinet concertos, accordion concertos and bayan concertos. This is explained by the fact that within the same group (string, wood, or brass) the general characteristics of the instruments are similar. So, the sound registers do not match, the timbres and technical parameters differ (especially in the case of wind instruments), but in general the method of obtaining sound, the material of manufacture, the techniques of playing, the position of the hands (strings), hands and lips (wind instruments) have a lot in common.

Percussion instruments are more specialized; the technical and expressive capabilities of each individual percussion instrument are significantly specified, but at the same time "narrower", more unique. An untrained ear easily confuses a violin and a viola. However, even an inexperienced ear will be able to distinguish timpani, bells, or xylophone. Such specialization of individual percussion instruments in most cases deprives them of their versatility, which is inherent, for example, in strings, but gives special uniqueness to each "inclusion" in the score. For example, cymbals perform in an orchestra in only two or three functions: a thunderous or soft beat, glissando (one cymbal slides sharply over another) and drumsticks. The triangle forms an equally high note: one can play single strokes, or can form a series of strokes that merge into a long hum, in which the ear does not distinguish individual notes.

The marimba, although it has a considerable range of sounds of the exact pitch, always sounds "dry" and sharp and, in principle, is not capable of creating a sustained sound. Such characteristics make it too difficult to involve percussion instruments for soloing in a concert. In a work for an orchestra, the solo of one performer is extremely rarely long, so different percussion instruments are often used alternately by composers.

However, in the case of the concert genre, the semantic accent should fall on the soloing instrument. This leads to a very small space for choice. The first option is a concerto for a "group of percussion instruments" with an orchestra. In this case, one performer takes care of several different percussion instruments and, depending on the artistic idea, can switch from a snare drum to a triangle, from a big drum to a tambourine. In the orchestral works of the 18th and early 19th centuries, there was usually only one performer - a timpani player. In the second half of the 19th century, 3-4 percussionists in an orchestra was a completely normal phenomenon, and in the works of the 20th century, it was not unusual to involve 5-6 or more: in the ballet "Daphnis and Chloe" by M. Ravel, 13 percussion instruments are used, which requires at least eight performers.

Another option for soloing in a concert is an instrument with a specific pitch (marimba, vibraphone). In this case, not only to noise, but also to musical sounds of the exact pitch are subject to the performer, which means the performance of a melody, not just a rhythmic pattern. It is noteworthy that the piano in the works of the 20th century also serves as a percussion instrument: in the slow part of B. Bartok's "First Piano Concerto with an Orchestra", the extended warm melody is entrusted to the woodwind instruments, and the piano and other percussion instruments accompany them. Therefore, all percussion concertos should be divided into these two subgroups.

The real milestones in history were Edgar Varese's "Ionization" (1933) for 13 percussionists playing 30 different instruments including several types of drums, sirens tuned to different pitches, piano, bells, cymbals, bells, etc., and the "Sonata" for two piano and percussion by B. Bartok (1937). In addition to the piano, there are seven percussion instruments in this work. It should be noted that the piano, thanks to numerous tremolos, glissandos, single hits and series of hits on the keys with different speeds and intensities, is also, in fact, interpreted by the composer as a percussion musical instrument with extended capabilities. All the mentioned works were of great importance for the development of concert performance on percussion instruments. After all, the works of E. Varese and especially B. Bartok from the premieres had wide public support and were recognized by music critics as original, and their authors – as talented.

The spread of non-classical techniques of playing these instruments should be considered another important "preparatory" factor for the birth of the percussion concert genre. First of all, it is about timpani. The real innovator was B. Bartok, who began to regularly use timpani glissando in the 1930s, constantly experimenting with the range, uniting it with tremolo, combining it with separate strokes, directing up and down ("First Piano Concerto", 1926; "Cantata profana", 1930; the third part of "Music for String Percussion and Cello", 1937, and other works).

Paul Creston's "Concertino for Marimba with Orchestra" (1940), commissioned by (and dedicated to) Frederica Petrides to reveal the virtuoso capabilities of the marimba player and represent the instrument's expressive potential, was perhaps the first ever "complete" concerto for a percussion instrument with orchestra, which shades the orchestra that contrasts with it.

Concertino consists of a three-part cycle. The first one is called "Energy". It is distinguished by emphatically complex rhythmic patterns in the soloist's part, but the second of the two main themes is emphatically lyrical. The second part is called "Peace". In the short introduction, the flute solos, followed by the marimba. The calm tempo made it possible for the chords to sound on the marimba: practically the entire part (except for the short climax-flash) in the soloist's part is thematically laid out by chords.

The presence of two instruments, dissimilar in timbre of sound, makes possible the emergence of deep states during juxtapositions. It should also be mentioned the variety of playing techniques: the soloist alternately plays with five different hammers, and also uses his hands to produce sound, which is completely unusual for neither playing the marimba nor the vibraphone. A large symphony orchestra sometimes creates a powerful sound, but the marimba is one of those instruments that can be heard despite the dense accompaniment. Therefore, its harsh and dry character of the sound is clearly contrasted with an emphatically warmer color not only of orchestral strings, but also of a more lyrical and softer vibraphone. A special emphasis should be placed on the bright and very colorful orchestration with unexpected outbursts of trombones and flutes. These timbre spots-condensations have obvious impressionistic roots, which is quite logical when it comes to the next generation of French composers after C. Debussy.

Among the most unexpected examples of soloing unusual instruments in the concert genre, one should definitely mention

Leroy Anderson's "concert-joke" for a typewriter with an orchestra (1950). In fact, it is a small humorous piece for a pop symphony orchestra. The typewriter is the "star" of this composition: not only the clicking of buttons is involved, but also the very recognizable sound of the typewriter "shifting" when the line on the paper is finished printing, and the bell that served to call the typist-secretary sounds. We would like to emphasize separately that such a performance composition and the "ease" of perceiving the musical material caused the transformation of the performance of this work into a theatrical show. It begins with a typist-soloist carrying a small typing table with a typewriter with a focused mine on his face. The performer sighs, combs his head, approaches and moves away from the machine several times, imitating a person who does not want to, but has to work. All actions are accompanied by active facial expressions of the soloist. "Concert" belongs to the so-called pop music, which combines features of jazz and pop music styles, and is still very popular today.

L. Anderson's work fully confirms the words of the famous avant-garde composer J. Cage: "Music for drums is a revolution" [3, p. 87]

The artist contributed to a kind of liberation of percussion instruments from a conditionally subordinate position in the instrumental hierarchy, emphasizing precisely their solo interpretation as completely self-sufficient units that do not need accompaniment. "27'10.554" (1956) is a unique work for one drummer, who alternately and simultaneously plays many metal, wooden, plastic, leather instruments, produces sounds in such a wide timbral range that it is worthy of the name "man-orchestra". The special significance of the composition of Cage is that, in fact, for the first time in the history of music, such attention was paid to individual timbres of percussion instruments. This approach has become a completely unanimous way of going beyond the usual three-dimensional system "melody-rhythm-harmony" (according to classical standards).

When thinking about works for percussion instruments, one cannot fail to mention Karlheinz Stockhausen's *Zyklus für einen Schlagzeuger* ("Cycle for Percussion") (1959), which was written for the Darmstadt Festival of Contemporary Music in order to demonstrate the incredible possibilities of percussion instruments. According to Michael Kurtz, this composition by K. Stockhausen contributed to the explosive growth of interest in the emergence of literature for percussion instruments [12, p. 96]. The *Zyklus für einen Schlagzeuger* score is written in a spiral. The composer makes a note about the possibility of performing the work not only from left to right or right to left, but from any place one can stop, closing a circle. Stockhausen called this musical form "polyvalent", emphasizing its endless possibilities and flexibility.

In the 1950s, among others, two Concertos for percussion instruments were written, which are still constantly heard on the concert stage and are very popular with the public and performers. Werner Terichen is a famous virtuoso percussionist who played the part of first timpani in the celebrated Hamburg Opera and Berlin Philharmonic Orchestras. He is the author of the Concerto for 5 timpani and orchestra (1954). It is one of the longest (about 35 minutes) and most complex works in this genre. It is written in the "aggressive" manner characteristic of many works for timpani, with the dominance of vocal dynamics and sharp, accented, bursting articulations of both the soloist and the orchestra (for example, during the orchestral introduction at the beginning). The soloist's part covers the entire range of timpani, alternates all possible performance techniques.

A characteristic stylistic feature of the Concerto is continuous rhythmic shifts thanks to the rejection of ostinate rhythmic sequences in favor of "written out" chaos. However, this approach does not "bother" the listener with the monotony of sound production: on the contrary, it effectively intensifies the musical unfolding, making it possible to overcome to a certain extent the "fragmentary" nature of the Concerto form at first glance.

Harold Farberman's *Concerto* (1962) is another example of the contemporary thinking of the composer and leading percussionist (Boston Symphony Orchestra). It is most notable due to the extensive use of various timbre effects (deafened timpani; various types of sticks to produce sound; placement of additional objects on the timpani that produce specific echoes when struck, etc.). In 2002, the composer made a new edition of the work, revising, in particular, the orchestration and additionally complicating the soloist's part with the most modern techniques. The interaction between the timpani soloist and the percussionists in the orchestra was especially carefully worked out. This made it possible not only to contrast the timpani and the orchestra, but also to link them into a single whole, complicating and diversifying the coordination between the two components of the concert, emphasizing its dual basis - the competitive principle and cooperation as two integral components.

Among the composers of the late 20th and early 21st centuries, concertos for percussion instruments with an orchestra (string, brass, or mixed) have gained considerable popularity. Ney Rosauro (the author of several concertos for marimba, vibraphone, timpani with orchestra, *Double Concerto* for marimba and timpani with orchestra) turned most often to this type of concertos in the last 30-40 years [18]. Joseph Schwantner's *Concerto for Percussion and Orchestra* (1995) is written for a large symphony orchestra with a traditionally large percussion group and a percussion soloist. This composition enables the constant interpenetration of the parts of the soloist and the orchestra, the possibility of forming new situational contrasts: all percussionists (both orchestral and soloist) are an orchestra without percussion timbres. In the context of such a composition, two clear trends should be emphasized:

- 1) The composer, choosing a drummer as a soloist, can exclude percussion instruments from the orchestra. In this case, the soloist is the unconditional bearer of a unique timbre; conceptually, such a piece is built on a bright contrast between the unique timbre of the soloist and the orchestra.
- 2) Another approach is to promote cooperation between the orchestra and the soloist, without, of course, renouncing competition as the basis of the concert genre (the work of H. Farberman). This, of course, does not exclude constant attention to the role of the soloist, in particular, thanks to the long and extremely virtuosic cadenza, which makes up a significant part of the finale. The same concept underlies John McKay's *Concerto for Percussion and Orchestra* (2000). It has a noticeable "oriental" tone due to the features of the scale and the involvement of several Asian percussion instruments. This is an example of a modern synthesis of several cultures - an Asian touch is used in the work of a modern American composer, who, in turn, combines academic musical art and jazz (Charleston performed by string instruments, glissando trombones).

In addition to the 4 drummers in the orchestra (who play a total of twelve different instruments), the soloist uses eight more. Although the percussion instruments have episodic solo episodes (short in the first and long in the second movement), they are mostly used as a continuous background for string (and sometimes wind) instruments. It is observed, for example, at the beginning, when the cymbals perform a barely audible tremolo, which enhances the sustained background sound of the treble violins, forming the basis for ostinato echoes between all the percussion instruments. In the second fast part, the division of functions remains unchanged - the orchestra and the soloist completely balance each other. The constant increase in the volume of a large symphony orchestra and the increase in the activity of percussion instruments give reason to admire the excellent coordination of all percussionists, because the technical requirements for them are very significant.

When speaking about solo instrumental concertos, it is necessary to especially mention folk instruments.

The history of humanity and the cultures of many parts of the world are greatly influenced by folk instruments. Even though folk instruments have unique cultural qualities, purposes, and values, using them on concert stages is one method to maintain their significance and encourage more people to discover these undiscovered beauties. The universe of expression is expanded when folk instruments are included in the list of "standard" concert instruments, enabling composers to more thoroughly represent the culture in which they live. This makes the music we hear in concert halls more relevant to audiences.

It is believed that the genre most suitable for a folk orchestra is miniatures, small program compositions, and works with a clearly defined genre affiliation. However, works of large form, such as a concerto for a solo instrument with an orchestra of folk instruments, have a place in orchestral practice. Each instrument is unique in its own way, it has its own unique color, timbre, and character. But, as it is known, each instrument has its own weaknesses - be it limited technical capabilities, small range, weak sound, etc. - all this creates difficulties for writing a piece. And the author needs to turn the shortcomings of the tool into advantages. Namely under the conditions of these restrictions, with the competent use of the tool's resources, freedom is born. Of course, a very important role is played by the professionalism of the author, his skill, and the ability to build a form in accordance with the psychological perception of the music by the listener [1; 4; 22].

During the Renaissance, the hurdy-gurdy was a widely popular string instrument. The oldest mentions of it date to the tenth century and are thought to have originated in either Europe or the Middle East. The hurdy-gurdy, despite a string instrument, does not make music by the use of a bow. Rather, it features a wooden wheel that can be turned to make music. In addition, the sound produced by this pear-shaped string instrument is different from other string instruments in that it sounds mechanical and buzzy. Italian academic, sound engineer, composer, and musician Luca Turchet is keen to update the antiquated instrument with modern technologies. Five movements make up the 2015 composition *The Integrated Consciousness*. It is composed for chamber orchestra with live electronics and hyper-hurdy-gurdy. The composer's sensor technology powers the hyper-hurdy-gurdy.

The ocarina is an additional fascinating instrument. Ocarinas may have been seen in souvenir or toy stores. Ocarinas are a kind of vessel flute that have been played for over 12,000 years in Mesoamerican and Chinese civilizations. Ocarinas come in a variety of sizes and forms these days. They are set up according to various keys and registers. The first concerto composed for ocarina and orchestra is called "Visions and Fantasies". 2010 saw the debut of this composition, which was written by Kristopher Maloy and commissioned by the St. Louis School of Music. This five-movement composition, according to the composer's program note, incorporates elements from ancient East and West music traditions: the 18th-century Italian Saltarello, the Mayan or Aztec music by means of a pentatonic scale and natural sound imitation, and the Asian music by means of a well-known Japanese scale.

Traditional Indonesian ensemble music is mostly composed of percussion instruments, and an instrument known as "gamelan", refers to it. Gamelan has historically been performed in a variety of ceremonial contexts, including royal weddings and funerals. Shabtis for Gamelan and Orchestra by Ursula Caporali (2010) can be mentioned here. Ursula Caporali is a pianist and composer of Italian descent. Shabtis may allude to the "Musical game", the composer claims. Caporali employs gamelan in conjunction with the orchestral "game path" to produce a ceremonial function, drawing inspiration from the ancient Egyptian narrative and its oldest board game, the Senet. To produce ritual and sound effects, the composer also used a contemporary harp, a rattle-like sistrum, percussive pallets, and a unique piano pedal in addition to gamelan.

The creative process never stops! We owe a great deal of amazing musical compositions to our forebears who used what

are now considered “standard” symphonic instruments. The composers of today are carrying on this legacy. But in today’s world, “classical” and “folk” music have grown increasingly entwined, as seen by the modern orchestra’s growing use of pieces including folk instruments.

In accordion-bayan art, the period of the end of the 20th century was marked by the creation of a large number of compositions in the studied genre. Convincing evidence of this is, in particular, the list of the most popular concertos for (accordion) with orchestra, written in the period 1990-2010, which includes more than 60 works [8], published in the collection *Modern Accordion Perspectives* [8], dedicated to accordion and bayan folk art. It should be noted that in Ukrainian musicology until now there are generally no special scientific studies dedicated to the analysis of these works, while only some of them, such as “Rossinian” (1994) by Volodymyr Zubyskyi (Ukraine), “Opale concerto” (1996) by Richard Galliano (France), “Spiriti” (2005) by Yuka Tiensuu (Finland), “Velinikka” (2008) by Sampo Haapamäki (Finland), at least sporadically became the object of interest of musicologists.

Concertos for accordion and orchestra, written during the 10-20s of the 21st century, also deserve considerable attention of researchers and performers. Among them, it is appropriate to mention: “Concerto for accordion, guitar and string orchestra” (2012) by Paolo Ugoletti (Italy), “Shadows” for Shen, accordion and symphony (2013) Li-Yung Wu (Taiwan), concert “Zenit” for accordion and chamber orchestra (2014) by Enrico Blatti (Italy), “Bayan band” for accordion and jazz orchestra (2014) by Viktor Vlasov (Ukraine), “Concerto for accordion and orchestra” (2017) by Krzysztof Penderecki (Poland), “Concerto for two accordions and string orchestra” (2018) by Anna Sova (Poland), concert “Proty. Stoyav” for accordion and symphony orchestra (2019) by Piotr Makhaidyk (Poland), “Concerto in between” for quarter-tone accordion and string orchestra (2022) by Mykola Majkusiak (Poland), “Nodes and Arcs” for quarter-tone accordion and instrumental band (2023) by Arshiy Samsaminia (Iran), and others. Despite the young age of these compositions, due to their high artistic value, they have already become objects of performing and listening interest. So, the genre of concerto for accordion with orchestra, vividly represented in the works of many composers from all over the world, occupies a respectable and prominent place in the modern accordion-bayan art of the late 20th and early 21st centuries.

An important place in the context of the development of the accordion concerto is occupied by the active artistic activity of a modern galaxy of young composers: the Iranian composer Arshiy Samsaminia, the Polish composer Anna Sowa, the Finnish composer Sampo Haapamäki, the Polish composer Mykola Maikusiak, and the Taiwanese composer Li-Yung Wu. Thanks to their creative activity, this genre acquires new organological modifications and updates. Let us note that “in search of original timbre combinations, composers turn to national musical instruments, as well as innovative ideas actively implemented in accordion concerts by these authors” [24, p. 341].

A striking example of an innovative approach is the concert of Mirco Patarini, President of the Confédération Internationale des Accordéonistes, member of the International Music Council (IMC), an official partner of UNESCO, in Beylikduzu, Istanbul, Turkey, January 29, 2024. Mirco performed with the Beylikduzu Youth Symphony Orchestra (BGSO), a group of 60 people led by Hakan Tepeli. He performed the repertoire of Astor Piazzolla, Ennio Moricone, Roberto Molinelli, and other composers. This concert orchestra, mixed with the richness of the sound of the accordion, could not only be heard, but also seen by the brush of the artist Serivan Tutus, who used music to open the doors of thinking and activate emotions. The extemporaneous content of the pictures, which attracted attention while listening to the music, also directed the viewer’s gaze. The aesthetics of spontaneity in painting emerged from music. Thanks to this feature, the concert captivated the audience with its quality of social art therapy.

The basic model for the modern orchestral concert in general and for the neo-folklore concert in particular is the Baroque concerto grosso. Being involved in a new intonation context, the genre invariant retains its internal structure. A stable genre-typological feature is dialogism, implemented through the means of concertation (a special method of development based on the alternation of solo and orchestral cues) and concertness (a specific quality of utterance, implying colorfulness and virtuosity). However, the multiplicity of sources that feed the modern type of concert was reflected in its special linguistic and constructive mobility and determined external changes. In contrast to the ancient concerto grosso, characterized by a regimented composition (three-part structure with a contrasting tempo relationship of parts according to the fast-slow-fast pattern at the cycle level; concert form - at the part level) and the presence of a specific instrumental composition (large string ensemble, basso-continuo part, separate wind instruments and specially appointed soloists), a neo-folklore orchestral concert is distinguished by individualization of compositional solutions and a variety of performing compositions.

Composers of the present day, looking for new timbre combinations, often combine musical instruments that are quite different in terms of acoustic properties and sound production, creating new ensemble relationships and interconnections both between the solo parts themselves, and between the parts of the soloists, on the one and the other sides of the orchestra [10]. These tendencies are vividly embodied, in particular, in works such as “Double Concerto for plain and quarter-tone accordion with chamber orchestra” (2010) by Joachim Schneider, “Concerto for accordion, guitar and chamber orchestra” (2012) by Paolo Ugoletti, “Concerto for accordion, schen and chamber orchestra” (2013) Lee-Yung Woo, “Concerto for Two Accordions and Chamber Orchestra” (2018) by Petri Mahajdika, and others. However, it should be noted that, despite the active interest of composers and performers in similar genre models, at the moment in music science there is still not a sufficient number of works devoted to the interpretation of genre specificity (in particular, ensemble) and typological properties of double and triple concertos with the participation of the accordion.

The genre of concerto for accordion/bayan with orchestra occupied a dominant place in accordion-bayan art at the turn of the 20th and 21st centuries, and the trend continues. A large number of modern composers around the world have focused their attention on this genre. In the context of the study of modern trends in the development of the genre of concerto for accordion/bayan with orchestra, the creative searches of composers of the younger generation in the field of artistic concepts and the latest compositional techniques, which significantly expand the field of possibilities of the genre of accordion concerto, are considered. Genre of concerto for accordion/bayan with orchestra of the beginning of the 21st century is characterized by universalism and multifacetedness, stylistic, language-stylistic and compositional multi-vectority. It should be noted in particular that the tendencies towards the active development of neo-folkloric and pop-jazz trends in the studied genre area are vividly represented in accordion concerts with an orchestra of Ukrainian composers.

Button accordion has been the subject of several compositions by Odessa-based composer Carmela Tsepkenko, the majority of which are chamber and instrumental pieces. The author’s debut solo button accordion piece is *The One Who Comes Out of the Circle* (1993). The button accordion is featured in a duet with different instruments in the pieces *Duel for violin and button accordion* (1995) and *Peoples are broken by exhaustion, the graveyard play for button accordion and percussion* (2000). The composer’s affinity for atypical chamber and instrumental group pieces, in which the button accordion serves a major role, is evident in the works that follow: *She won’t be able to gather all the pearls again for the bass, button accordion, saxophone, and percussion if the thread breaks* (1998); *Cantata for soprano, piano, clarinet, and button accordion, “Exit”* (1996) [23].

Another composer from Odessa, Liudmyla Samodaieva, is quite creative with the button accordion and employs it very well in her chamber works. Her compositions are unique and captivating. She has written: Suite (1994) and Three sincerities (1995) for button accordion and violin; Quasi Sonata for button accordion (1995); Velymer-style Rondo for violin reader and button accordion reader (1996); Don't Touch Me for voice and button accordion (1998); Quasi-quintet for 2 violins, alt cello and button accordion; Metamorphoses-2 for button accordion and string orchestra (1999); performance My Hohol for button accordion, violin and percussion (2003) [23].

In conclusion, it should be emphasized that from the beginning of the 17th century, Western European musical culture began to show an increasing interest in instrumental genres. Having been located until this moment for the most part on the periphery of the musical and cultural horizon, instrumental forms demonstrated a rapid process of transformation of old and generation of new genres precisely in the modern period, becoming an integral part of the Western European musical space. These processes cannot be fully explained solely by internal musical-historical realities (the development of musical instruments or the "natural" complication of musical forms). Therefore, some authors consider the issue of establishing instrumental forms in modern European musical practice through the prism of H. Sedlmayr's "method of critical forms" and in the context of the concept of "derogation" of the subject in the modern era [6]. During the evolution of musical culture of the 20th century, a new cultural "paradigm" was formed, determined by the context of the era of globalization and indicating its transition to a new stage. The general direction of the evolution of musical culture (from past to future) is built (by analogy with the Hegelian triad: thesis - antithesis - synthesis) from the statement of the "thesis" (new European culture of the 17th-18th centuries – classical-romantic culture of the 19th century) to the cultural "antithesis" in the 20th century, when many of the values of previous eras are radically updated and rethought, resulting in a "global synthesis" and its diverse manifestations in the culture of the turn of the 20th and 21st centuries [13].

Separately, it should be noted that when we are talking about modern works, or about the latest audio recordings of works, by which we can judge musical practice, the performer is in line with the preserved tradition and his performance can be considered completely reliable; if the performer turns to the music of distant eras, then performing practice, musical notation, and many other aspects turn out to be insufficiently known. In this case, the criterion of authenticity can be the understanding of the text that arises in the process of its artistic reconstruction. This understanding covers, on the one hand, the era, style, dominant genres, performing tradition, and on the other hand, a variety of details, without which it is impossible to reproduce the text, but which are not written out in the notes (melismas, strokes, articulation, dynamics, etc.).

Thus, a musical work always belongs to a certain historical and cultural era. Fixed in the musical text, it does not yet become a work of art, representing only "graphic encoding of musical information by sets of selected symbols" [9]. However, the sounding music becomes an actual existing work of art in the act of perception by the listener. For a modern musician, it is more than obvious that the interpretation of a particular sound text is characterized by endless diversity and variability, carried out within the framework of one cultural tradition. But the options for listener readings are just as infinitely diverse [7]. Therefore, the interpretation of works is always a process of co-creation in the conditions of the author's text, which acts as an invariant. Music of any period, including modern European music, was not invariant in the indicated sense, which creates difficulties both for performers engaged in concert activities and for teachers called upon to demonstrate the "absolute text" of a work.

The activity of the listener certainly resonates on all aspects of musical creativity. In our opinion, for performance and for the pedagogical process it is important to correctly imagine how a

particular work of past centuries was perceived by the contemporaries of its author. Such knowledge not only expands cultural horizons, although this is important, but allows the musician of our time to understand and feel the emotional, aesthetic, and professional musical parameters of past cultural eras, helping to get closer to the authentic performance of a musical text. Due to the special position of music of the 20th century in relation to other stylistic eras, this problem becomes particularly acute for the modern performing musician.

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EXPLICIT AND IMPLICIT REPRESENTATIONS OF POSSESSIVELY MARKED LANGUAGE UNITS IN CONTEMPORARY UKRAINIAN MASS MEDIA

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Abstract: The article characterizes explicit and implicit morphological, lexical, and word-forming linguistic means involved in the implementation of invariant possessive content; the classification of these units is supplemented by their analysis in the context of syntax, primary/secondary, stylistic neutrality/emotional coloring. In the plane of leveling the semantics of possessiveness, adjectival and pronominal words subordinated to nouns with an abstract meaning, substantives denoting persons, geographical concepts, objects of general use, etc. are described. Attention is focused on some adjectives that, when they appeared in war-themed publications, gave the texts evaluative, ironic, and mocking shades and at the same time emphasized dynamic changes in the language. The functional potential of the indefinite pronoun *чийсь* (*чийсь, чиясь, чийсь*) (*someone (someone's)*) and the interrogative relative *чий* (*whose, (whose)*), which are in the possessive sphere, have been revealed. It has been found that the meaning of individual belonging of an object to a person or an animal is inherent in the genitive case forms of nouns as condensed means of marking objectivity and possessiveness. In the system of implicit representatives of possessiveness, the substantives that, under the influence of external factors, underwent an expansion of the semantic structure and lost the possessive shade were analyzed. The units endowed with generalized possessive semantics include a small number of verbs that predict the presence of two substantive components – a subject and an object – in order to implement their meaning. In the context of the implicit expression of possessiveness, the formal means of the word-formative level are considered, in particular, the derived adjectives formed by the method of stem formation, and adjectival and noun suffix derivatives that arose on the basis of the contraction of sentences with a possessively marked verbal predicate are characterized.

Keywords: possessiveness; explicit/implicit means of expression; lexeme; morphological category; derivation; suffix; predicate; stylistic role; emotional coloring.

1 Introduction

The modern linguistic paradigm is distinguished by a multi-vector study of language units, which are usually considered with an emphasis on their functional and content organization, the ability to implement certain communicative tasks, express modal-evaluative nuances, serve as a means of influencing the addressee, and explain generalized categorical meanings. These and a number of other qualifying parameters make it possible to trace the systematicity in the language, to distance ourselves from the one-dimensional analysis of different-level formal means, which, falling into new contexts, can undergo changes and, accordingly, reflect language dynamics. Orientation to the generalized categorical content, in the expression of which lexical, morphological, syntactic, and word-forming units are used, became the basis of the updated scheme of analysis of the categorical system. Equally important is the functional aspect, the priority of which can be traced in works devoted to the study of various conceptual concepts [5], as well as categories of uncertainty [11; 8], quantitative (quantity) [4; 9; 14], permissibility [13], femininity [6], negation (denial) [1; 7], potentialities [12], etc. We consider the application of the algorithm outlined by scientists to be promising for the study of possessively marked units. Some aspects of the raised problem were reflected in the linguistic paradigm. In particular, I. G. Danylchuk clarified the specificity of the functional-

semantic field of possessiveness, the formal representation of which was considered in the context of the interaction of the lexical-semantic and grammatical levels [3]. T. M. Mishenina characterized the structural and semantic features of syntactic units with an indication of possessiveness [10]. The questions outlined by scientists do not cover all the issues, which defines the need for a deeper and updated interpretation of possessiveness with the involvement of modern linguistic material. Multi-level tools with a generalized possessive meaning need a systematic description, which can be prospectively considered based on the material of modern media texts.

The purpose of the article is to highlight the semantic nuances of the invariant meaning of possessiveness, to comprehensively characterize their explicit and implicit formal representatives of the morphological, lexical, and word-forming levels, to analyze them in the context of syntax and stylistics, to find out the communicative and pragmatic role of selected language units, to consider them in terms of language dynamics, intentional load, evaluability, emotionality.

2 Materials and Methods

The following methods are aimed at implementing the goal: descriptive, which became the basis for the inventory and linguistic qualification of actual material; complex analysis applied in order to characterize units with generalized possessive semantics that are different in relation to the language level; contextual analysis, which contributed to clarifying the stylistic role of the analyzed words and their compounds. The methods of component and structural-semantic analysis were used to highlight meaningful groups of language units with a generalized possessive meaning.

The research material was the texts of all-Ukrainian and regional mass media covering the period of the active phase of the Russian-Ukrainian war (2022–2024). The main attention is focused on stylistically marked units that testify to changes in the language structure and serve as a means of influencing the reader.

3 Results and Discussion

In the corpus of factual material, various linguistic means with a generalized possessive meaning are presented according to their belonging to the language level (morphological, word-forming, lexical, syntactic), primary/secondary, explicitness/implicitness, stylistic neutrality/emotional coloring. The specified qualification parameters form the basis for building a hierarchy of formal representatives. We give priority to the units assigned to the specified function, which include possessive adjectives and pronouns. Tendency to the sphere of possessiveness is revealed by secondary markers – case and prepositional-infinitive forms of nouns, as well as verbs. All these classes of words are considered within the boundaries of morphology. Without denying such an interpretation, we would like to add that the analysis of the specified linguistic means should take place simultaneously with the involvement of accompanying formal indicators of other levels. In particular, possessive adjectives should be described in the context of word-forming tools – suffixes that are added to the creative base of nouns. Possessive pronouns, showing internal semantic branching and falling into certain contexts, are able to undergo stylistic modifications. In order to demonstrate the presence of the possessive feature in the prepositional-case forms of substantives, it is appropriate to resort to the transformation of constructions in which these linguistic units function. Such transformations prove the hiddenness of the analyzed content shade. The study of verbs in the context of possessiveness involves focusing on their lexical meaning and syntactic functions. No less important is the description of the named part-language classes of words that have a distinct possessive tone in

the stylistic plane. Orientation to a set of features will contribute to the determination of systematicity in the language.

Possessive adjectives with an indication of individual belonging reveal a significant degree of anchoring in the semantics of possessiveness. Their specificity is reflected by the formation only from the names of beings with the help of suffixed morphemes *-ів-* (*-іів-*), capable of functioning in the variants *-ов-*, *-ев-* (*-ев-*), as well as *-ин-* (*-ін-*), *-ач-* (*-яч-*). Since derivational formants participate in the modeling of possessive content, this gave K. G. Horodenska reason to consider the analyzed adjectival forms within the word-forming category of possessiveness, which “determines the belonging of an object to a person or other being, ... is a condensate of objectivity and possessive predicate” [15, p. 282]. In the attached array of actual material, possessively marked attributive units, formed according to the specified word-formation type, cover a wide range of meanings. Implementing the indication of individual belonging, they at the same time preserve the semantic shade of creative substantives, in the field of which common and proper names of persons, as well as general nominations of representatives of the fauna, are observed. We do not deny the fact that most possessive adjectives form the center of linguistic expression of possessiveness. In addition, we would like to emphasize the presence of lexemes, which, although formed according to the same model, partially or completely nullify the semantics of belonging. In view of this, we see the need to analyze adjectival derivatives not only in the plane of meaning of creative words, but also in the context of primary (specialization) / secondary (neutralization of possessive semantics). In the means of mass communication, possessively marked attributive units indicate the belonging of something to a person by family relations. Such adjectives implement their primary meaning by combining with base nouns to denote: 1) household items that are (were) in someone’s possession: “*Дідову фронтову флягу пам’ятаю з дитинства*” (“*I remember my grandfather’s front flask from my childhood*”) (https://gazeta.ua, January 2, 2023); “*У квітні я попросив дружину передати мені дідову флягу і батьків казанок, з яким той воював в Афганістані*” (“*In April, I asked my wife to hand over my grandfather’s flask and his parents’ cauldrons, with which he fought in Afghanistan*”) (https://gazeta.ua, January 2, 2023); 2) clothes belonging to a person whose name forms a possessive adjective: “*Задала, що в шафі висить синова військова форма*” (“*She remembered that her son’s military uniform was hanging in the closet*”) (https://gazeta.ua, June 8, 2022); 3) housing: “*А от синова квартира майже ціла*” (“*But the son’s apartment is almost intact*”) (https://gazeta.ua, June 19, 2022); “*Щойно приїхали, як над батьковим будинком пролетів винищувач*” (“*We had just arrived when a fighter jet flew over my father’s house*”) (https://gazeta.ua, August 25, 2022); d) human body parts: “*Серед вбитих – 5-місячний хлопчик, якого відкинуло на дах під їзду з батькових рук*” (“*Among those killed was a 5-month-old boy who was thrown onto the roof from his father’s hands*”) (https://gazeta.ua, June 15, 2022). In the presented sentences, the selected attributive units are subordinate to nouns with a specific object meaning and implement proper-possessive relations. If the substantives have an abstract meaning, then the adjectives dependent on them, although formed according to the scheme of possessives, lose the primary shade of possessiveness: “*У ніч на 24 лютого мене розбудив мамин дзвінок: «У Краматорську вибухи»*” (“*On the night of February 24, I was woken up by my mother’s call: “There are explosions in Kratomorsk”*”) (https://gazeta.ua, April 2, 2023). Language units with a weakened possessive tone include adjectives subject to nominations of people: “*Старенька просить покинути її, але Діанина мама чути нічого не хоче. Облаштувала у ванній сховок*” (“*The old woman asks to leave her, but Diana’s mother does not want to hear anything. She arranged a hiding place in the bathroom*”) (https://gazeta.ua, March 8, 2022).

The leveling of possessiveness can be traced in adjectives dependent on nouns to denote geographical concepts, public objects, etc. In this case, the emphasis is placed on the area or building where a person lives together with other people:

“*Бажаю російським нацистам, щоб усі їхні «малі батьківщини» стали такими ж, як дідова Заградівка зараз!*” (“*I wish the Russian Nazis that all their “small homelands” become the same as grandfather’s Zahradyvka now!*”) (https://gazeta.ua, July 4, 2022); “*У маминому під’їзді три жінки померли від бомбардувань*” (“*In my mother’s entrance, three women died from bombings*”) (https://gazeta.ua, May 10, 2022). In the given examples, group belonging has a hidden manifestation, it is expressed by reference nouns. An indirect connection with possessiveness is revealed by some attributes with the meaning of multiple ownership and the suffix *-ськ-*. In particular, such a semantic indication is inherent in the possessive-relative adjective paternal, formed from the noun parents with the meaning “father and mother in relation to their children” [2, p. 64]: “*Зараз в батьківську квартиру пустив переселенців з Бердянська, а сам живе з дружиною, із якою познайомився і одружився минулого року*” (“*Now he has let immigrants from Berdyansk into his parents’ apartment, and he lives with his wife, whom he met and married last year*”) (https://gazeta.ua, October 30, 2023).

The sentence “*«Мамин мародер і взуттєвих справ майстер» – втізна окупантів, які передавали награбоване родичам у РФ (заголовок)*” (“*Mother’s looter and master of shoemaking – they recognized the occupiers who handed the loot to relatives in the Russian Federation (headline)*”) (https://gazeta.ua, April 7, 2022) needs a special comment. The attributive unit highlighted in it not only loses its possessive meaning, but also acquires an ironic tone.

Adjectives derivationally related to the names of representatives of the fauna are in limited number represented in the studied texts: “*У дім, біля якого з’являється лелече гніздо, приходиться щастя*” (“*Happiness comes to a house near which a stork’s nest appears*”) (https://gazeta.ua, July 7, 2022). Getting into the texts of the military theme, some of the adjectives of this variety participate in the creation of ironically and mockingly marked contexts: “*Крадуть унітази й собачі будки: Поділяк перелічив «досягнення» росіян у війні проти України (заголовок)*” (“*They steal toilets and doghouses: Podolyak listed the “achievements” of the Russians in the war against Ukraine (headline)*”) (https://gazeta.ua, April 24, 2022). The complete leveling of possessiveness is revealed by adjectives used with the meaning of similarity, the unusual functional manifestation of which is evidenced by their design in quotation marks: “*Друга лінія – траншеї з так званими «лисячими норами» (повнопрофільні окопи з нішами, де піхота ховається від бомбардування або артилерійського нальоту)*” (“*The second line is trenches with so-called “fox holes” (full-profile trenches with niches where the infantry hides from bombardment or artillery raid)*”) (https://gazeta.ua, August 25, 2023).

The group of central expressive means of possessiveness includes possessive pronouns such as *мій, твої, наш, ваш, їхній, її, його, їх* (*my, your, our, your, their, her, his, their*), in which the indicated sign is presented lexically and supplemented with grammatical characteristics. The pronouns *мій, твої, наш, ваш, їхній* (*my, your, our, your, their*) show the same grammatical characteristics as the previously analyzed adjectives, that is, they agree in gender, number, and case with the reference word and are in attributive relations with it. On the other hand, the linguistic units *її, його, їх* (*her, his, their*) are invariable, so they do not have the ability to obey the grammatical characteristics of the reference noun. According to I. R. Vyhovanets, “for the pronominal adjectives *її, його, їх* (*her, his, their*), homonymy with the genitive case of personal pronominal nouns is characteristic, that is, the expression of ownership is not morphological, but only syntactic position” [15, p. 300]. We will demonstrate the invariance of pronominal forms in the context with variable correlates using the example of the words *їх* and *їхній*. For example: “*Їх квартира була неушкоджена, але двері відкриті. Донька хотіла одразу заграти на піаніно, але матір, помітивши переставлені нагороду, зупинила малу, – додав колишній міністр інфраструктури України Володимир Омелян*” (“*Their apartment was intact, but the door was open. The daughter*

wanted to play the piano right away, but the mother, noticing the rearranged awards, stopped her,” added the former Minister of Infrastructure of Ukraine Volodymyr Omelyan”) (<https://www.wonderzine.me>, May 13, 2022) – in the submitted sentence, the pronoun *їх* (*their*) is combined with a noun in the feminine form of the nominative singular; “*Їх будинок затопило на другий день: історія родини з Олешки Херсонської області, яких врятували волонтери* (заголовок)” (“*Their house was flooded on the second day: the story of a family from Oleshki, Kherson region, who were saved by volunteers* (headline)”) (<https://suspilne.media>, June 19, 2023) – the highlighted pronoun is subordinate to the masculine singular accusative. So, the pronoun *їх* (*their*), without changing its form and fulfilling the syntactic role of designation, is combined with nouns with different grammatical characteristics. The significant equivalent of the possessively marked unit *їх* is the pronoun *їхній* (*their*), which is endowed with clearly defined grammatical features. It changes by gender, number, and case and acquires the morphological characteristics of the base word, for example: “*Поліція ... обшукала їхній автомобіль*” (“*The police ... searched their car*”) (<https://gazeta.ua>, March 13, 2024) – both selected words are used in the masculine singular accusative case; “*Солов'яни не знають, чи вціліла їхня квартира після повномасштабного вторгнення, оскільки всі друзі й сусіди вийшли з міста*” (“*The Solovians do not know whether their apartment survived the full-scale invasion, since all their friends and neighbors left the city*”) (<https://gazeta.ua>, March 14, 2024) – similar to the base word *квартира* (*apartment*), the attribute *їхня* (*their*) has the following grammatical meanings: feminine, nominative case, singular. Incidentally, we will add that in the researched mass media, the pronoun *їхній* in various genitive and numerical forms quantitatively prevails compared to its invariable equivalent *їх* (*their*).

Emphasis on the semantic parameters of the analyzed words makes it possible to qualify the invariant and variable variants as means of giving the impression of belonging of something (rarely someone) to persons who do not directly participate in the communicative process, and to consider them in the plane of centrality / peripherality. Linguistic units *її, його, їх, їхній* (*їхня, їхнє, їхні*), related to the personal pronouns *він, вона, воно, вони* (*he, she, it, they*), implement the proper-possessive content if combined with substantives to designate specific objects that are owned by one or more subjects: “*Коли Василь передавав документи, ключі і машину, волонтери зв'язали його з бійцями, до яких скоро потрапить його автівка*” (“*When Vasyl handed over his documents, keys and car, volunteers put him in touch with the soldiers, to whom his car will soon go*”) (<https://provce.ck.ua>, February 21, 2024); “*Їх будинок повністю зруйнували окупанти: історія багатодітної родини* (заголовок)” (“*Their house was completely destroyed by the occupiers: the story of a large family* (headline)”) (<https://podrobnosti.ua>, April 25, 2023); “*Їхні домівки й вулиці розривають російські ракети, а вони намагаються утримувати нормальність щоденного життя*” (“*Their homes and streets are being torn apart by Russian rockets, and they are trying to maintain the normality of daily life*”) (<https://gazeta.ua>, April 11, 2024). If nouns – the names of persons act as a supporting word, then the degree of possessiveness decreases. In this case, it is not about someone's belonging to the subjects, but about the attitude to the object (objects) of the message, his (their) presence in professional, friendly, or family relations: “*Каналам телемарафону надали статус критично важливих: їх працівники підлягають бронюванню*” (“*The telethon channels were given the status of critical importance: their employees are subject to reservation*”) (<https://gazeta.ua>, April 8, 2024); “*За вказівкою ФСБ їхній агент змінив на власний телефон периметр ТЕС та прилеглу територію*” (“*At the direction of the FSB, their agent filmed the perimeter of the TPP and the surrounding area on his own phone*”) (<https://gazeta.ua>, March 28, 2024); “*Журналістка та її подруга, вдавши із себе російських басрок, спробували купити речі у бутиках модних брендів, і це не спричинило для них жодних проблем*” (“*The journalist and her friend, pretending to be Russian women, tried to buy things in boutiques*

of fashion brands, and this did not cause them any problems”) (<https://tsn.ua>, April 23, 2022); “*Під час перетину кордону у благодійника виникла проблема і його родичі звернулися до волонтерів, щоб літній чоловік міг заїхати на авто в Україну*” (“*While crossing the border, the benefactor had a problem and his relatives turned to volunteers so that the elderly man could drive to Ukraine by car*”) (<https://provce.ck.ua>, February 21, 2024); “*Мала враження, що російські солдати та їхні матері дають своєрідні інтерв'ю, коментують злочини, які розгортаються буквально на моїх очах*” (“*I had the impression that Russian soldiers and their mothers were giving a kind of interview, commenting on the crimes unfolding literally before my eyes*”) (<https://gazeta.ua>, April 11, 2024). The neutralization of the possessive meaning takes place if the pronouns *її, його, їх, їхній* (*їхня, їхнє, їхні*) depend on nouns with an abstract meaning, mostly derived from verbs: “*Демократ Джейсон Крау зазначив, що мета їхнього приїзду – надіслати сигнал, що США підтримують Україну*” (“*Democrat Jason Crow noted that the purpose of their arrival is to send a signal that the U.S. support Ukraine*”) (<https://gazeta.ua>, February 9, 2024); “*У TN уточнюють, що президент України від самого початку був у списку гостей на інавгурацію, але його приїзд не очікувався*” (“*TN clarifies that the president of Ukraine was on the guest list for the inauguration from the very beginning, but his arrival was not expected*”) (<https://gazeta.ua>, February 7, 2023). The actual material selected from media journalism proves that in terms of constructions, the analyzed pronouns reveal attitude towards the opposition *свій – чужий* (*ворожий*) (*their own – foreign* (*enemy*)), semantically corresponding to its second component: “*Відповідний наказ міг віддати їхній командир Сергій Іштуганов*” (“*Their commander Serhii Ishchuganov could have given the corresponding order*”) (<https://gazeta.ua>, April 8, 2024); “*Російські військові блогери заявили, що їхні війська просунулися на глибину до 830 метрів на південний схід від Уманського і на глибину до 600 метрів у районі Семенівки...*” (“*Russian military bloggers stated that their troops advanced to a depth of 830 meters southeast of Umansky and to a depth of 600 meters in the Semenivka area...*”) (<https://gazeta.ua>, April 5, 2024); “*Не мени важливо й те, що російські терористи отримують відповіді на їхні удари*” It is no less important that Russian terrorists receive answers to their attacks (<https://gazeta.ua>, April 2, 2024).

Variation in gender, number, case and semantic correlation with personal pronominal nouns are revealed by the possessively marked words *мій, наш, твій, ваш, свій*. I. R. Vyhovanets notes in this regard: “The pronominal adjectives *мій, наш* (*my, our*) indicate belonging to the first person, the pronominal adjectives *твій, ваш* (*your*) – to the second person, ... the pronominal adjective *свій* – to the first, second and third person” [15, p. 300]. According to the contextual conditions, pronouns can express proper possessive and indirectly possessive meaning. If the pronouns *мій, наш, твій, ваш, свій* are subordinated to nouns to indicate the names of non-beings, then in this case the possessive sign mostly has a high degree of manifestation: “*«Було вісім ударів. Зруйнований магазин та моя автівка. Задне скло довелося заклеїти», – розповів херсонець*” (“*There were eight blows. Destroyed shop and my car. The rear window had to be taped over,*” said a resident of Kherson”) (<https://provce.ck.ua>, June 23, 2023); “*Тоді ще були ілюзії, що зможемо повернутися у своє помешкання...*” (“*At that time there were still illusions that we would be able to return to our apartment...*”) (<https://gazeta.ua>, March 14, 2024); “*У коментарях місцеві жителі та їхні родичі пишуть, що зараз насильді впізнають свою колишню заміну домівку*” (“*In the comments, local residents and their relatives write that now they hardly recognize their once cozy home*”) (<https://www.ukrinform.ua>, June 3, 2022); “*87-річний дідуся Василь з Уманського району поїхав у власних справах до Латвії, де жив раніше, і, ідучи назад, купив за свої кошти автомобіль, відремонтував його і своїм ходом приїхав в Україну, щоб передати машину ЗСУ*” (“*87-year-old grandfather Vasyl from the Uman district went on his own business to Latvia, where he lived before, and on the way back, bought a car with his own funds, repaired it and came to*

Ukraine on his own to hand over the car to the Armed Forces of Ukraine”) (<https://provce.ck.ua>, February 21, 2024). Leveling of ownership occurs in contexts where the specified pronouns convey the meaning of belonging of the speaker or his interlocutors to a certain place of residence, other territorial boundaries that identify them as Ukrainians, for example: “*«Це моє рідне село, дець там стоять руїни повністю зруйнованого будинку, який 30 років був для нашої родини всім! Тепер тільки біль», – написала користувачка Оксана Фролова»* (“This is my native village, somewhere there are the ruins of a completely destroyed house, which for 30 years was everything to our family! Now only pain,” wrote user Oksana Frolova”) (<https://www.ukrinform.ua>, June 3, 2022); “*...війна миттєво змінила пейзаж нашої країни»* (“...the war instantly changed the landscape of our country”) (<https://gazeta.ua>, April 11, 2024); “*Росіяни безжалюдно винищують нашу землю та життя на ній»* (“The Russians are mercilessly destroying our land and life on it”) (<https://www.ukrinform.ua>, June 3, 2022); “*Адже ми захищаємо не просто свою територію, а філософію свого життя»* (“After all, we protect not just our territory, but our philosophy of life”) (<https://gazeta.ua>, May 28, 2023). Sometimes, along with such units, other attributively decorated words function, providing additional semantic nuances and stylistically coloring the text. In particular, the adjective *святу* (*holy*) used in the sentences, is aimed at intimating the statements: “*Ворог топче нашу святу землю, руйнує міста, губить людей»* (“The enemy tramples our holy land, destroys cities, destroys people”) (<https://mistovechirne.in.ua>, June 16, 2022); “*Незламна нація – українці – вже 10-й місяць протистоять ворогові, який прийшов на нашу святу землю»* (“An indomitable nation – Ukrainians – has been resisting the enemy who came to our holy land for the 10th month”) (<https://dobro.ua>, December 16, 2022).

The “erasure” of the possessive sign can be traced in cases when the possessive pronoun expresses a temporal sign that is common to the speaker, the interlocutor or the object of the story and other persons or objects: “*Я не хочу, щоб моє покоління і наступні покоління зростали у світі загроз», – сказав Атталь»* (“I don’t want my generation and future generations to grow up in a world of threats”, Attal said”) (<https://gazeta.ua>, February 27, 2024); “*У наші непростий час багато хто скаржиться на накопичення втоми»* (“In our difficult times, many people complain about the accumulation of fatigue”) (<https://big.informator.ua>, November 30, 2023). The functional manifestation of *свій* (*own*) attribute presented in the headline sentences deserves attention: “*У Харківській області з’явилася своя Чорнобаївка: у Синьківці постійно знищують російську техніку* (заголовок)” (“In the Kharkiv region, its own Chornobayivka appeared: in Synkivka, they are constantly destroying Russian equipment (headline)”) (<https://www.sq.com.ua>, January 10, 2024); “*На Сумщині утворилась своя локальна «Чорнобаївка»* (заголовок)” (“Sumy Oblast has formed its own local Chornobayivka” (headline)”) (<http://dancor.sumy.ua>, March 25, 2022); “*На Чернігівщині є своя Чорнобаївка* (заголовок)” (“Chernihiv Region has its own Chornobayivka (headline)”) (<https://cheline.com.ua>, April 21, 2022). The selected pronoun emphasizes the similarity of the area with the settlement of Chornobayivka, which became famous during the military aggression of Russia. The analyzed lexeme implicitly informs about the frequency of large enemy losses in the same city or village.

Some of the markers of non-own-possession should be considered in the context of the correlative pair of *свій – чужий* (*one’s own – someone else’s*). Such language units acquire qualification features that the speaker considers important and therefore reports on them. They serve as a means of reflecting the opinion of all Ukrainians who support the integrity of their state and strive to defeat the enemy as soon as possible. The role of an important emotional, positively evaluated, ethnoculturally and intentionally marked formal tool is played by the pronoun *наш* (*our*), which takes part in the conceptualization of the concept of war and is presented in publications during the period of active military operations. It often functions in contexts about

the bravery and courage of the defenders of Ukraine, their dedication and sacrifice in the fight against the enemy, and implicitly conveys the respectful attitude of the Ukrainian people to the military. The specified attribute is also evidenced in publications of another thematic range, where it shows signs of stylistic neutrality. In the corpus of the enclosed factual material, the pronominal adjective *наш* (*our*) is used along with nouns to denote:

- 1) Military formations of Ukraine, Ukrainian defenders who are in the epicenter of hostilities: “*Ми робимо величезні поставки нашим Сухопутним військам, Десантно-штурмовим військам, морській піхоті, Силам спецоперацій, Військово-морським силам»* (“We make huge deliveries to our Ground Forces, Airborne Assault Forces, Marines, Special Operations Forces, and Naval Forces”) (<https://gazeta.ua>, March 18, 2024); “*Зеленський у День ЗСУ: Наші Збройні сили борються за свободу, а це завжди примножує будь-яку силу* (заголовок)” (“Zelenskyi on Armed Forces Day: Our Armed Forces fight for freedom, and this always increases any force (headline)”) (<https://interfax.com.ua>, December 6, 2022); “*Наші війська творять зараз дива в обороні* (заголовок)” (“Our troops are now working miracles in defense (headline)”) (<https://www.ukrinform.ua>, April 14, 2024); “*«Хай Бог береже»: єдине, що сказав пан Василь, передаючи автівку через волонтерів нашим захисникам»* (“May God protect you”: the only thing that Mr. Vasyl said when handing over the car to our defenders through volunteers”) (<https://provce.ck.ua>, February 21, 2024); “*Проте завдяки ефективним діям наших воїнів усі намагання окупантів продовжують залишатися безрезультатними»* (“However, thanks to the effective actions of our soldiers, all efforts of the occupiers continue to be fruitless”) (<https://www.ukrinform.ua>, April 13, 2024); “*«Наші військові виконують обов’язки головних сержантів у групі усіх рівнів – такого досвіду не має жодна армія світу»* (заголовок)” (“Our soldiers perform the duties of chief sergeants of groups of all levels – no army in the world has this experience” (headline)”) (<https://armyinform.com.ua>, December 14, 2023); “*Ігнат розповів, як наші пілоти знищили три ворожі Су-34* (заголовок)” (“Ignat told how our pilots destroyed three enemy Su-34s (headline)”) (<https://www.unian.ua>, December 23, 2023);
- 2) Civilians of various professions who faithfully perform their duties, for example: “*Наші рятувальники, лікарі, волонтери, поліцейські, працівники комунальних служб, енергетики – ті, без кого не було б нормального життя»* (“Our rescuers, doctors, volunteers, policemen, workers of communal services, energy workers – those without whom there would be no normal life”) (<https://gazeta.ua>, October 16, 2023); “*Наші енергетики працюють практично цілодобово...»* (“Our energy engineers work almost around the clock...”) (<https://gazeta.ua>, April 5, 2024); “*Наші супергерої – волонтери Світлhx справ* (заголовок)” (“Our superheroes are volunteers for good deeds (headline)”) (<https://svitlispravu.org>, March 29, 2022) – in combination with the noun *супергерої* (*superheroes*), the highlighted pronoun gives the statement a positive evaluation and emotionality, and also implicitly indicates the attitude towards people who help Ukrainian defenders, transferring the most necessary to the front;
- 3) Combat vehicles, airplanes, various technical means used in the war, for example: “*Наші танки просто розбили вицент ворожі «бехи»: механік-водій розповів, як штурмував сплячого ворога* (заголовок)” (“Our tanks simply smashed the enemy “BMVs”: the mechanic-driver told how he stormed the sleeping enemy (headline)”) (<https://armyinform.com.ua>, April 3, 2024); “*Наші дрони еволюціонували та тепер вмiють уражати цілі майже самостійно!»* (“Our drones have evolved and can now hit targets almost by themselves!”) (<https://gazeta.ua>, March 20, 2024);

- 4) Various facilities located on the territory of Ukraine, for example: “Якщо немає протиповітряної оборони для захисту нашої енергосистеми, і росіяни атакують її, моє питання: чому ми не можемо їм відповісти?”, – сказав він (Володимир Зеленський)” (“If there is no air defense to protect our energy system, and the Russians attack it, my question is: why can't we respond to them?”, he (Volodymyr Zelenskyi) said”) (https://gazeta.ua, March 30, 2024); “...рф кожного дня нищить наших людей, наші підприємства й інфраструктуру...” (“...the Russian Federation destroys our people, our enterprises and infrastructure every day...”.) (https://gazeta.ua, October 20, 2023); “Ворог бомбить наші газовидобуток та підприємства, – Шмигаль (заголовок)” (“The enemy is bombing our gas production and enterprises, Shmygal (headline)” (https://24tv.ua, November 17, 2022);
- 5) Territories belonging to Ukraine: “Ми витіснили їх із наших територіальних вод. Тепер ми їх виштовхнемо з аеропортів Криму», – сказав Зеленський” (“We pushed them out of our territorial waters. Now we will push them out of Crimea's airports,” Zelensky said”) (https://gazeta.ua, March 30, 2024); “Повернемо український прапор в усі наші міста: Зеленський показав кадри зі звільненої Київщини (заголовок). І ми звільнимо всі наші землі. Повернемо український прапор в усі наші міста й громади” (“Let's return the Ukrainian flag to all our cities: Zelenskyi showed footage from the liberated Kyiv region (headline). And we will free all our lands. We will return the Ukrainian flag to all our cities and communities”) (https://www.ukrinform.ua, April 2, 2023);
- 6) Ethno-cultural values of the Ukrainian people: “Завжди вважала, що наша мова красива й модна, а ті українці, які розмовляють російською, загубились і не розуміють, хто вони” (“I always thought that our language is beautiful and fashionable, and those Ukrainians who speak Russian are lost and do not understand who they are”) (https://gazeta.ua, April 11, 2024); “); Ворог усіма силами намагається знищити український народ, нашу мову та культуру. Сьогодні, як ніколи, важливо відроджувати та плекати наші традиції, знайомити нові покоління українців із самобутньою культурою народу” (“The enemy is trying with all its might to destroy the Ukrainian people, our language and culture. Today, more than ever, it is important to revive and nurture our traditions, to introduce new generations of Ukrainians to the unique culture of the people”) (https://www.volynnews.com, April 5, 2023);
- 7) Representatives of other states that help Ukraine with weapons, equipment, etc.: “Успіх багато в чому залежить від наших західних партнерів” (“Success largely depends on our Western partners”) (https://gazeta.ua, November 2, 2023); “Якщо наші союзники зменшать постачання зброї й боєприпасів, ми не матимемо чим стріляти” (“If our allies reduce the supply of weapons and ammunition, we will have nothing to shoot at”) (https://gazeta.ua, November 2, 2023).

As evidenced by the analyzed texts, the pronominal adjective *наш* (*our*) often serves as a means of emphasizing that the speaker has thoughts in agreement with other people, considers himself a member of a certain collective, united by a common idea, dream, activity, etc. The lexeme *наш* (*наша, наше, наши*) as a semantic identifier of all Ukrainian forms an opposition built on the relationship between the concepts of *добре* – *погано* (*good* – *bad*) to the pronoun *їхній* (*їхня, їхнє, їхні*), which in some publications of the period of active military operations functions as a counterpart to the attributes *чужий, ворожий* (*alien, enemy*): “«Ми у більшості ситуацій працюємо по руху противника. Коли вони рухаються, то працюємо по їхніх перших окопах для того, щоб не обстрілювали наших хлопців...» – каже воїн Сергій” (“In most situations, we work on the movement of the enemy. When they move, we work on their first trenches in order not to fire on our guys...” says soldier Serhiy”) (https://vsn.ua, October 19, 2023).

Possessiveness with a combination of accompanying undefined semantics is implemented by the attributively designed pronoun *чийсь* (*чийсь, чієсь, чійсь*) (*someone's*): “...дрони – це час, це очі підрозділу, чийсь кошти і життя” (“...drones are time, they are the eyes of the unit, someone's means and life”) (https://grivna.ua, October 5, 2022); “«Емоції били через край, а зараз розуміємо, що це чийсь врятовані життя», – наголошується у повідомленні” (“Emotions were overpowering, and now we understand that this is someone's saved life,” the message emphasizes”) (https://glavcom.ua, March 30, 2023); “Чиясь мета явно полягає в тому, щоб дестабілізувати нашу країну та втягнути її у конфлікт, у якому ми не братимемо участі” (“Someone's goal is clearly to destabilize our country and drag it into a conflict in which we will not participate”) (https://www.radiosvoboda.org, March 25, 2024). Sometimes, in order to give the text a special color and intrigue, a possessive-indeterminate lexeme *чийсь* is used in quotation marks, which functions with the opposite meaning, hinting at the relation to Ukraine: “Жертв серед цивільних росіян внаслідок атак безпілотників немає, заявив Буданов. Це все тому, що «чийсь» дрони атакують саме об'єкти російського ВПК такі, як, наприклад, підприємство «Кремній Ел»” (“There are no victims among Russian civilians as a result of drone attacks, Budanov said. This is all because “someone's” drones attack precisely the objects of the Russian military industry, such as, for example, the enterprise “Kremniy El”) (https://24tv.ua, September 9, 2023).

In the context of possessiveness, it is appropriate to consider the interrogative relative pronoun *чий* (*чия, чіє, чій*) (*whose*). Being at the beginning of simple sentences, it models the statement of the interrogative modality: “Чия війна? (заголовок)” (“Whose war? (header)”) (https://matrix-info.com, December 27, 2023); “Чия ракета? Що відомо про удар по лікарні у секторі Гази (заголовок)” (“Whose rocket? What is known about the strike on a hospital in the Gaza Strip (headline)”) (https://nv.ua, October 18, 2023). Functioning within complex constructions, the pronoun *чий* serves as a means of connecting the subordinate part to the main part: “Президент Володимир Зеленський зазначив, що до завершення розслідування трагедії у Польщі, неможливо на 100% сказати, чия ракета впала” (“President Volodymyr Zelenskyi noted that until the investigation of the tragedy in Poland is completed, it is impossible to say for 100% whose rocket fell”) (https://susplne.media, August 28, 2023). Sometimes the analyzed relative pronoun is at the beginning of an inserted syntactic unit: “Тому коли дрон, чий би він не був, перетинає межу Москви, він уже фактично виконав своє завдання...” “Therefore, when a drone, whoever it belongs to, crosses the border of Moscow, it has actually completed its task...” (https://www.bbc.com, August 1, 2023).

The meaning of the individual belonging of an object to a person or an animal serves as the main feature of the expression of ownership realized by case forms of nouns. As evidenced by the factual material, the generalized possessive meaning is inherent in substantives in the genitive case. Noun representatives of possession should be considered implicit secondary means, since their main role is to indicate objectivity. Falling into the attributive sphere, they often serve as semantic equivalents of possessive adjectives, cf.: “Хата 82-річного діда Валентина частково пошкоджена обстрілами” (“The house of 82-year-old grandfather Valentin was partially damaged by shelling”) (https://www.radiosvoboda.org, April 4, 2022) and “Дідова хата була не під самим Дніпром, трохи далі” (“Grandfather's house was not under the Dnieper itself, but a little further”) (https://pereiaslav.city, March 22, 2022). Nouns that are subordinate to other nouns and implement possessive-attributive relations form a group of words branching out in terms of their meaning palette. They are common names of persons: 1) by family relationship: “В кутку стояла гітара чоловікового діда – єдина річ, що залишилася на загоку про нього...” (“In the corner stood the guitar of the man's grandfather – the only thing that remained in memory of him...”) (https://gazeta.ua, March 14, 2024); “А коли у двір іншої моєї бабці й діда влучив снаряд, їх також привезли до себе”

(“And when a shell hit the yard of another of my grandparents, we also brought them to us”) (<https://gazeta.ua>, February 27, 2023); “**Будинок родини Юлії Вальге з Олешок на другий день після підриву Каховської ГЕС російськими військовими опинився під водою**” (“The house of the family of Julia Valgie from Oleshok was under water on the second day after the Kakhovskaya HPP was blown up by the Russian military”) (<https://suspilne.media>, June 19, 2023); 2) by field of activity: “за сферою діяльності: **На Оріхівському напрямку ворог один раз атакував позиції українських захисників в районі Старомайорського Донецької області**” (“In the Orihiv direction, the enemy once attacked the positions of Ukrainian defenders in the Staromayorsky district of the Donetsk region”) (<https://gazeta.ua>, April 11, 2024); 3) by nationality: “**Майно українців на окупованій Луганщині «розпродають»: правозахисники повідомили подробиці (заголовок)**” (“The property of Ukrainians in the occupied Luhansk region will be ‘sold off’: human rights activists reported the details (headline)”) (<https://tsn.ua>, March 19, 2024); 4) property owners of different fortunes: “**У селі можна побачити розбомблені будинки, випалену землю у дворах мирних мешканців, російські боєприпаси, які лежать посеред вулиць, і підірваний міст**” (“In the village, one can see bombed-out houses, burnt land in the yards of civilians, Russian ammunition lying in the middle of the streets, and a blown-up bridge”) (<https://gazeta.ua>, July 4, 2022); “**На подвір’ї помічаю власницю садиби...**” (“I notice the owner of the estate in the yard...”) (<https://gazeta.ua>, April 22, 2023); “**Неподалік від хоромів олігарха тривали запеклі бої за столицю, тому розташування мастку дозволило швидко виїжджати на допомогу**” (“Fierce battles for the capital continued not far from the oligarch’s palaces, so the location of the estate made it possible to quickly leave for help”) (<https://gazeta.ua>, July 3, 2022). The presence of a possessive tone is characteristic of anthroponyms that function independently or together with common names: “**Кореспондентка Gazeta.ua побувала в мастку Пінчука та дізналася, що приховує за високим парканом мільярдер...**” (“a Gazeta.ua correspondent visited Pinchuk’s estate and learned that a billionaire is hiding behind a high fence...”) (<https://gazeta.ua>, April 22, 2023); “**Кришталеві люстри та посуд Faberge – який вигляд усередині має будинок мільярдера Пінчука** (заголовок). Під Києвом поблизу Пуци-Водиці розташований один із маєтків Віктора Пінчука. Двоповерховий будинок знаходиться по-сусідству з уїддями кума Путіна Віктора Медведчука, а також Ігоря та Григорія Суркісів” (“Crystal chandeliers and Faberge dishes - what the billionaire Pinchuk’s house looks like inside (headline). One of Viktor Pinchuk’s estates is located near Puschka-Vodytsia near Kyiv. The two-story building is located next to the estates of Putin’s godfather Viktor Medvedchuk, as well as Igor and Grigory Surkis”) (<https://gazeta.ua>, July 3, 2022).

In the context of the influence of external factors, in particular, military actions in Ukraine, it is appropriate to talk about substantives in the genitive case, which have undergone an expansion of the semantic structure and lost the possessive shade characteristic of the primary forms: “**Перед другою лінією розміщені «зуби дракона» і протитанкові рови глибиною 4 м та шириною 6 м, а також дротяні загородження**” (“In front of the second line are ‘dragon’s teeth’ and anti-tank ditches 4 m deep and 6 m wide, as well as wire fences”) (<https://gazeta.ua>, August 2, 2023); “**Зуби дракона, бетонні укриття та траншеї – на Запорізькому напрямку триває зведення оборонних фортифікацій (заголовок)**” (“Dragon’s teeth”, concrete shelters and trenches – construction of defensive fortifications continues in the Zaporizhzhia direction (headline)”) (<https://armyinform.com.ua>, March 7, 2024).

A small group of verbs in which the specified feature is implemented at the intersection of the lexical and syntactic language levels belongs to the sphere of means of modeling the possessive content. In mass media, the most frequent lexemes are *мати, володіти, належати, бути (to have, to own, to belong, to be)*. When forming a sentence, they need at least two components - a subject who owns something and an object that

is in someone’s possession. For those predicted by the predicate *мати (to have)* substantive components, specific morphological means are characteristic: the subject syntaxeme is expressed by a nominative grammeme or the compound “nominative case of the substantive + preposition with + noun in the instrumental case”, object one – by a noun in the accusative case or a number-noun complex corresponding to this form. In the subject sphere, the names of beings and secondary nominations of non-beings aimed at this group are observed. On the expression of the object, general names are specialized mainly with the meaning of proper object. For example: “**Завдяки програмі «Серце Азовсталі. Вдома» ми маємо власне житло**” (“Thanks to the program ‘Heart of Azovstal. At home’ we have our own housing”) (<https://pivdenukraine.com.ua>, February 15, 2024); “**Ми з родиною в Маріуполі мали великий будинок**” (“My family and I had a big house in Mariupol”) (<https://www.0629.com.ua>, December 12, 2023); “**Сполучені Штати мають понад тисячу пускових установок системи протиповітряної оборони Patriot**” (“The United States has more than a thousand launchers of the Patriot air defense system”) (<https://gazeta.ua>, April 13, 2024).

In terms of semantic parameters, the lexeme *бути (to be)* is close to the verb *мати (to have)*, which also needs a subject and an object. The subject, which is subordinate to the predicate *бути (to be)*, is connected to it by a controlling link and is expressed by the prepositional-exclusive form of the genitive. Instead, the object in the nominative case participates in the implementation of the predicative relationship: “**На той час в Олені була садиба «Лялина світиця»...**” (“At that time, Elena had the estate ‘Lyalyna Svetlytsia’...”) (<https://gazeta.ua>, August 17, 2023).

Possessively marked substantive syntaxes, in particular, the subject in the form of the nominative case and the object in the instrumental case, are predicted by the valence of the verb predicate *володіти (to own)*: “**Віталій Кличко володіє квартирою (251,8 м²) у Києві...**” (“Vitaliy Klitschko owns an apartment (251.8 m²) in Kyiv...”) (<https://gazeta.ua>, March 30, 2024); “**Міський голова також володіє мотоциклом Fine custom Puncher 2009 року випуску...**” (“The mayor also owns a 2009 Fine custom Puncher motorcycle...”) (<https://gazeta.ua>, March 30, 2024). The semantics of possession is inherent in the verb *належати (to belong)*, which models structures with a subject expressed by the dative grammeme and an object in the nominative case: “**Фляга належала моєму діду по татові Івану Мукану (1926–2000), – розповідає Володимир**” (“The bottle belonged to my paternal grandfather, Ivan Mukan”) (1926–2000), says Volodymyr (<https://gazeta.ua>, January 2, 2023); “**Судно Dali належить сингапурській компанії Grace Ocean**” (“The Dali vessel belongs to the Singapore company Grace Ocean”) (<https://gazeta.ua>, March 27, 2024); “**Минулого року ці два об’єкти належали дружині**” (“Last year, these two objects belonged to the wife”) (<https://gazeta.ua>, March 30, 2024).

The implicit manifestation of the possessive sign is characteristic of language units of the word-formative level, which is evidenced by derived adjectives formed by the method of stem formation and the suffix method. Their commonality lies in the expression of the external features of people or representatives of the fauna. Two-root derivatives with a hidden shade of possessiveness include attributively designed lexemes such as *довговій, довгоногий, карокий, коротконогий, широкоплечий (long-eyelashed, long-legged, brown-eyed, short-legged, broad-shouldered)*, which are correlated with sentences in the structure of which there is a possessively marked predicate, cf.: *довговія дівчина* and *дівчина, яка має довгі вії*; *довгоногий жираф* and *жираф, який має довгі ноги*; *широкоплечий хлопець* and *хлопець, який має широкі плечі (a long-eyed girl and a girl who has long eyelashes; a long-legged giraffe and a giraffe that has long legs; a broad-shouldered guy and a guy who has broad shoulders)*. For example: “**Пізніше бізнесмен розповідає, що «любить довгоногих, але розумних» жінок**” (“Later, the businessman said that he ‘loves long-legged, but intelligent’ women”) (<https://gazeta.ua>, April

20, 2023); “Він – високий, довгоногий, чорнобородий, такий собі принц із «Тисячі й однієї ночі»” (“He is tall, long-legged, black-bearded, a kind of prince from “One Thousand and One Nights”) (https://gazeta.ua, March 18, 2024); “Якось приходять двоє вагітна жінка з трьома дітьми...” (“Once a one-eyed pregnant woman with three children arrives...”) (https://gazeta.ua, August 3, 2023); “Нам назустріч встала широкоплечий чоловік у військовому однострої...” (“A broad-shouldered man in military uniform meets us...”) (https://gazeta.ua, January 13, 2023).

The morphemes *-ат-*, *-ист-* participate in the modeling of suffix derivatives: “Бородатий інструктор за її спиною кричить: «Три мішені. 186 метрів. Стріляти на ураження»” (“The bearded instructor behind her shouts: “Three targets. 186 meters. Shoot at the lesions”) (https://gazeta.ua, December 30, 2022); “Цей високий, майже під 2 метри зростом, вусатий чоловік ніби бачив і відчував майбутню трагедію бездержавного народу й намагався її запобігти” (“This tall, nearly 2-meter-tall, mustachioed man seemed to have seen and sensed the future tragedy of the stateless people and tried to prevent it”) (https://gazeta.ua, May 1, 2023); “«Рендж Ровер спорт» повільно сунув сільською вулицею. Так колоритний плечистий бородач з ордями, вкритими патріотичними татуваннями руками й ногами, одним із перших у березні вишукував потерпілих і вцілілих від російського вторгнення жителів сіл довкола Києва” (“The Range Rover Sport slowly moved along the village street. So a colorful shoulder-bearded man with dreadlocks, covered with patriotic tattoos on his hands and feet, was one of the first in March to search for victims and survivors of the Russian invasion of residents of villages around Kyiv”) (https://gazeta.ua, July 28, 2022). Adjectives such as *бородатий*, *вусатий*, *плечистий* (*bearded*, *moustached*, *shouldered*) arose as a result of collapsing the sentences *інструктор має велику бороду; чоловік має довгі вуса; хлопець має широкі плечі* (*instructor has a big beard; the man has a long moustache; the guy has broad shoulders*).

In the processed texts, the possessive marked nouns with the formant *-ань*, which arose according to the pattern of the adjectives analyzed above as a result of the condensation of several-word expressions, reveal fragmentation: “Таким чином інструктори навчають новобранців реагувати на гранати. Мають довести до автоматизму дії: швидко та правильно зайняти положення, пояснює 48-річний Сергій, військовий інструктор – високий широкоплечий бородач у світлому пікселі” (“In this way, the instructors teach new recruits to react to grenades. Actions should be brought to automatism: quickly and correctly take position, explains 48-year-old Serhii, a military instructor - a tall, broad-shouldered bearded man in a light pixel”) (https://gazeta.ua, April 13, 2023).

4 Conclusion

Thus, explicit and implicit morphological, lexical, and word-forming linguistic means are involved in the implementation of invariant possessive content, the classification of which is supplemented by their analysis in the context of syntax, primary/secondary, stylistic neutrality / emotional coloring. The sphere of central representatives of possessiveness includes possessive adjectives attached to the specified function, formed only from the names of creatures with the help of suffix morphemes, and variable and invariable pronouns with an indication of the individual ownership of specific objects. The leveling of the semantics of possessiveness is inherent in adjectival and pronominal units, subordinate nouns with an abstract meaning, substantives denoting persons, geographical concepts, objects of general use, etc. When appearing in war-themed publications, some of the adjectives of this variety participate in the creation of evaluatively, ironically, and mockingly labeled contexts. In the domain of possessiveness, there are the indefinite pronoun *хтось* and the interrogative-relative *чий*. The meaning of individual belonging of an object to a person or an animal is inherent in the genitive forms of nouns. Possessiveness is represented implicitly in these lexemes as specialized means of expressing objectivity. Substantives that,

under the influence of external factors, have undergone an expansion of the semantic structure and lost their possessive tone, gravitate towards them. The group of means of modeling the possessive content is formed by a small number of verbs that predict the presence of two substantive components - a subject and an object - in order to implement their content. Implicit expression of possession is characteristic of linguistic units of the word-formation level, in particular, derived adjectives formed by the method of stem formation, and adjectival and noun suffix derivatives that arose on the basis of the contraction of sentences with a possessively marked verbal predicate.

The perspective of the further research is a comprehensive description of language units united by other generalized semantic content.

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PRODUCTIVE WORD-FORMING MODELS OF SURNAMES IN DIALECT SPEECH: SUFFIX DERIVATIVES, THEIR CONTEXTUAL APPEARANCES AND HISTORICAL INTERPRETATION

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Abstract: The article presents an analysis of productive word-formation models of Western Polissia nicknames that function in dialect speech. Substantive and attributive types of masculine and feminine suffix derivatives are characterized in detail in the contextual and historical dimension, attention is paid to word-formation models with the meaning of collectiveness. The material of the research was the own records of nicknames made in the settlements of Western Polissia. The interdependence of the nickname and the colloquialism in which it functions is noted, since unofficial anthroponyms clearly demonstrate dialectal features at the phonetic, lexical, and word-forming levels. Street personal names cannot be brought closer to the framework of the literary language, because their main properties will be lost: changeability, variability, temporality, locativeness, expressiveness, which distinguish them among other anthroponymic units. It has been established that in nicknames, as in last names, only suffixation is evidenced among the means of morphological word formation, because prefix derivatives were found even at the level of formation of appellatives. A comprehensive analysis of suffix formants in Western Polissia unofficial anthroponymy has shown their following varieties: 1) patronymic and matronymic; 2) patronymic-possessive and matronymic-possessive; 3) multifunctional in the sense of patronymic or matronymic; 4) andronymous; 5) collective.

Keywords: nickname; word formation model; Western Polissia dialect; suffix derivative; saying; sentence; scientific paradigm; historical interpretation.

1 Introduction

Ukrainian anthroponymy as the basis of proprietary vocabulary is formed on the basis of language traditions and local specificity. The three-component official system of naming persons is represented by surnames, personal names, and patronymics. In dialect communication, the main functions of anthroponyms are performed by nicknames - unofficial names of persons that characterize them in rural (more often) or urban (less often) collectives, are used "out of sight", have a mostly negative connotation and indicate some defining (external or internal) characteristic of a person or an event directly related to it. A nickname and a colloquialism are interrelated phenomena, because an informal name most often arises and functions in live spontaneous speech. Despite the fact that nicknames are characterized by flexibility, it is practically impossible to bring them closer to the framework of the literary language, because their main properties will be lost: changeability, variability, temporality, locativeness, expressiveness, which distinguish them among other anthroponymic units. It was observed that unofficial Ukrainian anthroponyms, formed on the basis of the dialect system, reveal specific linguistic phenomena marked by innovations and archaism. Nicknames are unique in that, on the one hand, they are not codified, so they can be temporary in nature, and on the other hand, they are regulated by customary law, certain lexical and word-forming norms. Some unofficial names do not last long (several months), but most of them "live" for decades, passing from generation to generation. In many social communities, including rural communities, where an unofficial anthroponym most fully realizes its functions, a nickname is the main way of identifying individuals. Very often, residents of a settlement may not know the official surname and first name of their fellow villager, while his street name is known to everyone. In quantitative terms, there are much more nicknames than official anthroponyms, since street names are characterized by synonymy, and there is almost no person in the village who does not have a nickname.

Scientific interest in informal anthroponyms as an inseparable component of the anthroponymic system has a long linguistic tradition. An important stage in the study of unofficial personal names was "Reasons for Ukrainian onomastics" by I. Franko [11]. The scientist raised the nickname to the rank of official anthroponyms, noting: "It was a kind of document, and because of that we understand why people valued it so much, not allowing to change its original form either in pronunciation or in writing" [11, p. 424]. The author differentiated individual and family "nicknames", pointed out the emotional function of unofficial names, the reasons for the appearance of nicknames, traced the family and genealogical chain of a person's nomination. Further scientific research in the field of nicknames was included in the work of V. Okhrymovych "About village nicknames" [20], in which the scientist claimed that "a hundred years ago, when metrical books were laid down, there was no difference between village and government nicknames, because actually village nicknames entered in the metrics as government. Since then, the village and government nicknames have gone in different directions and diverged far from each other. The government nicknames were petrified in the form in which they were entered in the books, instead, the village nicknames both lived first and continue to live a full organic life" [20, p. 303].

In the modern scientific paradigm, there are dissertation works that present a comprehensive analysis of unofficial anthroponyms of different regions of Ukraine: O. Antonyuk (Donetsk region) [2], O. Verbovetska (Ternopil region) [30], M. Nalivayko (Lviv region) [18], V Pavlyuk (Vinnytsia) [22], N. Fedotova (Luhansk region) [10], P. Chuchka (Transcarpathia) [7], N. Shulska (Western Polissia) [27] and others. Almost all researchers consider nicknames in a dialectal aspect, analyzing the word-formation and structural specificity of unofficial personal names. The peculiarities of the word formation of nicknames, in particular the scientific description of morphological and non-morphological methods of derivation, periodically become the object of research by scientists in the context of the study of unofficial anthroponymy in general. Thus, Y. Pradid investigates word-forming features of nicknames along with motivational and functional specifics [24]. We come across separate studios devoted to the study of the vocabulary of nicknames of certain regions. Thus, O. Antoniuk writes about unofficial names formed by the morphological method on the material of the anthroponymy of Donetsk region [1]. O. Verbovetska studies the structural aspect of official and unofficial names of the Ternopil Region [31]. Word-forming types of anthroponymic nicknames of one dialect are presented in scientific research by L. Lonska [15]. Homonymous derivatives among modern unofficial anthroponyms are analyzed by O. Mikhalchuk [16]. M. Nalivayko and S. Pantso draw attention to the ways of creating unofficial anthroponyms of the Lviv region [18; 23]. V. Pavlyuk differentiates the phenomenon of affixation among the ways of creating nicknames in Vinnytsia [21].

The linguistic continuum of Western Polissia, which combines the archaic dialects of two systems (northern and southwestern) and modern slang and jargon specificity, is a respectable field for anthroponymic searches. The uniqueness of the Western Polissia area is due to its border character, as the influence of the Polissia language is felt. In terms of word formation, the unofficial names of Polissia pike are extremely colorful and original. They became the object of analysis in the researches of H. Arkushin, who characterized lexical-semantic derivatives [3] and composite nicknames [5], as well as N. Shulska, who focused attention on the means and methods of creating women's informal names in family and ancestral anthroponymy of Western Polissia [28]. The derivational potential of Western Polissia nicknames, in particular the lexical-semantic way of wording unofficial anthroponyms, was reflected in the publication of N. Shulska, N. Kostusyak, and others [29]. Despite the research interest in the word-formation-structural aspect of

unofficial anthroponymy, nicknames need a detailed scientific description from the point of view of morphological word formation, in particular regarding the productivity of affixes, as well as types of derivation. Relevant for today are explorations carried out on the material of nicknames, with a detailed analysis of each method of word formation found in unofficial names.

2 Materials and Methods

The material of the research was the own records of nicknames made in the settlements of Western Polissia (Volyn Oblast, partly in the northwestern regions of Rivne Oblast). The material was collected through written and dictaphone fixations directly from respondents of different ages, primarily dialect speakers. The research used the method of linguistic description and its main techniques: inventory and systematization of language material in synchrony. Of the specific linguistic techniques, word formation analysis was used. With the help of quantitative calculations, the composition and performance of the derivative models were established.

The purpose of the article is to analyze productive word-formation models in dialect speech using the material of Western Polissia nicknames, in particular to characterize in detail the substantive and attributive types of male and female suffix derivatives in the contextual and historical dimension, to pay attention to word-formation models with the meaning of collectivity.

3 Results and Discussion

In nicknames, as in surnames, only suffixation is observed among the means of morphological word formation, because prefix derivatives were found even at the level of creation of appellatives, where prefix morphs appeared. Those formations that do not have homonymous doublets among appellatives and which are not recorded in lexicographic sources are qualified as suffix derivatives.

Scientists claim that Ukrainian anthroponymy does not have special surname word-formation tools, it uses the system capabilities of the Ukrainian language and attaches them to the onomastic system, taking into account its capabilities and needs [22, p. 45]. The same is observed in the derivation of unofficial names of people.

A systematic study of street anthroponyms showed that morphological derivatives are individual unofficial personal names based on family affiliation, as well as collective and collective family-generic unofficial names. Such formations are decorated with patronymic, matronymic, patronymic-possessive, andronymic, polyfunctional in the role of patronymic or matronymic suffixes and reveal the sign of "bearer of ancestral belonging". Surname creation is a living daily process, therefore the word-formation and structural analysis of such derivatives is necessary both for clarifying the ancient anthroponymic tradition and for establishing regional linguistic innovations.

In morphological informal names containing polyfunctional formants, their qualitative feature has already been completely lost, since these suffixes are used in the function of patronymics or matronymics, cf. *Петр'ак* (*Petrák*) 'son (grandson) of *Петр* (*Peter*)' and *Варвар'ук* (*Varvaryúk*) 'son (grandson) of *Varvara*'. Investigating the peculiarities of patronymics, P. Chuchka emphasizes that "the majority of modern patronymic formants are former (and often modern, living) means of expressing diminutiveness. Primitive attributive formants began to express patronymic, as they hinted that the denotation is characterized by some trait of a person, called the creative basis" [8, p. 52].

It is possible to make a clear distinction between the presence of a qualitative feature or its loss in derivatives with multifunctional affixes in nicknames by clarifying the motivational characteristics of the studied anthroponym, cf. *Іванець* < *Іван* (*Ivánets* < *Ivan*) 'son (grandson) of *Іван*', *Кири́льцо* < *Кирило* (*Kyrílytsyo* < *Kyrylo*) 'son (grandson) of *Kirill*' and *Іванець* < *Іван*, *Кири́льцо* < *Кирило* (*Ivánets* < *Ivan*, *Kyrílytsyo* < *Kyrylo*) 'bearers of short stature or thin'.

Suffix analysis of anthroponymic derivatives in the article is carried out according to the identified word-formation models (WFM), differentiating them according to gender specificity:

Suffix-structural analysis of male names

For a systematic representation of the suffixal derivation of male nicknames, an analysis of recorded WFMs in the order of their gradational productivity in the unofficial anthroponymy of Western Polissia is presented.

Substantive type

WFM on *-ук* || *-ік*

According to researchers, this formant is one of the most productive in the modern Ukrainian language. Its original diminutive function eventually gave way to a special anthroponymic function, or more precisely, to a genesionymic function [7, p. 222]. This fact is confirmed by the register of nicknames, where the suffix is the most common among West Polissia male unofficial anthroponyms. In patronymic (propatronymic), matronymic (promatronymic) names, the analyzed multifunctional derivative already represents a neutral connotation, since such names perform only an identification and differentiation function without any characteristics. The formation of a patronymic type was observed: *Арка́шик* (*Arkáshik*) 'son (grandson) of *Аркаша*, *Кондр'атик* (*Kondrátik*) 'son (grandson) of *Kindrat*', *Льб'ник* (*Lónyk*) 'son (grandson) of *Leoniia*, *Мака́рик* (*Makárik*) 'son (grandson) of *Makar*'; as well as a matronym: *Га́нчик* (*Hápchik*) 'son (grandson) of *Гапка*', *Го́лик* (*Gólik*) 'son (grandson) of *Golii*', *Ду́ник* (*Dýnik*) 'son (grandson) of *Duniia*, *Зі́нчик* (*Zínchik*) 'son (grandson) of *Zinka*', *Зо́йчик* (*Zoýčyk*) 'son (grandson) of *Zoika*'.

In the set of derivatives of the analyzed WFM, patronymic (propatronymic) and matronymic (promatronymic) male names are fixed, mostly of younger age, the bases of which are motivated derivatives based on the name, surname, and nickname of the father (grandfather), which could be formed as follows: *Купрі́йчик* < *Купрій*(ко)(ець) 'son (grandson) of *Купрій*', *Никоді́мчик* < *Никодим*(ко)(ець) 'son (grandson) of *Никодим*', *Проко́пчик* < *Прокоп*(ко)(ець) 'son (grandson) of *Прокоп*', *Тихо́нчик* < *Тихон*(ко)(ець) 'son (grandson) of *Тихон*'. Identical derivatives have been traced: *Кань'орчик*, *Хві́льчик*, *Юхі́мчик*.

The suffix *-ук* || *-ік* performs a matronymic function, mainly in the names of sons who were raised only by the mother.. This trend can be traced in many settlements of Western Polissia: *Вале́нчик* 'son of *Валенка*', *Ве́рчик* 'son of *Верка*', *Га́нчик* 'son of *Гапка*', *Ду́нчик* 'son of *Дунька*', *Катері́нчик* 'son of *Катеринка*', *Ма́рінчик* 'son of *Маринка*'.

Derivatives of the nicknames are common: *Бригаді́рчик* 'son (grandson) of *Бригадір*', *Кабан'чик* 'son (grandson) of *Кабан*', *Король'чик* 'son (grandson) of *Король*', *Май'орчик* 'son (grandson) of *Майбр*', *Муля́рчик* 'son (grandson) of *Муляр*', *Пасту́шик* 'son (grandson) of *Пастух*'. Anthroponyms derived from surnames with phonetic-morphemic modifications are separately highlighted: *Бі́чик* < *Бичок*, *Бу́тик* < *Бутенко*, *Бу́слик* < *Бусел*, *Гри́цьк* < *Грищок*, *Чи́чик* < *Чичотка* (*Víchuk* < *Vuchok*, *Vútik* < *Butenko*, *Vúsyk* < *Busel*, *Grúcyk* < *Hrytsyuk*, *Chúchyk* < *Chichotka*). Derivatives from the surnames – *Акайо́мчик* < *Акайомко* < *Акайомов*, *Дубе́нчик* < *Дубенко* < *Дубина* (*Akayómchuk* < *Akayomko* < *Akayomov*, *Dubénychuk* < *Dubenko* < *Dubyna*) – are rarely found.

In the western and northern dialects of the West Polissia dialect, the suffix *-ук* is represented by the vowel modifiers *-ек* || *-'ек*, cf. *Лука́нчик* 'son (grandson) of *Лук'ян*', *Юхі́мчек* 'son (grandson) of *Юхим*'.

The multifunctionality of the analyzed suffix proved that in some cases it can perform a diminutive function, in others – a patronymic. While it is practically impossible to trace this at the level of official anthroponyms, among unofficial names of

nominative origin, the functional differentiation of the affix is clear when the motivational-nominative principle is necessarily involved, cf. *Степанчик* 'son (grandson) of Stepan' and *Степанчик* < Степан 'of short stature'.

WFM on *-к-о*

As the researchers testify, the diminutive suffix *-к-о* later became a neutral anthroponymic formant, and then began to perform a patronymic function. WFM is highly productive in street nicknames, especially in family-generic anthroponyms with noun bases. For the Ukrainian language, formations with the suffix *-к-о* are the most productive of all diminutive variants of names [6, p. 85]. N. I. Rulova notes that in some cases the formant *-к-о* could mean a son after the father, i.e., perform a patronymic function and be added to various structural variants of names [25, p. 46]. This feature is clearly represented in the Western Polissia family names of younger men (sons or grandsons).

Derivatives with non-derivative bases are recorded in Western Polissia: *Борисько* 'son (grandson) of Борис', *Гадімко* 'son (grandson) of Гадам', *Гнатко* 'son (grandson) of Гнат', *Кондратко* 'son (grandson) of Кондрат', *Мартинко* 'son (grandson) of Мартин'; with derived bases: *Антошко* 'son (grandson) of Антоша', *Льонько* 'son (grandson) of Ляоня', *Макарейко* < Макарей < Макар, *Назарейко* < Назар, *Пилипейко* < Пилипей < Пилип, *Степанейко* < Степаней < Степан. Sometimes, matronyms are found: *Орисько* 'son (grandson) of Орися', *Праксёмко* 'son (grandson) of Праксема'. The form shared from the nickname, *Бугайко* 'son (grandson) of Бугай', etc., is fixed. It was observed that such anthroponyms no longer have an original expressive component.

WFM on *-ович*

It is known that the indicated formant is secondary, formed by the combination of two suffixes *-ов* and *-ич*. Historically, it has an ancient origin, because, according to scientists, even in the Proto-Slavic language, it created paternal names – patronymics [26, p. 58]. The specified WFM is productive in family and generic anthroponyms. Formations of this type are identical to official patronymic names. The qualification of the analyzed derivatives to nickname units is due to the fact that such anthroponyms identify only one specific person in the settlement.

With this suffix, patronymic nicknames (propatronyms) function, identical to official patronymic names: *Власович* 'son (grandson) of Влас', *Герасимович* 'son (grandson) of Герасим', *Гнатович* 'son (grandson) of Гнат', *Карпович* 'son (grandson) of Карп', etc. According to the quantitative indicator, there are much more matronyms, which is caused by the family structure: *Галінович*, *Годаркович*, *Даркович*, *Дунювич*, *Зінович*, *Катькович*, *Марінович*, *Мотькович*, *Тамарович*. The bearers of these unofficial names are mostly sons who were raised by one woman without a husband. Specifically, derivatives with the recorded formant are not recorded among grandchildren's names, i.e., in promatronymous names. It is clear that the generic affiliation in the demonstrated anthroponyms indicates their neutral connotative character. Such formations testify to the antiquity of the unofficial naming system, as well as its specificity against the background of other anthroponymic categories, they are even associated with the matriarchal system.

In the dialects of Western Polissia, variant suffixes were found, more often *-увич*: *Гундувич*, *Дунькувич*, *Зоськувич*, *Сиклітувич*, *Мотькувич*, *Мотювич*, *Параскувич*, *Фідуркувич*; less often *-евич*: *Макаревич*, *Сінкевич*; *-овіч*: *Миколайовіч*, *Тарасовіч*.

WFM on *-ець*

Dialectal phonetics of Western Polissia led to the use mainly of variants of the analyzed affix *-ець*, *-иц*, *-иц'*. As the researchers

point out, "qualitatives of male names with the suffix *-ець*' were common in the Ukrainian language as early as the 16th century" [13, p. 80]. In unofficial names of the family type, the qualitative function of the polyfunctional formant *-ець*' is no longer so expressive, it only partially indicates diminutiveness, therefore the formant is also used in naming sons and grandsons, cf.: *Вихторець* 'son (grandson) of Віктор', *Гантонець* 'son (grandson) of Гантон', *Макарець* 'son (grandson) of Макар', *Никодімець* 'son (grandson) of Никодим', *Потанець* 'son (grandson) of Потап', *Романець* 'son (grandson) of Роман', *Юхимець* 'son (grandson) of Юхим'. Observation showed that derivatives of this type can equally indicate the gyneconymous nature of the suffix in unofficial names. According to the same scheme, anthroponymic forms can be formed from patronymic (propatronymic) nicknames: *Бугаєць* 'son (grandson) of Бугай', *Виліхванець* 'son (grandson) of Виліхван', *Кабанець* 'son (grandson) of Кабан'.

The observed formant is also in family names with an indication of the occupation of the first bearer: *Бондарець* 'son (grandson) of Бондар', *Ковалець* 'son (grandson) of Коваль', *Матрощець* 'son (grandson) of Матрощ', *Столярець* 'son (grandson) of Стільяр'.

WFM on *-ич* || *-іч*

Researchers believe that the original function of this ancient Slavic suffix is to indicate that a person belongs to a certain genus [12, p. 9]. This functional meaning of the formant is preserved in Western Polissia anthroponymy, because the analyzed derivative is productive mainly in the generic names of men and acts in a patronymic function. In Western Polissia dialects (western and northern parts) the phonetic variant *-еч* is used.

Most formations are manifested by masculine derived and non-derived nominal bases: *Вакуліч* 'son (grandson) of Вакула', *Кузьміч* 'son (grandson) of Кузьма', *Лукіч* 'son (grandson) of Лука or Луця', *Хоміч* || *Хомеч* 'son (grandson) of Хома', *Юхиміч* 'son (grandson) of Юхим', *Яремич* 'son (grandson) of Ярема'. The patronymic character is expressed by matronyms such as *Ганіч* 'son (grandson) of Гапка', *Ганіч* 'son (grandson) of Ганя', *Голіч* 'son (grandson) of Голя', *Дуніч* 'son (grandson) of Дуня', *Катерініч* 'son (grandson) of Катерина', *Марініч* 'son (grandson) of Марина', *Ярініч* 'son (grandson) of Ярина'. Often, such names are motivated not only by the name of the mother, but also by the name of the wife, when she has a higher status in the family. The demonstrated derivatives express a neutral connotation.

WFM on *-ок*

In the modern Ukrainian language, derivatives with the suffix *-ок* have the modifying meanings of diminutiveness and caressing [26, p. 190]. In street names of a generic nature, the polyfunctional derivative is used to identify younger male persons, which is explained by the reduced-diminished specificity of the suffixes. Forms motivated by personal names and their variants, as well as nicknames based on the occupation or other characteristics of the father (grandfather) are recorded: *Гусачок* 'son (grandson) of Гусак', *Костючок* 'son (grandson) of Костюк', *Кузючок* 'son (grandson) of Кузюк', *Лісничок* 'son (grandson) of Лісник', *Панасок* 'son (grandson) of Панас', *Зиньок* 'son (grandson) of Зиня < Зиновія', *Максімок* 'son (grandson) of Максим', *Панасок* 'son (grandson) of Панас'. WFM is sporadically used in derivatives of surnames: *Далючок* < Далюк, *Петручок* < Петрук. In speech after soft consonants, the suffix can undergo the phonetic modification *-'ек*, cf.: *Ковалек*, *Мотилек*.

WFM on *-ц'о*

According to our observations, the formant *-ц'о* in nicknames indicates a distinct pettiness. The analyzed suffix is mostly used in patronymic (propatronymic) male anthroponyms: *Гадімцьо* 'son (grandson) of Гадам', *Гавріліцьо* 'son (grandson) of Гаврил', *Миколайцьо* 'son (grandson) of Миколай', *Пилиціцьо*

'son (grandson) of Пилип', *Акайбѣцьо* 'son (grandson) of Акайом', *Бригадѣрьцо* 'son (grandson) of Бригадѣр'; less often - in matronymic derivatives: *Тамарѣцьо* 'son (grandson) of Тамара', *Милѣньцо* 'son (grandson) of Мілена'.

WFM on *-yc || -yc'*

According to scientists, this is a diminutive and endearing suffix that was discovered at the appellative level in the 17th century, to indicate the names of family relationships [23, p. 57]. In the Western Polissia anthroponymic system, only names of the matronymic type are observed: *Варкусь* 'son of Варка', *Ганнусь* 'son of Ганна', *Галюньсць* 'son of Галюня', *Марусь* 'son of Марія', *Міланусь* 'son of Міланиа'. Such feminine derivatives obviously no longer have the original diminutiveness of the derivative, which is due to its loss at the stage of generic anthroponymization. Unofficial personal names of this type can also be gyneconyms. Specifically, no patronymic or propatronymic anthroponyms were found among the derivatives with the analyzed WFM.

WFM on *-ук*

The polyfunctional WFM is productive in names of a generic nature (names of younger persons - sons, grandsons), especially distinguished and by type of activity with a slight shade of diminutive, where it implements the patronymic function. While, for example, in Transcarpathian dialects, according to P. Chuchka, functions with the suffix *-ук* do not have age differentiation [7, p. 221], in Western Polissia this formant is used only in the names of younger speakers. Lexicographic fixations also testify to the formation with the suffix *-ук* of the younger persons, cf. appellative *ковальчук* 'a blacksmith's apprentice' [9, II, p. 260], *вовчук* 'young wolf' [23, I, p. 246], *орлик* 'young eagle' [9, III, p. 63].

There are derivatives with non-derivative bases: *Бондарук* 'son (grandson) of Бондар', *Мелничук* 'son (grandson) of Мелник', *Рибачук* 'son (grandson) of Рибак'.

Formations with derived bases include unofficial anthroponyms: *Бондарчук* 'son (grandson) of Бондар', *Владичук* 'son (grandson) of Влад', *Демчук* 'son (grandson) of Диментій', *Ковальчук* 'son (grandson) of Коваль', *Менечук* 'son (grandson) of Мен < Євмен', *Муційчук* 'son (grandson) of Муцій'.

The demonstrated modern morphological derivatives reflect ancient word-forming phenomena in anthroponymy, since even in the pre-surname period such formations functioned, which expressed the same patronymic or matronymic function and which were later codified into surnames, cf. modern official anthroponyms: *Грицюк*, *Климук*, *Мельничук*, *Михальчук*, *Ковальчук*, etc. The names-matronymics are sporadically observed: *Варварук* 'son (grandson) of Варвара', *Грипчук* 'son (grandson) of Гриппа'.

WFM on *-ак*

According to researchers, the primary function of the suffix *-ак* in proper names was diminutive. Later, this formant lost it and acquired the meaning of patronymic, with which many Slavic anthroponymic systems are known. The recorded formant, despite its appellative specificity, appears in family-generic anthroponyms, mainly matronyms and gyneconyms (in Western Polissia colloquialisms, the variant *-ек* is used after soft consonants): *Хімак* 'son of Хима', *Петрака* 'son of Петро', *Зурнск* 'husband of Зурна', *Мицек* 'son of Міца'. The preservation of this derivative in family names indicates the antiquity of such formations. It is not by chance that the researchers note that "the suffix *-ак* has been used by the Slavs as a patronymic suffix since ancient times" [6, p. 20]. Among the Western Polissia unofficial names of a family nature, the analyzed CM is not very productive.

WFM on *-ан || -ан'*

In Slavic languages, this formant, according to P. Chuchka, could perform both a qualitative and a patronymic function [7, p.73].

The patronymic specificity of the formant in Western Polissia nicknames is sporadically observed, but it is revealed by anthroponyms: *Петрань* 'son of Петро', *Макарань* 'son of Макар', *Сергань* 'son of Сергій'.

Attributive type

WFM on *-ів*

The patronymic-possessive WFM is represented in men's nicknames productively, with a clear indication of family and ancestral belonging. According to this WFM, male unofficial anthroponyms can be formed from the name or nickname of the father (rarely, the grandfather).

The peculiarity of the phonetics of Western Polissia dialects caused the use of variant derivatives *-ив*, *-ув*, *-ов*. The suffix *-ів* is seen relatively rarely in street names, mostly its phonetic variants are used. In Middle Polissia and Kholm dialects, the formant *-ив* functions, cf. *Драгунів* 'son of Драгун', *Вірків* 'son of Вірк', *Калінів* 'son of Калина', *Корейцив* 'son of a Кореець', *Панічкив* 'son of Паничик'.

With the participation of the suffixes *-ив*, *-ув* in the creation of nicknames, a unique phenomenon was observed due to the accentuation of the derivative. It was found that the accentuation of the formants *-ив*, *-ув* depends on the generic specificity of the unofficial anthroponym, cf. *Панічкив* 'son of *Панічик*' and *Бондарів* "from the *Бондарів* (*Bondars*) family". Other names with *-ив*, *-ув* are observed: *Годів*, *Назарів*, *Пальончиків*, *Романчиків*, *Шійкив* with the first meaning; *-ів*, *-ів*: *Булаєвів*, *Клімів*, *Куликів*, *Цибухів*, *Цвілів*, *Чешків* with the second meaning. In this case, it is necessary to talk about accentuating nicknames-homonyms.

A peculiarity of the Western Polissia dialect is that possessive adjectives from creative stems with a final soft consonant consistently retain *-о* [4, p. 667]. This is also observed in nicknames (not always with a soft ending): *Вурубійов*, *Дзеньков*, *Ковальов*, *Луцьов*, *Макаров*, *Петров*, *Федоров*, *Юхійов*.

In Western Polissia, the suffix *-ув* (*-уў*) consistently functions in male anthroponyms: *Коваликув*, *Микитюнув*, *Мукийцув*, *Никодімув*, *Полькув*, *Риндолов*, *Юхіймув*. This variant of the formant can also be found in Kholm dialects: *Байдув*, *Буськув* [10, p. 167–170] and Transcarpathian: *Таратутув*, *Конічнийов* [7, p. 217].

The simultaneous use of several phonetic modifiers of the analyzed formant in one speech was observed, cf. *Киричаюв*, *Клімуків* and *Семѣнив*. But all the same, the word-forming load of the suffix *-ув* is the greatest, as evidenced by the systematic analysis of the register of registered nicknames.

The specificity of the used derivative determines the one-generation creation (by the name of the father) of the family name, because the formation by the name of the grandfather or great-grandfather would most likely use substantive affixes (*-ец'*, *-ок*, *-ук*, etc.).

WFM on *-ин || -ин'*

According to researchers, the matronymic-possessive WFM has an ancient anthroponymic tradition [7, p. 217]. This formant with a patronymic meaning is used in the Polish and Slovak atronymic systems.

Possessive forms with the suffix *-ин* (*-ин'*) are highly productive in Western Polissia, where formations from the diminutive variant of the mother's name or her nickname prevail: *Василинчин* 'son of Василинка', *Варчин* 'son of Варка', *Галінчин* 'son of Галинка', *Домчун* 'son of Домка (Домця)', *Дуїн* 'son of Дуня', *Ксєнчун* 'son of Ксєнька', *Мотїн* 'son of Мотя', *Kholmск Мотрун* 'son of Мотря' [19, p.

167–170], Marínchyn ‘son of Маринка’, Parani ‘son of Параня’.

Derivatives of this word-formative type include possessive formations such as *Ілюшин* < *Ілюха* (mother) < *Іля* (father), where the affix load is performed by the andronymic formant *-их-*, and the original base is a masculine anthroponym. Distinguished names are observed: *Лукашійшин* < *Лукаш*, *Петрушійшин* < *Петрука*, *Романішин* < *Романка*, *Сидорішин* < *Сидорка*, *Сцьобнішин* < *Стьоба*. Many matronyms of this type are based on nicknames, cf. *Барабусішин* < *Барабус*, *Буслишин* < *Буслі*, *Ріндалишин* < *Ріндалі*, *Кробишин* < *Кроби*, *Медведишин* < *Медвед*. I. Franko recorded such male anthroponyms: *Тимчишин*, *Кузьмишин*, *Макаришин* [11, p. 399].

The peculiarity of the demonstrated personal names is that the denotations are mostly sons who were raised only by the mother (the father died in the war, died early, left his wife, etc.). Sometimes such names can be formed from the name of the wife or grandmother. According to the connotative relation, this formant is mostly neutral. Some tend to associate such derivatives with matriarchy [7, p. 218]. In addition to the main matronymic function of the derivative, names after the wife (gyneconyms) are also rarely recorded, cf. *Амфісін* ‘husband of Амфіса’, *Марінчин* ‘husband of Маринка’, *Саньчин* ‘husband of Санька’.

For the purpose of greater identification, the clarifying official anthroponymic component is used in the pre- or postposition: *Дарчин Севи*, *Кобітин Вя*, *Колья Дючин*, *Колья Маньбосин*, *Палажчин Кля*, *Райчин Сіржа*. In some nickname units, “morphological changes at the morpheme seam” are not observed, so the anthroponyms *Булочкін*, *Мартохін*, *Райкін* are used. Possessive patronyms were sporadically found with the analyzed WFM: *Марадо́нн* ‘son of Марадона’, *Мики́тин* ‘son of Микита’, *Петри́н* ‘son of Петро’.

WFM on *-іс'к-ий*

P. Chuchka qualifies the derivative *-іс'к-ий* as a “suffix of collective belonging”: “Such formations tangibly emphasize the belonging of the named not to one person, but to some larger collective. This method of naming is quite old” [7, p. 218]. Onomast notes that the scope of use of the suffix *-іс'к-ий* is the same as in patronymic nicknames with the suffix *-ів* [7, p. 218]. The same was observed among the unofficial anthroponyms of Western Polissia, where the function of the suffix is most often patronymic or matronymic, cf. *Гаврилівський* ‘son (grandson) of Гаврил’, *Климентівський* ‘son (grandson) of Климент’, *Мартинівський* ‘son (grandson) of Мартун’, *Ганнівський* ‘son (grandson) of Ганна’, *Мотрунівський* ‘son (grandson) of Мотруна’.

Given that the recorded formant is secondary, that is, it contains the possessive affix *-ів* and the toponymic suffix *-ськ*, it is possible that the derivatives in nicknames have a more extended meaning than the usual indication of generic affiliation. Presumably, the second toponym formant may indicate a territorial factor, since the names *Буслівські*, *Зайцівські*, *Гнатівські*, *Ковалівські*, *Степанівські* could be collective names of original settlements based on the name or nickname, the occupation of the first-born founder, and accordingly, a man from this settlement could be *Буслівський*, *Гнатівський*, *Зайцівський*, *Ковалівський*, *Степанівський*. This is proven by modern Western Polissia anthroponymic microtoponyms, cf.: *Бубричівський* ‘corner of village Bronysia, where a family with the surname Бубрич lived’, *Бучаківська* ‘street, village Rusniv, where a family with the nickname Бучаки lived’, *Вовківський* ‘corner of the village Romashkivka, where a family with the nickname Вовки lived’, *Гідзівський*, ‘a corner of the village Мурин, where a family with the surname Гідзівський lives. In unofficial anthroponyms containing the component *-іс'к-ий*, the original genealogy has already been completely lost.

In Western Polissia, informal anthro-derivatives with an analyzed formant reflect a high ancestral status, indicate belonging to some well-known family-settlement, and often function as positive names used openly. This is also evidenced by street personal names for the name of an entire family (which is known from a positive side in the assessment of native residents): *Вигонівський рід*, *Гусаківський рід*, *Лівусівський рід* (*Vygonovsky family*, *Husakivsky family*, *Livusivsky family*).

In the same sequence, to create nicknames with the motif ‘from such and such a settlement’, the derivative *-іс'к-ий* is used: *Гнатівський*, *Гандріківський*, *Карнівський*, *Степанівський*, *-іс'к-ий*: *Гилівський*, *Данилівський*, *Лівусівський*, *Мамунівський*, *Олшиківський*, *Петринівський*, *Хвидунівський*; *-ус'к-ий*: *Буслівський*; less often *-ес'к-ий*: *Кокханівський*, *Мукхалівський*, singly *-ос'к-ий*: *Капральівський*, *Макарівський*, *Макухівський*.

WFM on *-ов-ий*

As G. Arkushyn notes, “by origin, it is the suffix *-ів* (< *-ов*), to which the ending is added according to the model of the full form of adjectives” [4, p. 668]. In informal names, the function of the fixed formant is the same as that of the *-ів* derivative and its variants. The final *-ий* acts as an expander and creates a slightly different outline of the analyzed formations, used in parallel to the forms on *-ів*, *-ов*, *-ув*, *-ев*., cf. in the speech of Berestyan, Volyn region. parallel male formations of *Миходюв* || *Миходювий*, *Никодімув* || *Никодімувий*, *Барабусюв* || *Барабусювий*, etc. Scrupulous observations of the anthroponymy of the indicated speech revealed that the frequency of use of male generic names of the first type (in *-ів*, *-ов*, *-ув*, *-ев*) is slightly higher than in the second (in *-ов-ий*, *-ув-ий*, *-ев-ий*). With the analyzed formant, the names of speakers containing direct identification and which can equally be used both in preposition and in postposition are often used, cf.: *Бугайовий Сіржа*, *Миходювий Хведь*, *Сашка Никодімувий*, *Жорик Барабусювий*.

Derivatives in *-ов-ий*, motivated by the name or nickname of the father or grandfather, are successively used: *Ватільовий* ‘son (grandson) of Ватиль’, *Гусаровий* ‘son (grandson) of Гусар’, *Панасову* ‘son (grandson) of Панас’; with accent load *-ов-ий*: *Березуновий* ‘son (grandson) of Березун’, *Ковальовий* ‘son (grandson) of Коваль’, *Козаківий* ‘son (grandson) of Козак’, *Мельничуківий* ‘son (grandson) of Мельничук’, *Пастуховий* ‘son (grandson) of Пастух’, *Цуркановий* ‘son (grandson) of Цуркан’. In Western Polissia anthroponymy, the variants *-ув-ий* are sporadically recorded: *Бригадірувий* ‘son (grandson) of Бригадір’, *Виліхванчукувий* ‘son (grandson) of Виліхванчик’, *Ріндалювий* ‘son (grandson) of Ріндаль’; *-ев-ий*: *Макаревий* ‘son (grandson) of Мака́р’.

WFM on *-с'к-ий*, *-ц'к-ий*

The adjectival suffixes *-с'к-ий*, *-ц'к-ий*, which have a toponymic character, are realized mainly in West Polissia unofficial names, which clearly indicate family and ancestral belonging to a certain settlement. The function of these formants in folk anthroponyms is the same as that of the derivative *-іс'к-ий*. Apparently, *Буслівський* could be from the settlement of *Буслі*, *Здунський* – from the settlement of *Здуні*, by the nickname of the first bearer-founder.

The observation showed that the suffix *-с'к-ий* is used mainly in names that indicate greater individuality: *Куклінський*, *Маринський*, *Цибільський*, *Хомський*, while formations with the formant *-ц'к-ий* represent expressive collectivity: *Василіцький* < *Василі*, *Макарицький* < *Макари*, *Хоміцький* < *Хоми*, *Шатрицький* < *Шатри*. Such names testify to the antiquity and uniqueness of unofficial names of people among other types of proper personal names, in which, obviously, collective belonging is in the first place, and patronymic is in the second place.

Suffix-structural analysis of feminine names

Substantive type

WFM on *-ix-a*

In the Western Polissia factage of women's informal names, there is highly productive andronymous WFM on *-ix-a*, which P. Chuchka defines as "Ukrainianism of a substratum character" [7, p. 235]. Andronymic derivatives derived from full personal names, their variants, nicknames, surnames function consistently: *Бамбалусиха* < Бамбалус, *Бомчиха* < Бомко, *Бугайка* < Бугай, *Васютіха* < Васюта, *Гарасіміха* < Гарасим, *Зінчуха* < Зинько, *Кориніха* < коринь, *Кубзаріха* < Кубзар, *Лайдачіха* < Лайдак, *Макаріха* < Макар, холмське *Бусьчиха* < Бусько, *Реіботчиха* < Решотка [16, p. 16-168]. The same forms are fixed by I. Franko: *Тимчиха*, *Кузьміха*, *Макариха*, *Дедериха* [26, p. 399, 407]. The productivity of this WFM is also evidenced by the records of dialect speech: / на мене" Мартініха / а то Мавдукі / Шуті / Шутіха казали / Мартініха / бо д'ід буу Мартіні / Іані Баріло / а йоз ж'інка Баріліха / а не" знайу чужо / тої д'ід буу маїї глэдкії / шо в'ід тозо // . In Western Polissia colloquialisms, the use of the phonetic variant *-ix-a* is traced: *Бараніха*, *Белчіха*, *Вікторіха*, *Воленчіха*, *Гандросіха*. Such derivatives nominate mostly older married women, although no clear trend in their use can be traced. In the western and northern part of the studied dialect, WFMs on *-ex-a* prevail: *Багночеха*, *Григореха*, *Гунчеха*, *Дворачеха*, *Димчеха*, *Довгалеха*, *Драгунеха*, *Омилянеха*, *Охримеха*, *Паламареха*; *Котеха*, *Вувчеха*, which is caused by lowering [и] to [e] in an unstressed position. This version of the derivative is also recorded in Kholm female names *Драгунеха*, *Махнеха*, *Янеха* [16, p. 167-170]. In the village of Velymche of Volyn region, among female formations, WFM on *-ex-e* || *-ex-é*, *-ex'-e*, caused by the inflectional change of [а] to [e] were found: *Динісехе*, *Гашіххе*, *Жмурихе*, *Зніхе*, *Кліміхе*, *Кундратіхе*, *Кужіліхе*, *Лосіхе*, *Мартініхе*, *Пасіціхе*, *Тирентіхе*, *Юхіміхе*. In the mentioned dialect, this phenomenon is reflected in other WFMs for naming women after their husband or father, cf.: *Барисіське*, *Маркяннаве*, *Наталчине*, *Чиляднікаве*.

Variants *-ox-a*: *Бадзьоха*, *Вітальоха*, *Гантоха*, *Силімоха*, *-yx-a*: *Вацуха*, *Кленуха*, *Речуха*, *Семенуха* are used sporadically in separate speech systems. In addition, observed derivatives may have an accented suffix (*Бугайка*, *Вувчеха*, *Яціха*) or a creative stem (*Денісиха*, *Миходіха*, *Ріндаліха*).

WFM on *-k-a*

This WFM of the andronymic type is very common in Western Polissia and is used only in the nomination of daughters-in-law and daughters, and in some cases wives.

Derivatives with non-derivative bases are established, which include nicknames motivated by a nickname, first name, father's or husband's surname (andronyms): *Агрономка* < Агроном, *Багатірка* < Багатир, *Більшовічка* < Більшовик, *Гайдучка* < Гайдук, *Ленінка* < Ленін, *Мазурка* < Мазур, *Малахсіка* < Малахей, *Мельничка* < Мельник, *Мойсейка* < Мойсей, *Мусейка* < Мусей, *Мурачка* < Морак, *Прукопка* < Прукоп; *Багатиручка* < Багатир, *Гапонючка* < Гапонюк. Unofficial names of the gentile type *Градишчуха*, *Ситнуха* were formed, apparently, through the mediation of a masculine derivative: *Градишчуха* < Градишук 'from the village of Градишук', *Ситнуха* < Ситнюк 'from the village of Ситниція', etc. In family names, the original nuance of the formant *-k-a* has already been lost. The demonstrated forms are more common for naming girls and young women. Names with derived bases, formed through the derivative on *-ix-a* (its phonetic modifiers) are observed: *Барабусіха* 'daughter (daughter-in-law) of Барабусіха', *Бичііха* 'daughter (daughter-in-law) of Бичиха', *Большіха* 'daughter (daughter-in-law) of Большиха', *Бугайіха* 'daughter (daughter-in-law) of Бугайіха', *Булганінішка* 'daughter (daughter-in-law) of Булганініха', *Махтеїіха* 'daughter (daughter-in-law) of Махтеїіха', *Моцііха* 'daughter (daughter-in-law) of Моцііха'.

Feminine derivatives formed through the possessive formant *-ia* (and its phonetic variants) were found in Western Polissia: *Гамбукайіва*, *Бугайіва*, *Комарііва*, *Онуфрїіва*, *Павлока*, *Жерівка*, *Сидорівка*, *Михалііва*.

Formations of other word-forming types function sporadically among the female anthroponymic array: *Майоріа* < Майор, *Мируня* < Мирон, *Назарєча* < Назар, *Льотчиця* < Льотчик, which do not show word-formation distribution and therefore are not organized into separate WFMS.

Attributive type

To create unofficial names of this variety, patronymic-possessive formants are used mainly, which is determined by the specificity of female family-generic anthroponyms.

WFM on *-ov-a*

WFM is formed according to the pattern of possessive adjectives, cf.: *батькова*, *дідова* and is used to designate women of various ages and family status (daughters, daughters-in-law, less often – wives) from the names, surnames, nicknames of men or parents: *Буньова* 'daughter (daughter-in-law) of Буня', *Гарасіютова* 'daughter (daughter-in-law) of Гарасіюта', *Дмитрова* 'daughter (daughter-in-law) of Дмитро', *Савичова* 'daughter (daughter-in-law) of Савич', *Синкова* 'daughter (daughter-in-law) of Синко', *Тішкова* 'daughter (daughter-in-law) of Тішко', cf. records of I. Franko: *Тимкова*, *Макарова* [26, p. 399]. The prevalence of this formant is evidenced by fragments from the Polissia dialect speech: / Мін'ічка / заїти Мар'їіа / а називаїут Мін'ічка / нуї Мін'ічка / ну то вже чолов'їка добавл'їїут Мін'ічка Йуркова / Йуркова Мін'ічка / Побики називали / южна хїта йакєс' прэзвїс'ко мала / ну Побики / то Гал'а Побикува // .

Accent differentiation is observed in the nomenclature of Western Polissia anthro-derivatives: *-ov-a*: *Бундарова*, *Васькова*, *Гурубїова*, *Кравцьова*, *Кувальцьова*, *Макарьова*, *Остапчкова*, *Паламарова*. In the central and western regions of Western Polissia, there is a highly productive WFM on *-uv-a*: *Баранчукува*, *Буслува*, *Втасува*, *Віліхванчукува*, *Дохтурува*, *Зайцува*, *Зончикува*, *Камарокува*, *Кліментува*. The same verbal formant also occurs in Kholm feminine derivatives, cf. *Канодува*, *Нелькува* [16, p. 166-167]. In some dialects, WFMs on *-ov-a* are sporadically used: *Майстр'ова*, *Міцико'ва*; WFMs on *-ev-a*: *Gavruneva*, *Gavruneva*, *Ковалева*, *Ксьонзева*, *Сергєєва*, *Жандарєва*, *Крутієва*, *Ковбанцєва*, *Остапунєва*, *Шинкарєва*. Infrequent one is WFM on *-uv-a* < *ev-a* || *-ov-a*: *Штірліцува*.

WFM on *-in-a* || *-in-a*

This WFM represents an unofficial female derivation, more often on the maternal line. Derivatives from feminine qualitative personal names and their variants are observed: *Дарчина* < Дарка, *Зосьчина* < Зоська, *Христінчина* < Христинка, *Фійончина* < Фійонька, *Юхімчина* < Юхимка, cf. in Transcarpathian colloquialisms: *Катушина*, *Парішчина* [27]. Men's names are recorded less often, represented mainly in the nicknames of married women: *Васькіна* < Васька (can be either a woman or a man), *Коляціна* < Коляца, *Мішуткіна* < Мішутка, *Саніна* < Саня, *Хуміна* < Хума.

Derivatives of this type include nouns formed through the feminine formant *-ix-a* with an original masculine stem (e.g.: *Пряничііна* < *Пряничиха* < *Пряник*, *Дідзііна* < *Дідзііха* < *Дзідзь*): *Бугайііна*, *Маркосііна*, *Мойсейііна*, *Козачііна*, *Чабанііна*. Such derivatives function among Kholm anthroponyms: *Верка Сиридєііна*, *Явобха Сиридєііна* [16, p. 166-170].

WFM on *-ivc'k-a*

The WFM is used to identify women, represents the same word-formative status and phonetic modifications as masculine formations in *ivc'k-ий* (see above).

Derivatives with *-ів'к-а* are sporadically recorded among female names: *Ковалівська, Кухарівська, Панівська, Хомівська*. In the studied dialect environment, the indicated WFM is most often formed by phonetic variants: *-ув'к-а: Дмитрівська, Дубинівська, Киричівська, Мамунівська, Ливусівська, Хвидунівська, -ув'к-а: Борхувська, Бугайівська, Вигонівська, Гапонівська, Гутувська, Кабашиувська, Мушкунувська*, рідше *-ов'к-а: Балківська, Буянівська, Гарахівська*; with consonant loss of [в] in WFM *-іс'к-а: Гапонівська, Гусарівська, Диментівська, Дудівська, Масютівська* (similar to masculine derivatives in *-с'к-ий, -ц'к-ий*, where there is also a probable toponymic factor).

In informal communication, identifying constructions with distinguishing epithets are often used: *Павлішка Старá і Павлішка Малá, Старá Козá і Молодá Козá*. In the spontaneous speech of the Polissia inhabitants, the phrases *Зорозівки дівчата, Климнішчини дівчата* are used to collectively name girls or women from a certain family.

Considering the fact that a street name is an unstable and uncodified anthroponym, when creating the family-generic name of a wife, daughter or daughter-in-law, the same formants are often used (both *-их-а* and *-ов-а*, respectively, and their variants), cf.: *Бараб'юсова* 'wife, daughter and daughter-in-law of *Бараб'юс*', *Даниліха* 'wife and daughter-in-law of *Данил*'. This phenomenon is also common in Kholm dialects, where there is also no clear distinction in the use of *-их-а* and *-ов-а*, cf. *Канодіха* and *Канодува* [16, p. 169]. In this case, to differentiate the named in the conversational system, an indication of the personal name of the bearer is used: *Бараб'юсова Мар'янка, Бараб'юсова Катя, Бараб'юсова Віля*. In view of this, it is not possible to unequivocally assert the age status of the female affixes *-их-а* and *-ов-а* and trace any trend in their use.

Suffixes with the meaning of collectivity

Formants used in collective names are applied in the West Polissia anthroponymic suffixation.

WFM on *-ам-а* || *-'ам-а*

In Western Polissia anthroponyms, this formant is represented only in the collective name of children, which indicate family affiliation. Such formations are motivated by family-generic anthroponyms and derived from the singular qualitative (e.g.: *Бусленята* < *Бусленя*): *Зайчата* 'children of the *Заєць*', *Соколята* 'children of *Сокол*', *Часнята* 'children of the *Чайка*'. It has been observed that recorded derivatives are quite common among informal names. At the same time, the collective names of children are ancient in origin, as evidenced by the records of I. Bessaraba from the end of the 19th century - the beginning of 20th century, cited by G. Arkushyn: *Соколенята* "children of *Соколовський*", *Адаменята* 'children of *Адам*' [4, p. 64]. Among the onomastic material, collective names of children in *-ам-а* are also given by I. Franko: *Гринковичята, Дедерихов'ята, Марковичата* і *Марков'ята, Старивичата* 'children' [11, p. 407–409].

The phonetics of Western Polissia dialects led to the appearance of the suffix-variant *-ет-а* (after soft consonants and sibilants): *Качин'ета, Перцинетта, Прапорцинетта, Приймач'ета, Шпачин'ета*. In nicknames, this formant has a reduced tone, which is due to the specificity of its use in children's names.

Very often, patronymic-possessive formations can add an additional clarifying component – a person's name, expressing a greater degree of identification: *Бугай(юв) Кольа, Зончик(ув) Сірб'южа, Романчук(ов)а Марія, Ганя Яц(і)ха*. Vernacular names of this category are represented by the anthroponymic formula "Possessive component + proper personal name (name variant)". The role of the possessive component can be performed by the name, surname, nickname of the husband, father, mother, or other relatives: *Боркіна Віра, Вовкува Кс'єня, Мартинчина Ольга, Ст'юпува Д'єя, Чумус'юва Катя, Юрчикова Н'єстя, Г'єдзова І'єстя; Василь Р'єб'юго, В'єся*

Курніюв, Устин Саиш, Платонув В'єся. We record the following names in records of dialect speech, cf.: / *тут І'ухімка / в'уш'їє І'ухімка Б'юз'кова / Б'юз'к'ї / а чо'го і'ай не'зн'яїу чо'го і'их Б'юз'к'ї / Б'юз'ко д'їд / а чо'го Б'юз'ко не'зн'яїу // Гу'арова там д'їше / Гу'сар д'їд бу'ї / ал'єї чо'го і'ю'го Гу'саром прозів'али не'зн'яїу / М'ан'а Гу'саріс'ка / Гу'саріс'ка к'ажут' / М'ан'а Гу'саріс'ка // Панас'укї то фам'їл'ї'а такá бу'ла / Мар'ус'а Панас'ук'ова / тут З'ос'ч'ина бу'ла з'о'же / вона в'же пом'єрла / з'о'же З'с'шчина нав'єрно поб'аб'ї / З'ос'ка бу'ла / ба'ба бу'ла З'ос'ка / бу'ла тої назив'али З'ос'ка // то і'ак'єс на ю'жного п'євдо бу'ї // аї'ак'же / от і'а в'же Ковалішчина / а в'же аї'ф'їч'ка ний'ак нис'єжут по фам'їл'ї'ї / в'же'ї доч'ка / на доч'ку к'ажут от Ковалішчиної Св'єта пош'кї / а то Мик'їч'ина / бо Мик'їтка бу'є стар'ї д'їд / тої Мик'їтка / тої так назв'али / аб'о ш'є і'ї'є Н'ад'а Прич'ина / бо і'ї'д'їд зн'яїте і'акт'о коліс' / д'їд з'о'же'а Мик'їтка / і'акт'о к'ажут Мик'їч'ина або Прич'ина Н'ад'а / ну от'ак'є'в'об / ну і'а ни зн'яїу чу'го / от'ак'є'в'об прид'умали //* In these street anthroponyms, a direct reference to a relative was found, and such names have a double or even triple motivation (name, family and ancestral affiliation, sometimes an additional characteristic).

For the purpose of accurate differentiation, the specified anthroponymic structures are used to name native sisters or brothers: *Грин'юкова Л'єна* and *Грин'юкова С'єта, Катя Буровікова, Л'їда Буровіва* and *Н'адя Буровікова, Циган'юва Т'оня* and *Циган'юва С'єта, Платонув В'єся і Платонув Р'юма*. The possessive component is often added in order to avoid the title: *Марія Бараб'юсова, Марія Никодімува, Марія Самчу'юва, Марія Вишта'юва, С'юнька Назар'юва, С'юнька Пилипчу'юва*.

In Western Polissia, unofficial anthroponyms of a family-generic character almost never develop into three-member or more structures, as, for example, in Transcarpathia (see P. Chuchka [7]) or Kholm region, cf. *Г'єлько В'єрки Сирід'єшиної, Н'адя, доч'ка* [daughter of] *В'єрки Сирід'єшиної* [19, p. 167]. Only sometimes in everyday speech can one record such an "anthroponymic deployment", expressed syntactically: / *а чий то вун і'є? / чий'а вунá бу'де? //, / а п'о Мал'їй Ж'анки П'л'єшч'їної //, / а то з'є Х'їтц'ї І'л'ї Бид'ювої з Х'їтора //*.

4 Conclusion

Thus, the systematic analysis of suffix formants in the folk and household names of Western Polissia showed their following varieties: a) patronymic and matronymic: masculine *-ич* || *-іч, -ович* (*-увич, -євич, -ів'к-ий (-ив'к-ий, -ув'к-ий)*); feminine – *-ів'к-а (-ив'к-а, -ув'к-а, -ов'к-а)*; b) patronymic-possessive and matronymic-possessive: masculine: *-ин* || *-ін, -ів (-ив, -ув, -ов), -ов-ий (-єв-ий, -ув-ий)*, feminine *-ов (-єв-а, -ув-а), -ин-а* || *-ін-а*; c) multifunctional in the sense of patronymic or matronymic: *-ак, -ак-а, -ан* || *-ан', -єц' (-єц, -иц, -иц'), -ик* || *-ік (-єк, -'єк), -к-о, -ок (-єк, -'єк), -с'к-ий, -ц'к-ий, -ук, -ус* || *-ус', -є*; collective: *-ам-а (-'ам-а)*. According to the number of representants in the anthroponymic base of Western Polissia, the following types of suffix word-formation models are established: a) highly productive: masculine: *-ик* || *-ік* (*Прок'їпик* 'son of *Прок'їп*'), *-ич* || *-іч* (*Ярінич*), *-ів* (*Назарів*), *-к-о* (*Март'їнк'о, -ович* (*К'арпович*), *-єц'* (*Ром'їнец'їн*) in patronymic (propatronymic), matronymic (promatronymic) personal names; feminine: *-их-а* (*Макар'їха*), *-к-а* (*Азрон'їма*), *-ов-а* (*Останчу'юва*) in andronymic and patronymic names; b) productive: masculine: *-ин* || *-ін* (*Мар'їнчин*), *-ів'к-ий* (*Сидорівський*), *-ов-ий* (*Бараб'юсовий*), *-ович* (*К'арпович*), *-ок* (*Гусач'юк*), *-ц'о* (*Гад'їм'ю*) in patronymic (propatronymic), matronymic (promatronymic), gyneconymous names; female: *-ин-а* || *-ін-а* (*Бугайш'їна*), *-ів'к-а* (*Гапонівська*) in patronymic, matronymic, andronymic unofficial names; *-ам-а* || *-'ам-а* (*Буслен'ята*) in the collective names of children; c) low-productive: masculine: *-ак* (*Хім'їк*), *-ан* || *-ан'* (*Петр'їнь*), *-с'к-ий* (*Мар'їнський*), *-ц'к-ий* (*Васил'їцький*), *-ук* (*Ковальч'юк*), *-ус* || *-ус'* (*В'єрку'єс*)

As we can see, the nickname creativity of the inhabitants of Western Polissia both reveals all-Ukrainian anthroponymic

trends in the use of commonly used word-formation models, and outlines local peculiarities. All this testifies to the wide possibilities of nickname nomens, which especially require careful fixations and detailed regional studies. The study of unofficial names of persons at the synchronic level allows starting anthroponymic searches in diachrony, because the study of the specificity of names and surnames must be carried out primarily through the nickname paradigm.

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THEORETICAL AND PRACTICAL APPROACHES TO QUANTIFYING TAX EVASION (THE EU' AND SLOVAKIA' CONTEXT)

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Abstract: Tax evasion causes a significant loss of revenue from the state budget for any country, including countries of European Union, in particular, the Slovak Republic. Therefore, European Union countries are looking for ways to detect tax evasion. It is not possible to completely eliminate tax evasion, but it is possible to effectively detect and combat tax evasion through legislation as well as through effective tax control. The aim of this paper is to outline the theoretical as well as practical approach to classifying and quantifying tax evasion, and to make recommendations aimed at reducing the tax gap.

Keywords: tax evasion; tax evasion quantification; tax gap; tax gap calculation approaches.

1 Introduction

Combating tax evasion is a major goal for policymakers worldwide as it is a global phenomena detrimental to all economies. However, a deeper understanding of tax evasion and knowledge of its scope are prerequisites for effective control over it. Determining the dimension of this phenomena using various theoretical, experimental, statistical, and mathematical approaches was the main focus of many scientific publications because to its nature, which makes it difficult to quantify and prevents direct observation. Tax evasion represents the result of the overall economic behavior of tax subjects, oriented towards reducing the tax subject's tax liability towards the state.

In quite a large number of sources, one can often find completely different interpretations of the concepts being studied: "tax reduction", "tax evasion", "tax avoidance", "tax minimization", "tax optimization", "tax planning", etc. While tax minimization means the maximum reduction in tax amounts, tax optimization is a process associated with achieving certain proportions of absolutely all aspects of the activities of business entities as a whole, as well as the various transactions and projects they carry out. In other words, in the case of tax minimization, only taxes are controlled, while in tax optimization, all aspects of the activities of business entities are controlled. In the case when, in the course of business activities, mechanisms for minimizing or optimizing taxation are used, a situation of tax evasion often arises.

In the economic literature, tax planning is understood as the purposeful activity of the subject of tax relations, carried out strictly within the framework of the law and providing for the optimization of tax payments in order to achieve the most effective final result [2]. Most authors, when classifying types of tax planning, use two criteria for distinguishing its types: the legality of the taxpayer's actions and the degree of tax burden. When these criteria are used together, three types of tax planning are obtained [13]:

1. Classic - the taxpayer's actions comply with the law; tax payments are made as usual.
2. Optimization - the taxpayer's actions comply with the law; tax payments are made as minimally as possible.
3. Illegal (vulgar) - the actions of the taxpayer do not comply with the law; tax payments are not made in full or not made at all.

Of the types under consideration, the essence of the tax planning process is most fully reflected by its type, such as 'optimization of tax planning', or 'tax optimization'. It would be most correct to define the optimization of tax payments as a general strategic task of an organization, for the solution of which tax planning methods are used. Moreover, the essence of this task is not to mechanically reduce taxes, but to build an effective system for managing the organization and making decisions in such a way

that the entire structure of the business is optimal, including taxes. In other words, it is not about tax reduction tactics, but about a strategy for effective company management [27].

However, in taxation practice, there are situations when taxpayers implement not only the ability to use gaps in legislative regulation, but also the lack of necessary tools among law enforcement official bodies. Budget losses in such cases can be quite large. Thus, the terminological problem is at the intersection of the legislative and executive spheres of state activity.

In many cases, the ex post, or post-court, perspective is the only one that makes the distinction between tax evasion and avoidance evident. The taxpayer is only required to go by the letter of the law; they are not required to obey the spirit or the underlying intent of the tax code. However, in actuality, this line is frequently hazy. This is the reason tax evasion frequently occurs in the gray sections of the tax code, where interpretation is required due to ambiguity.

According to www.europarl.europa.eu, the European Parliament defines tax evasion and avoidance as follows from a legal standpoint: In general, tax avoidance refers to the lawful practice of utilizing tax laws for personal gain in order to lower one's tax liability, until it is declared unlawful by tax officials or, in the end, by the courts. The criminal act of avoiding taxes by hiding income - earned lawfully or illegally - from the tax authorities' discovery and collection is known as tax evasion. The majority of EU nations view tax evasion as a criminal act. Depending on the amount of taxes avoided, some of them see them as administrative violations up to a certain point, and once that point is reached, they view them as criminal offenses. For instance, in Bulgaria, it is deemed a criminal infraction for amounts over 3000 BGN (about 1500 EUR) and an administrative offense for amounts under this threshold [15].

It's important to distinguish between tax avoidance and tax evasion. Generally speaking, tax avoidance refers to structuring one's financial affairs in a way that either lowers or avoids paying taxes, which is legal. Contrarily, tax evasion is an illegal practice that uses deceit. In the meanwhile, it's believed that tax avoidance and evasion have a significant role in reducing the amount of money raised through taxes. Thus, regardless of whether it is legal or illegal tax evasion, it is an undesirable phenomenon from the point of view of the state's economy [11]. The estimate of VAT evasion in the EU is approximately 160 billion Euros per year. Therefore, correct quantification and measures of individual EU states that lead to the reduction of tax evasion are very important.

2 Materials and Methods

Theoretical approaches to the quantification of tax evasion include a procedure in which to calculate estimated tax evasion in the field of indirect taxes, we use the methodology of estimating and calculating the volume of the so-called gray economy in Slovakia, which operates within the European Union.

3 Results and Discussion

Because tax evasion and avoidance are covert activities, estimating them can be challenging. These acts typically go unreported and unrecorded in statistical databases. Another problem that emerges in emerging nations is the fact that access to economic data is far more limited than it is in rich nations. This explains why there is a dearth of factual evidence on tax evasion and avoidance in developing nations. A few research have been done on the estimation of tax avoidance and evasion.

Direct and indirect approaches are used for the calculation methods, but model approaches are most often used. Direct methods are aimed at adding GDP to the production of the gray

economy in a certain place and time, i.e., sample surveys or tax evasion surveys [22]. These methods are detailed and accurate, but limited in that they can only quantify a sample set. Indirect methods have a macroeconomic character and are most often monetary methods, which is also their disadvantage. The model approach is based on the assumption of causality between the cause and effect of the shadow economy. The most frequently used is the MIMIC (Multiple-Indicators and Multiple-Causes) method.

Research in the field of the gray economy did not confirm the correlation between the amount of gross domestic product and the amount of illegal income. Even the correlation between the amount of taxes and the growth of this shadow economy is not as dominant as one would expect [10; 12; 20]. The highest correlation was recorded with sufficient real income and the possibility to procure all required goods without risks, and on the contrary, with their insufficient amount, where obtaining an advantage is much more used even at the cost of a high risk of detection of fraud [3]. This was the reason why we focused on finding out whether there was a decline in the real incomes of the population and the business sector, and thus to what extent the inflationary development exceeded the development of nominal incomes.

A practical approach to quantifying tax evasion is the calculation of the tax gap. Tax loophole means quantifying the extent of tax evasion. Thus, it represents the difference between the tax actually paid and the tax that should have been paid if all individuals and businesses declared their activities and transactions correctly in accordance with the applicable legislation and the intentions of the legislation (theoretical tax).

The tax gap is cleared by the results of the control activity of the tax administrator. The tax gap has the following main components:

- a) Undeclared tax (i.e., tax evasion),
- b) Tax detected by inspection or declared tax that has not been paid.

Figure 1 demonstrates an overview of the tax loophole.

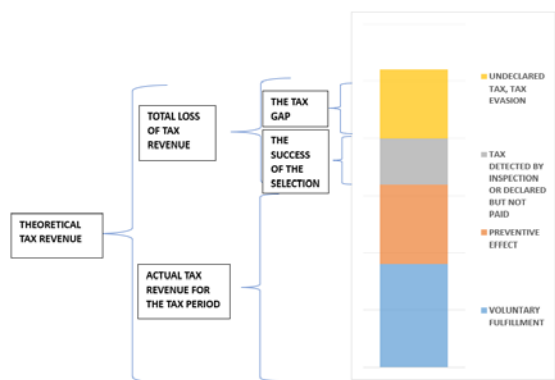


Figure 1. Overview of the tax loophole [17, p. 98]

The estimate of the tax gap can be calculated for all taxes that are in the tax system. An effective calculation of the tax gap is in the case of an indirect tax that exists in all states of the European Union - that is value-added tax.

According to Cobham [4], domestic evasion accounts for US\$ 285 billion of the total tax gap resulting from tax evasion and avoidance in developing countries. The remaining US\$ 385 billion is thought to be related to international profit shifting and tax evasion through offshore holdings of financial assets. He takes into account the subsequent tax evasion model: In the absence of any leakages, the total tax revenue would be

$$T_0 = tY(\Omega) \quad (1)$$

Where the income (Y) generated by the economic activity (Ω) is $Y(\Omega)$, the countries tax system's average tax rate is $t\%$ and T_0 is the total tax revenue.

Still, there are instances of leaks. We shall limit our investigation to the leakage caused by the shadow economy. Tax income will be reduced by s if the amount of the shadow economy in total economic activity is determined by a proportionate factor.

$$T_1 = tY(\Omega(1-s)) \quad (2)$$

Next, the lost tax income as a result of the shadow economy is

$$T_0 - T_1 = tY(\Omega(s)) \quad (3)$$

This difference is estimated as it follows:

$$\text{Est } (T_0 - T_1) = \text{Tax revenue to GDP ratio} \times \text{GDP} \times \text{Share of the shadow economy in GDP} \quad (4)$$

Schneider's [20] estimate of the GDP proportions of the shadow economy was utilized in his computations. The limits of Cobham's method are argued by Fuest and Riedel [5]. Some of them are the following:

1. One way to sum up the tax system is as a proportionate tax on GDP. This deviates from the tax system's structure (direct versus indirect taxes, tariffs against value-added taxes). This implies that operations in the shadow economy would be subject to the same average tax rate as those in the official sector if they were transferred to the legal economy. As the writers contend, the organization of operations in the shadow economy may differ from that of the official economy.
2. This method makes the assumption that economic behavior is predetermined and will not change if tax enforcement does. Individuals may be less inclined to invest, put in effort, and invest if they are taxed. Therefore, if economic activity is included into the formal economy, it may be reduced.
3. We often overlook the costs of administration and compliance, which have an effect on the amount of money that may be raised. Reducing the shadow economy may actually decrease rather than enhance the amount of money available to pay for public services if these costs are significant.

Additionally, Cobham [4] leaves unresolved some questions about the integrity of the methodology and the connection between the measurement concept and the data employed. A pertinent concern that emerges is whether the methodology takes into account the fact that the GDP, as stated in the WDI statistics, comprises a portion of economic activity that is tax evading.

Cobham's computation of the tax gap is dependent on the accuracy and validity of the estimates of the shadow economy obtained from Schneider [21], as well as the significance of the shadow economy as assessed by Schneider for the specific problem of tax evasion. However, only a portion of what is typically classified as the shadow economy would be subject to taxes if it were disclosed to the government. Certain activities would be prohibited, especially illegal ones.

Schneider's Multiple Indicators, Multiple Causes (MIMIC) methodology specifically takes into account a number of the informal economy's causes and consequences. In order to estimate the variable itself, the approach analyzes the relationships between the observable causes and the consequences of an unseen variable - in this example, the informal economy.

The following phases, as outlined by Schneider and Medina [14], form the basis of the model:

- 1) The shadow economy is being modeled as an unobservable quantity.

2) An explanation of how the latent variable's causes relate to it in a structural model:

$$SE = \Gamma X + \xi \quad (5)$$

3) The measurement model illustrates how the latent variable and its indicators are related:

$$Y = \Lambda y SE + \varepsilon \quad (6)$$

Where SE is the shadow economy, X is the vector of causes, Y is the vector of indicators, Γ is the coefficient matrix of the causes, Λy the coefficient matrix in the measurement model and ξ , ε are the errors of the two equations.

According to Schneider and Medina's [14] research, the estimation is dependent on the following factors that influence the shadow economy: a) an indicator of the economy's tax burden; b) institutional quality; c) openness, as measured by trade openness; and d) unemployment. Measurable indicators are also employed by the MIMIC model. These include: a) currency as a percentage of wide money; b) labor force participation; and c) an estimate of the size of the economy.

For many years, the basic MIMIC model has been applied rather often in the literature. It has also drawn criticism, mostly for using GDP (GDP per capita and GDP growth per capita) as an indicator and cause variable. Instead of employing GDP per capita and GDP growth per capita as cause and indicator variables, the authors employ Henderson, Storeygard, and Weil's (2012) "night lights approach" to separately capture economic activity in order to overcome this problem [8]. In their article, they employ space-based light intensity statistics as a stand-in for the "real" economic development that nations have experience [14]. The main disadvantage of the model is that a quantification of the shadow economy relies on the validity of the reference value. Since the latent variable is not observed, only an index (as opposed to an absolute value) of the latent variable can be obtained through the estimation model. This index is arbitrary. To relate the index to real variables like GDP one must estimate (or otherwise obtain) the size of the shadow economy for one certain year, a 'base year'. The size of the shadow economy for all other years can then be extrapolated from the index. Therefore, the level of the shadow economy is not derived from the MIMIC model, but only the change of the time path

Individual EU member states deal with the quantification of the tax gap. Great Britain, Sweden, and the USA have the most elaborated methodology for estimating the tax gap [11].

The Tax and Customs Office of Great Britain - HM Revenue & Customs - processes material on the country's tax loophole every year, where it reveals the non-recognition of taxes due to reasons that include:

1. Criminal activities – activities of organized criminal groups that come together with the aim to coordinately and systematically violate valid legal regulations - for example, VAT fraud, carousel fraud.
2. Illegal tax evasion – individuals or companies intentionally distort, hide economic information in order to reduce tax liability.
3. Hidden economy - according to HM Revenue & Customs, it is an unofficial economic activity, thanks to which the entire source of income is not statistically captured, because the tax administrator does not know about the taxpayer's economic activity.
4. Avoiding the payment of taxes - this is the acquisition of tax benefits that the legislator never considered. In other words, gaps in the legislation.
5. Legal interpretation of legal standards – this is a situation where the tax administrator and the tax subject have different opinions on the given issue. These are ambiguous provisions of the law [18].

6. Non-payment of tax – this is a case where the tax subject has acknowledged the tax liability, but is unable to pay and the tax administrator is unable to collect them.
7. Negligence and carelessness that occur when drawing up financial statements and calculating tax liability.
8. Errors that imply various unintentional errors in the calculation of tax liability.

Development of presumed tax evasion in indirect taxes in Slovakia and EU member states deserves special attention.

As it was mentioned above, tax evasion represents an undesirable situation for the state and the state budget. In the ten years since 2009, the level of tax evasion in the EU has decreased by 12 to 16 percent, but it is still quite high. In 2015, EU nations lost an estimated 824 billion Euros in tax revenue, according to a study conducted by the University of London on behalf of the Socialists and Democrats parliamentary party in the EU Parliament. According to tax expert Richard Murphy, who performed the analysis, this is significantly more than the amount that the public sector misses out on due to firms lawfully evading taxes (50 to 190 billion Euros) [1].

The information displayed in this infographic (see Figure 2) is the best estimate; according to Murphy, the total may range from 750 to 900 billion euros throughout the EU. In terms of percentage terms, Italy evades the biggest portion of this, followed by Germany and France. With 47% of GDP, Denmark is in first place, followed by Austria and Belgium.



Figure 2. Estimated level of evaded taxes in EU countries (in billion years) [1]

Aline Robert [16] claims that tax evasion deprives the EU of 20% of corporate taxes. Corporate tax rates fell by a historic amount in 2018, from an average of 49% to 24%, as a result of greater international competitiveness since free trade became popular in the 1980s. Economists debate the causes of this decline. According to economists, 40% of corporate profits are fictitiously transferred to tax havens, which runs counter to the theory of "perfect competition", which holds that economic

actors expand their activity in nations where investments are more advantageous for them because of a business-friendly global environment. This is accomplished through paper businesses, as demonstrated by Alphabet, the parent company of Google, which reported a €19.2 billion turnover in Bermuda in 2017 while having no operational presence there. This is because of the island's 0% business profits tax rate, not its allure [16].

Experts utilize the profitability of foreign firms as their primary criterion when examining current data; in non-tax haven nations, foreign companies exhibit lower profitability than domestic ones. Conversely, international businesses located in tax havens want to maximize their profits. The tax rates on corporate earnings in Ireland are irrational. On average, they make up 800% of the entire payroll, even though, by reasoning, they ought to make up 30 to 40% [26].

Studies show that in 2015, tax havens accounted for 40% of the profits made by multinational corporations. What is even more alarming is that this strategy mostly hurts developing nations and EU members, since Europe loses 20% of its business tax revenue [26]. Concerning the OECD's present attempts to stop corporate tax erosion, the results are concerning since they suggest that these efforts may be ineffective. The study's authors contend that economic sanctions against nations with low tax rates would be more successful than attempts to stop money transfers that distort data.

The amount to which businesses optimize their taxes affects global data for all OECD nations concerning GDP, corporate earnings, trade balances, and other related metrics is another outcome of this investigation. As a result, European enterprises' capital shares would be double what is shown in national accounts.

According to information from the Institute of Financial Policy of the Slovak Ministry of Finance, the estimated loss of VAT revenues reached the level of 2.3 billion Euros. It follows from this information that the biggest tax evasions are in the Slovak Republic on value added tax. Value added tax belongs to the category of indirect taxes (consumption tax). Other indirect taxes are consumption taxes.

A characteristic feature of indirect taxes is that they are paid by the taxpayer, that is, they burden primarily the final consumer, as they form part of the realization price of taxable services.

Tables 1, 2, and 3 contain the assumption of tax evasion on VAT and other indirect taxes.

Table 1: Development of estimated VAT tax evasions as a result of shadow economy transactions (in millions of €)

Year	2018	2019	2020	2021	2022	2023
Collection of VAT	5 978,60	6 663,70	6 827,20	6 761,20	7 988,80	9 883,70
Interannual change		11,50%	2,50%	-1,00%	18,20%	23,70%
Presumption of leakage	657,65	933,58	932,6	923,58	1043,34	1290,81

Table 2: Development of estimated tax evasion of other indirect taxes as a result of transactions in the shadow economy (in millions of €)

Year	2018	2019	2020	2021	2022	2023
Collection of indirect tax	2 320,20	2 426,40	2 233,50	2 869,60	2 497,40	2 548,10
Interannual development		4,60%	-7,90%	28,50%	-13,00%	2,00%
Presumption of leakage	280,744	294,808	3129134	391,987	341,145	332,782

Table 3: Overview of the VAT tax gap in EU member states

EU member state	% of the tax gap
Sweden	2
Luxembourg	3
Finland	6
Slovenia	7

Belgium	8
Spain	9
Ireland	9
Estonia	9
Denmark	9
United Kingdom	10
Austria	10
Germany	11
Netherlands	11
Portugal	13
France	14
Czech Republic	15
Hungary	17
Bulgaria	19
Latvia	23
Poland	24
Italy	27
Greece	27
Slovakia	30
Malta	35
Lithuania	36
Romania	37

Based on the decision of the Commission of the European Parliament and the Council, the average percentage of the tax gap is set at the level of 17%. According to Table 3, it is clear that the tax gap has a much higher percentage in the states: Hungary, Bulgaria, Latvia, Poland, Italy, Greece, Slovakia, Malta, Lithuania, and Romania than the average for EU member states. In practice, this means that states with a higher percentage of the tax gap experience tax evasion in alarming amounts.

Evidently, one of the best ways to prevent the taxable base from shrinking and earnings from being exempt from taxes is to enact broad regulations against tax evasion.

General Anti-Avoidance Rules (GAAR) - measures aimed at preventing a taxpayer from committing actions whose purpose is to evade taxes - are a guideline for assessing the actions of taxpayers and identifying in them signs of abuse of law, such as obtaining a tax advantage that is contrary to the purpose and meaning of the applicable tax legislation, "artificial" motive when making a transaction to obtain tax preferences, the unusual nature of the taxpayer's transaction, contradiction to the economic content of the transaction. General rules against tax evasion are necessary, since detailed tax legislation is not always able to cope with "aggressive" tax planning, which is also based on gaps in the legislation and sometimes borders on tax evasion.

The literature identifies four main models of the concept of general rules against tax evasion [9]:

- 1) Rules based on the recalculation by tax authorities of the amount of the taxpayer's tax liability when identifying transactions aimed solely at obtaining tax benefits. For this model, the transactions performed by the taxpayer and the tax benefit received are important, but the economic meaning of the transactions is not taken into account;
- 2) Legislative consolidation of rules derived from judicial practice, which prescribe the interpretation and application of tax legislation to the economic substance of transactions, and not to their legal form. This model of general rules against tax evasion gives the tax authorities the right to recalculate the tax liability based on a transaction that more accurately reflects the intended economic meaning;
- 3) A judicial model of general rules against tax evasion, implying that courts apply a broad interpretation of the abuse of law doctrine;
- 4) Legislative consolidation of the doctrine of abuse of law, which is applied in cases where the taxpayer uses "artificial" structures or operations that formally comply with the law, but do not correspond to the goals of the tax legislation.

General rules against tax evasion are used [7]:

- 1) In cases where the taxpayer changes the form of the transaction (by artificially splitting it and fictitiously

creating a multi-stage process when performing a transaction that is simple in nature, using conduit companies, etc.) in order to use those that are more profitable for him from a tax point of view tax law norms;

- 2) In cases where the taxpayer changes the form of the transaction (concluding imaginary and feigned transactions) with a different economic essence of such transactions, after which he uses the rules of tax law that are more favorable for him from a tax point of view;
- 3) The taxpayer seeks to apply a literal interpretation of the rules of tax law, which does not correspond to the purpose of introducing these rules.

In the European Union, general rules against tax evasion were initially formed in the jurisprudence of the European Court of Justice.

In the *Emsland Starke* case, the European Court of Justice for the first time formulated the concept of abuse of Union law, which consisted of objective and subjective elements. An objective element is a set of objective circumstances indicating that the tax benefit received conflicts with the subject or purpose of the applicable tax legislation. The subjective element is the intention to obtain an advantage from the rules of the European Union by artificially creating conditions for obtaining such advantages. In the *Halifax* judgment, the ECJ applied the concept of abuse of discretion. The position expressed in the decision of the EU Court of Justice of September 12, 2006 in the *Cadbury Schweppes* case currently serves as the basis for distinguishing transactions that result in abuse of law and optimizing taxation [13]. The EU Court of Justice concluded that the application of UK controlled foreign company legislation is justified if it is a "wholly artificial arrangement", i.e. created solely for the purpose of obtaining a tax benefit and aimed at avoiding payment of tax in the territory of the state in which the parent company is registered. The norms of legislation on controlled foreign companies do not apply if it is proven that, in addition to the direct motive of obtaining a tax benefit, the subsidiary organization was actually established to carry out real economic activities in the territory of another state of the Union. Thus, the Court found that any restrictive measure to combat tax evasion must be proportional and is not applied if the transaction performed by the taxpayer is necessary for the implementation of his economic activity.

Proof of the absence of a "completely artificial structure" can be provided by three factors taken together: the degree of actual presence of the subsidiary in the territory of the state of incorporation, the actual meaning of the activities carried out by the subsidiary, the economic value of this activity for the parent company and for the entire group of companies [13]. From this court decision it follows that tax optimization is a legal action in the territory of the European Union. Anti-tax evasion measures established by the national legislation of member states of the European Union should target transactions aimed at the abuse of law.

In 2016, the Directive on the establishment of rules regarding tax evasion practices that directly affect the functioning of the internal market was adopted, which states that general rules against tax evasion are necessary to combat tax practices involving abuse of law, but not affected by special measures to combat tax evasion.

Thus, the purpose of general rules against tax evasion is to fill gaps, and their use should not affect the application of special rules against tax evasion. Within the European Union, general rules against tax evasion should be applied to "artificial" transactions. In all other cases, the taxpayer has the right to choose the most efficient structures for his commercial activities from a tax point of view. In addition, it is important to ensure uniform application of general rules against tax evasion within the state, within the European Union, as well as in relations with third countries, so that the scope and results of their application do not differ in domestic and cross-border relations.

The intention of Slovakia as well as the European Union states is to introduce a uniform methodology for the quantification of tax evasion and also methods that ensure the reduction of tax evasion.

The recommendations of the Commission of the European Parliament and the Council for the member states in the EU regarding the reduction of tax evasion are as follows:

1. Improving of cross-border cooperation between tax administrations in the EU. Truly effective cross-border cooperation between the tax administrations of the Member States can only be achieved in the case of mutual trust and solidarity between the Member States. Member States can only expect to reap the benefits of cooperation if they are willing to help each other. One of the tools is the introduction of the EUROFISC mechanism. Eurofisc is an office that is supposed to serve for a quick and multilateral exchange of information between tax administrations within the EU. With the help of the mentioned mechanism, the tax inspectors should have the required information immediately available, which helps to perform the tax inspection effectively.
2. Strengthening of the information systems of tax administrations, in order to provide information about tax entities that have committed violations of tax laws. According to the mentioned system, the European Commission envisages a more effective system for detecting tax evasion [23].

Coherent policy in relation to third countries – that is, to countries that are not member states of the European Union. For example, international cross-border deposit markets continue to be dominated by well-known financial centers with strict banking secrecy regulations and enjoying high publicity. The Cayman Islands and Switzerland alone, with total non-bank deposits of €1,352 billion, represent almost 20% of all such deposits worldwide. The European Commission expects a higher degree of cooperation with countries outside the EU. The introduction of the above-mentioned measures in all EU states would result in an increase in the effectiveness of the control activity of the financial administration. Effective financial literacy would help to eliminate gout leaks [24].

Since there is currently no widely agreed definition of the underground economy, it is challenging to evaluate and compare the outcomes from various nations. Furthermore, there are benefits and drawbacks to the methodologies employed to estimate the phenomena. There is no superior way among them all. It is advisable to employ many methods when evaluating the underground economy. It is reasonable to claim that there is still a lack of sufficient connection between theory and empirical estimation at this time. In this discipline, there are still several topics that require further investigation. First and foremost, in-depth studies on tax avoidance and evasion in emerging nations are required. Knowledge that is generated using similar, shared academic standards in order to gather trustworthy cross-national statistics. Expanding international cooperation is the second area that requires more focus. This is critical since many instances of tax avoidance and evasion stem from cross-border operations. The third issue is the requirement for universally recognized standards for estimating tax evasion and avoidance. This suggests a commonly recognized definition of tax evasion, a list of the variables that influence it, and a reliable approach to estimating its scope that can produce similar statistics for the majority of the nations.

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

HISTORY AND PROSPECTS OF THE STRUCTURAL-FUNCTIONAL METHOD IN ETHNOLOGY: IMPLEMENTATION IN FAMILY RITUALS, STREET ART AND ACTIVITIES OF LOCAL ARTISTIC COMMUNITIES

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Abstract: The purpose of the article is to establish which structures should be considered the most characteristic and typical for the founders of the structural and functional analysis in ethnology – C. Lévi-Strauss, A. Radcliffe-Brown, E. Leach, V. Turner, V. Propp. The researcher singles out the main structure for each of them and demonstrates its functional capabilities. For Radcliffe-Brown, in the author's opinion, the structure of the tribe and family relations between its members in one of the areas of Western Australia is fundamental. From the scientific heritage of Lévi-Strauss, the structure of the division into components of the ancient Greek myth about Oedipus stands out. Characteristic for Leach is the structure of "condensation", in which two interconnected functions give rise to a third one, usually based on symbols and metaphors. A structure characteristic of Turner is a diagram of the spatial symbolism of a certain ritual of one Central African tribe. As an example of Propp's structuralism, the division of a folk tale according to the functions of the characters is given, where each of the functions has a conventional designation, and as a result, we get the formula of the fairy tale plot. The author concludes that the possibilities of the structural and functional method are far from exhausted. Thanks to the examples presented in the article, it was possible to establish that the method of structural and functional analysis, initiated in the middle of the last century, can be successfully used in the latest research, in particular, the study of Ukrainian national rites of the family cycle, as well as street art and activities of artistic communities.

Keywords: ethnology; structuralism; structural and functional method; C. Lévi-Strauss; A. Radcliffe-Brown; E. Leach; V. Turner; V. Propp; Ukrainian national family rites; art; street art; artistic communities sociology.

1 Introduction

The introduction of the structural and functional method in scientific research dates back to the beginning of the 20th century. Thanks to F. Saussure, a new at that time form of analysis emerged in linguistics, which considered a certain area of human vital activity as a complex system of interconnected parts that form a structure and that function among themselves and with external components of other structures. In a short time, this method was used for research by other sciences, including ethnology.

Currently, there are many studies on the scientific activity of schools of structural and functional analysis in ethnology, however none of them demonstrates how the structures of the founders of the method differ and how they function. Therefore, the purpose of this article is to establish how structuralism was understood by its founders in ethnology, how the structural and functional method can be used today, and what prospects it will have in the near future. To fulfill such a difficult task, one should carefully familiarize oneself with the rich heritage of prominent representatives of structural and functional analysis and single out the most essential and typical structure for each of them, as well as demonstrate how this structure works and what functions it performs. Also, the purpose of the study is to draw a parallel between the structures of the founders of structural and functional analysis and the latest research in the field of Ukrainian family ritualism.

Structuralism arose as a response to the methodological crisis of evolutionism. And in the 50s and 60s years of the 20th century, he created a whole school in the field of ethnological research, or even two schools – French and British.

2 Materials and Methods

The theoretical and methodological foundations of the work are: methodological principles of the systems approach; structural-functional approach, theoretical and methodological positions of ethnological essentialism (primordialism), revealing the essence of ethnicity as an objective phenomenon of society; methodological ideas of constructivism, including anthropological constructivism, outlining the complex problem of measures of subjective constructibility, instrumentality and situationality of ethnic systems.

In addition, the basic positions of general philosophical research methodologies are used: dialectics, hermeneutics, and phenomenology. General scientific research methods such as historical research, comparison, idealization, and abstraction are also widely used.

3 Results and Discussion

Structure by A. Radcliffe-Brown

Alfred Radcliffe-Brown, a representative of the British school, understood the term "structure" as "an orderly arrangement of elements or parts connected to each other in a much wider unity" [21, p. 260]. In our opinion, the most vivid example of the use of the structure by Radcliffe-Brown is the system of 1958, given by the scientist in the work "Method in Social Anthropology". The structure considers the kinship system in the tribes of one of the regions of Western Australia. This locality is divided into several territories, each of which has a fixed male population. The scientist calls such a social group, which belongs to a certain territory and is the fundamental unit in the entire structure, a "clan". Women, unlike men, when they get married, move from one clan to another and attach themselves to it. A group of men with women and children of the same clan is called a "horde" by Radcliffe-Brown. The horde is divided into families. Several clans with a common language and similar customs make up a tribe. Individuals belonging to different clans and tribes can be related to each other by a kinship system and divided into close and distant relatives. Family ties connect each man to his mother's clan and another one where he took his wife from.

Thus, there is a division of society into two halves, and this division passes through several tribes. Therefore, each clan belongs to one of the halves, which can be marked with Roman numerals – I and II. In addition, there is another dichotomous division of society into two successive generations, which the researcher designates x and y. Thanks to these designations, we have the division of society into four departments or sections – Ix, Iy, Ix, Iy. According to the laws of the tribe, a man has the right to take as his wife a representative of only one of the four sections, namely, the one to which his mother's brother's daughter belongs. Thus, a man from section Ix had to look for a wife in section Iy. Another aspect of the social structure is that each clan represents a separate totemic group, which, in turn, is divided into friendly and unfriendly clans. And such approach forms the religious structure of society.

There are established norms of behavior, traditional laws of tribes, which the researcher calls "institution". The function of institutions is to regulate compliance with rules and relationships between members of society. For this, institutions can impose certain sanctions on violators of norms and rules. One cannot ignore the fact that an individual changes his own social position during his life – he grows up, gets married, takes an important place in the ruling body of the clan, etc. [26].

C. Lévi-Strauss's structuralism

Claude Lévi-Strauss is not only a representative of the French school of the structural and functional method, but is also considered the founder of structuralism in world anthropology.

In the already mentioned 1958, his book “Structural Anthropology” was published, which provides a classic example of the use of structural and functional analysis. In Chapter XI, devoted to the structure of myths, the researcher decomposes the ancient Greek myth about Oedipus into components, which he calls *mythemes*. Each of the *mythemes* collected in the table is placed in such a way that, reading from left to right and from top to bottom, we get the meaning of the myth. When we need not only to get acquainted with the content, but, according to the researcher’s terminology, to “understand the myth”, we should read those *mythemes* that are placed in a certain specific column, while each column is perceived as a single whole [20].

The first column contains *mythemes* that reflect the hypertrophy of family relations, when relations between relatives are closer than allowed by social norms:

Cadmus is looking for his sister Europa, kidnapped by Zeus.

Oedipus marries his own mother Jocasta.

Antigone, breaking the ban, buries her brother Polynices.

In the second column, *mythemes* with the devaluation of family relations are collected:

Spartans kill each other in fratricide.

Oedipus kills his own father Laius.

Eteocles kills his brother Polynices.

Thus, the first and second columns contain a contradiction between *mythemes*, which can be reduced to two extremes: hyperbolization – underestimation. The same relationship occurs between the next two columns – the third and fourth. *Mythemes* of the third correspond to the idea of destroying monsters – the dragon and the sphinx, and therefore the general feature of this column is the denial of the autochthonous origin of man:

Cadmus kills the dragon.

Oedipus kills the sphinx.

In the fourth column, *mythemes* are collected that prove the autochthony of human origin, namely the fact that people are born from the earth:

Labdan (father of Laius) = lame (?)

Laius (father of Oedipus) = left-handler (?)

Oedipus = fat-footed (?)

Having decomposed the content of the tale of Oedipus into components and distributed them in a table of four columns, Lévi-Strauss established the paradigmatic structure of the myth, which functions in the already indicated four directions [20].

E. Leach and his doctrine of “condensation”

It is almost impossible to demonstrate the structuralism of the representative of the British school, Edmund Leach, who can be considered a follower of Lévi-Strauss and Radcliffe-Brown, within the limits of one article. His structure is wide branching to which new and new elements are added in each subsequent work. But, in the opinion of the author of this study, the most demonstrative or most characteristic example of his structuralism is the doctrine of “condensation” of ideas and representations as a result of performing rituals. Therefore, one should refer to his article “The Material Embodiment of Abstract Ideas”, included in the book of 1976 “Culture and Communication”.

In order to connect two entities belonging to completely different contexts, the human collective worldview resorts to symbols and metaphors. The simplest example will be the one where the two previous statements form a third symbolic one: the lion is a beast / the king is the most powerful person in the

state / the lion is the king of beasts. Leach goes on to give an example of a metaphorical combination of contexts in the religious imagination: Shiva is the source of divine power / penis is the source of life-giving power / lingam is an object in the shape of a penis / lingam is Shiva god.

The researcher, almost the only one, explained the nature of Australian totemism in a similar way, referring to the metaphorical “condensation”: we are members of the same group because we come from the same ancestor / they are members of the same group because they come from the same ancestor / these white birds are eagles, those black birds are crows / we differ from them as eagles from crows / we are eagles because our first ancestor was an eagle, they are crows because their first ancestor was a crow / we live limited in time and die / if we did not die, then all events would be outside of time, as it happens in a dream. Thanks to the last statement, a number of oppositions arise:

ordinary time / dream time;

start → end / start = end;

life → death / life = death;

ancestors no longer exist / ancestors still exist;

we are mortal (humans) / ancestors are immortal (gods).

Based on the latter, it is possible to formulate and add the following statement: by performing ritual honoring of the eagle and the crow, we and they honor the ancestor-gods who continue to live in the time of dreams [19]. In Leach’s structuralism, the presence and functional properties of metaphors, “condensation” and oppositions are clearly traced.

V. Turner – a follower of A. Genep

A study devoted to the structures that characterize the representatives of the school of structural and functional analysis will be incomplete if we do not mention a scientific work of the French ethnologist, the founder of the doctrine on rites of passage, Arnold van Gennep. He cannot be called a structuralist, although the alternation method he pioneered uses a structural basis. But his follower Victor Turner is the undisputed representative of structuralism in British anthropology and a contemporary of Edmund Leach. His understanding of the structure is contained in the work of 1969 “The Ritual Process. Structure and Anti-Structure”.

Unlike Gennep, who divided the rites into pre-laminar, laminar and post-laminar [6], Victor Turner finds all three phases – separation, intermediate phase and involvement – in each of the rites. He takes the ritual of the Central African Ndembu tribe as the basis of his research, which is called “Isoma” and is dedicated to the process of restoring a woman’s ability to reproduce.

But Turner does not begin with a description of the structure itself, but of the functions it should reproduce. He notes that he is moving from particulars to generalizations, and these particulars are the components of the ritual – symbols. Each of the symbols that make up the ritual combines the known world of real phenomena with the unknown and invisible kingdom of shadows [27]. The researcher depicts the structure itself in the form of a diagram of spatial symbolism, where two fires are burning on the sides: on the left – female, on the right – male. In the middle is a tunnel leading from the ikela of death to the ikela of life, through which a woman and her husband move during the ritual. At the end of the tunnel, on one side – hot medicine over the fire, on the other – cold medicine on the bank of the river.

Further, Turner, analyzing the structure of the performed rite, points to the presence of two triads: visible (doctor – patient – patient’s husband) and invisible (witch doctor – shadow – mask). The doctor is a mediator between the female and the male, the witch doctor – between the representatives of the world of the

living and the world of the dead. Other components are dyads that represent binary oppositions and represent female/male, death/life, left/right, naked/clothed, white hen/red rooster, animals/people, shadows of the dead/living participants [27]. The description of the structure and functions that characterize one of Turner's main concepts is given here in a simplified and superficial way, because a more detailed consideration of them would require much more attention and scope, which is unacceptable for such a study within the scope of the article.

V. Propp: the use of structure before the birth of structuralism

Vladimir Propp, whose structure we will consider last, created it long before the above-mentioned representatives of the structural and functional method. Despite the fact that, in addition to folklore, he also studied ritualism, his main work in the field of structuralism was the book "Morphology of the Folktale", published in 1928. In fact, the researcher called it "Morphology of a Fairy Tale", but the editor changed the name. Therefore, it should be noted that Propp's structure is devoted to only one type of folklore genre, namely the fairy tale. The researcher's innovation consisted in the fact that he proposed to consider the fairy tales by the functions of the characters, and not by the personages, as other researchers tried to do before him.

The most striking example of Propp's structure, which he demonstrates in the mentioned work, is the structure dedicated to the well-known fairy tale "The Magic Swan Geese", recorded by Alexander Afanasyev in the Kursk province and first published in the sixth issue of his "Russian Folk Tales" in 1861 [1]. It was this fact that later led to the assertion that the fairy tale "The Magic Swan Geese" is only a Russian folk tale. But its plot is also inherent in the Ukrainian and Belarusian storytelling traditions, as evidenced by the records made at different times by V. Yastrebov, V. Verkhratsky, P. Lintur, M. Hyryak and others [3]. In the Aarne-Thompson-Uther Index, the plot of the tale has index 480A* [28, p. 223] and also indicates the international popularity of this fairy-tale plot.

Propp studies the functions performed by the characters, lists the so-called genera of each of the functions and designates all this with conventional signs. For example, the letter e denotes the separation of one of the family members from the house, 6 – addressing the hero with a prohibition, b – violation of the prohibition, Z – obtaining a magical remedy, Y – recognition of the hero, C – the hero marries and becomes a king. The total number in magical fairy tales is 31 functions, genera have numerical designations [24].

Using conventional signs that denote functions and genera, the researcher schematically depicts the plot of the specified fairy tale "The Magic Swan Geese" as follows:

$$i \bar{\sigma}^1 e^1 b^1 A^1 B^4 C \uparrow \{ \mathcal{I}^1 I^1_{neg} Z^1_{neg} \} R^4 \mathcal{I}^1 \downarrow \Pi p^1 [\mathcal{I}^1 I^1 Z^9 = Cn^4] \times 3 \quad [10, p. 89]$$

where i is the initial situation, b1 is a prohibition reinforced by promises, e1 is the separation of elders, b1 is a violation of the prohibition, A1 is damage due to abduction, B4 is a report of trouble, C↑ is leaving the house to search, etc.

The point is that similar functions are found in other fairy tales and are also denoted by the same symbols. In addition to the schematic representation of each known plot, the researcher draws attention to the fact that, thanks to the structure, it is also possible to determine supporting elements and motivations, attributes of characters and ways of involving new characters in the action.

Latest research and prospects

Having information about the use of structural and functional analysis by predecessors, one should turn to how the method based on them can be applied to the study of other topics and trends in ethnology. For example, while studying the cycles of Ukrainian national family rites – wedding, funeral, maternity. To create a structure, for example, of a wedding ritual cycle, or

rather to create the basis of such a structure, a certain number of rites that make up this cycle should be determined. And then – decompose each of the rites into constituent elements. This procedure is similar to when a writer or director of theater or cinema divides the plot into episodes or events. As an example, let's take the rite of engagement from the wedding ritual cycle; dividing the ritual action into episodes, we get the following result:

1. *A lad with a groomsman, marriage brokers, family and musicians goes to a maiden's house.*
2. *Guests at maiden's house.*
3. ***Betrothal: the maiden gives towels to the marriage brokers, and a handkerchief to the lad.***
4. *Parents bless the bride and groom with icons and bread.*
5. *Parents' negotiations about dowry, wine, church wedding and wedding dates.*
6. *Open-air merrymaking of young people.*
7. *The groom stays overnight with the bride.*
8. *The groom returns home in the morning* [8, p. 10-14].

This distribution of ritual action is fully correlated with Lévi-Strauss's division of myths into mythemes. But any division and creation of a structure will not make any sense if the created structure does not function. The founder of structuralism not only decomposes the myth into mythemes, but combines them into a structure in the form of columns in certain thematic directions, which makes it possible to "understand" myths. Similarly, evidence of functioning should be found in the structure of the betrothal ceremony, which should indicate the completeness of this structure.

We should mention that the third episode in bold indicates the climactic event that takes place in this particular episode. Therefore, we can say that a ritual action, like any other – scenic, cinematographic, literary – arises, develops, reaches the highest level and is resolved within the composition. But according to the doctrine on drama, for the development of action, there should be two forces opposing each other – action and counteraction. Such forces within the rite are antinomies: lad – maiden, lad's family – maiden's family, marriage brokers – neighbors, men – women [9, p. 28-29].

We also state that, with the exception of the culminating episode, all other episodes of the rite can be divided into seven groups according to the nature of the action: 1) agreements, 2) invitations, 3) arrivals and returns, 4) hospitality and festivities, 5) honoring sacred actions, elements, objects, 6) creation of a ritual attribute, 7) blessing and gifting. Thus, there is an opportunity to mark each episode by belonging to one or another nature of the action [10, p. 26].

Now let us return to the climactic episode, in which the girl gives towels and a handkerchief to the elders and the lad [11, p. 30]. It turns out that precisely at the culmination of the engagement, the main participants of the ceremony change their statuses: the girl becomes the bride, and the lad becomes the groom. Here, the connection with Gennep's teaching on rites of passage, as well as Gennep and Turner's division of rituals into pre-laminar, laminar and post-laminar, is obvious. Withdrawal, intermediate phase and involvement are observed not only in the betrothal rite, but also in other rites of the wedding cycle – the church wedding and the komora rite.

And when considering not only one rite, but the structure of the entire ritual cycle, it becomes clear that the cycle is divided into three subcycles – pre-wedding, wedding and post-wedding [12, p. 139]. The next stage of research should be the observation that each episode of the ritual has its own chronological and topographic boundaries. Thus, the chronology of the pre-wedding cycle can stretch over several days or even weeks, the

rites of the wedding cycle take place on one day, and the post-wedding cycle takes place on two days following the wedding day. In this case, we get the opportunity to present the structure of the wedding cycle in the form of a diagram of the spatial symbolism of the ceremony [16, p. 85-89], as Victor Turner once did in his structure of the rite of an African tribe.

Taking into account the rites of passage, we get the possibility of another division – into four stages: 1) where the main characters have the status of a young man and a young woman, 2) a bridegroom and a bride, 3) newly married, 4) a husband and a wife [13, p. 45; 14, p. 42-43]. Such a structure fully corresponds to Radcliffe-Brown's statement that it is an ordered arrangement of interconnected elements or parts. And also, to Leach's doctrine on the "condensation" of ideas and representations, where several statements form new narratives related to previous ones.

When we turn to the opposition of two worlds – real and imaginary, this world and the afterlife, which was pointed out by Gennep and Turner, we will understand that any Ukrainian national ritual, including a wedding one, is possible only if there is a confrontation between reality and the afterlife. And it is precisely this confrontation and the influence of the energy of that world on the inhabitants of the real world, the combination of the sacred and the profane, that guarantee the successful implementation of the ritual and the acquisition of new statuses in society by its main characters [15, p. 40-41].

It is interesting to note the regional and local art schools of Ukraine. For example, the Kharkov school of fine arts combines originality and innovation with classical traditions. The originality of Kharkov's artistic creativity is largely determined by the peculiarities of the historical development of the region, the nature of the artistic process in the country, the high level of culture in the city, the formation and history of art education. Various areas of design are being actively improved, combining national and European experience. Throughout its existence, the Kharkov school has preserved and developed realistic traditions and has an inextricable connection with folk art, Western European and Russian modernism, and postmodernism.

A special aura of "Europeanness" and high professionalism largely determine the regional Transcarpathian painting school, which has given the world interesting, original and recognizable masters - such as Fedor Manailo, Andrey Kotska, Zoltan Sholtes, Ernest Kondratovych, Anton Kasshay, Adalbert Boretsky. It is often called the "Transcarpathian Barbizon" or "Subcarpathian Barbizon", since the ideas that arose in Paris at the end of the 19th century were most consistent with the aspirations of a small group of Transcarpathian artists, whose creative activity laid the foundation for this school. The art of Transcarpathia is based on a powerful layer of folk art, worldview, ancient traditions, beliefs, language, and positive worldview. The region's centuries-long presence as part of the Kingdom of Hungary and the Austro-Hungarian Empire also left its mark [2]. One of the key factors was the European education received by Transcarpathian artists. They had the opportunity to study in the best professional art schools in Budapest, Vienna, Prague, Munich, Paris, and Rome. But namely the political autonomy received by the region gave impetus to the realization of the possibility and necessity of building a new independent creative life that would escape the influence of Vienna, Budapest or Prague. The idea arose of creating a "Subcarpathian Barbizon", a new independent center of artistic culture, folk in its essence. The artists of the association created a new national art based on post-impressionism, expressionism, modernism, symbolism and realism. They laid down their own traditions of landscape, portrait, still life, and genre painting. The fine arts of Transcarpathia arose thanks to the beauty of the region's nature, ancient wooden architecture, the diversity and richness of folk art – pysankas creation, embroidery, weaving, wood carving. The school is based on three main principles - plein air practice, high-level professional art education and openness to world art. It was the constant work in the open air that became the reason to call this school the "Transcarpathian Barbizon", and the

landscape acquired the status of the most widespread genre, in which the style and manner of the representatives of the Transcarpathian school were most fully revealed [2]. Their landscapes are characterized by a realistic, but not naturalistic depiction of nature, impressionistic features of plein air painting and light tones of the color palette. Among the distinctive features of the school, there are optimism, cheerfulness, humanism, idealism, romanticism, clarity and closeness to the common people, the desire to reflect the life and life of the inhabitants of the Carpathians and the beauty of local nature, to comprehend the people's soul, the synthesis of European and local cultures, an emotional attitude to the world around them, an emphasized expression of color.

The beginning of the formation of the Lviv art school is associated with the first third of the last century. It was then that, relying on Western European art, Ivan Trush, Yaroslav Pstrak and Elena Kulchitskaya laid its foundations. It was a time of significant cultural upsurge thanks to the activities of numerous scientific and artistic organizations, including the Association of Independent Ukrainian Artists (1931-1939). An important role was played by the creation by Metropolitan A. Sheptytsky of the National Museum in Lviv, which became the center for regular exhibitions of contemporary Ukrainian art. In the 1920-1930s in Lviv, modernist art appeared and actively developed in the works of young artists. Avant-garde is characteristic of the art of Y. Muzyka, S. Gordinsky, P. Kovzhun. Ukrainian artists of the "Paris Group", who lived abroad for some time or permanently, had a significant influence on the artistic life of the city. The creation of the creative association "Artes" in Lviv in 1929 by young painters, graphic artists and architects also played a role. Its members were united by their rejection of provincialism, routine, conservatism and naturalism. Under the influence of surrealism, they strove for modernist quests, believing that art should be modern in both content and form. Having transferred modern ideas of European art to national soil, they sought an opportunity to more clearly reveal and show the uniqueness of the Ukrainian people.

In 1939, the principle of socialist realism was forcibly introduced into the art of Lviv, the strict imposition of which began in the post-war years. Repression and emigration of Ukrainian artists hampered the development of art in Lviv in the middle of the last century. Then, in contrast to the officially permitted socialist realist art, nonconformist creativity was formed. Some researchers believe that in the 1960s namely Lviv became the focus of important national creative searches in the field of fine arts and surpassed Kyiv in this sense. Unofficial Lviv art developed thanks to the small creative intelligentsia, who did not leave with the advent of Soviet power and opposed their art to socialist realism. Thus, R. and M. Selskiys, students of F. Léger based their work on impressionism and post-impressionism and experimented in the field of modern art. They were the first to adapt Western aesthetics to Ukrainian national art. In parallel, V. Patyk, V. Manastyrsky, O. Smekh-Shatovsky, R. Turin, L. Levitsky worked outside socialist realism. A student of R. Selsky, K. Zverinsky used the iconic symbolism of color spots in his works, created textures, studied sacred painting, and led an icon painting school. It was he who became the leader of the artistic nonconformist school in Lviv, which officially took shape in 1962 thanks to the creation of the creative youth club "Prolisok". The club included young artists - S. Karaffa-Korbut, L. Medvid, S. Shabatara.

Lviv nonconformists, unlike those from Kyiv and Kharkov, were more oriented towards European art, distinguished by "decorative and applied" specificity and significant individualism in creativity. Namely the turn to decorative arts gave them the opportunity to freely develop ideas that ran counter to those officially permitted.

In the landscape of modernity, it is also worth mentioning the very clear relationship between folklore and street art. A street art artist creates his works without regard to the opinions of others, conveys the meanings formed by the environment around him and illuminates issues that concern him. Folklore reflects the

way of life, foundations and traditions of peoples [29]. Street art is a vivid reflection of the surrounding reality, while the street environment itself is constantly changing and transforming. The connection between street art and folklore is due to the fact that street art is created in the conditions of national and local surrounding reality. Street art - if it is created based on what surrounds the artist, what he sees, what influences him, what museums he goes to - is closely related to folklore and folk art. Each author himself comes up with his own myths, creates his own world [4].

The main reasons for the rapid development of street art can be considered the desire of artists and amateurs for self-expression, the spread of street art in the commercial sector, the involvement of leading artists in social projects in cities that aim to beautify the city [23]. In addition, the paintings of street artists are widely popular among the population and captivate with their grandeur and beauty, reflect the urgent problems of society and to some extent call for the solution of priority problems. Street art is written about in magazines, films are made and games are created. It is devoid of excess, synthetic meanings and corresponds to modern trends, making art common and nobody's at the same time. Its quality is determined only by the taste of the viewer. Street art proves that art does not need intermediaries in the form of publications, galleries, critics and museums. It represents freedom and has artistic value, therefore it is an integral part of modern sources of ethnology.

In some places, works of street art not only improve the perception of public spaces of cities, but also act as tourist attractions to some extent. As a result, "landscapes of creative walls" appear in cities, which become new tourist attractions, and in the future can also become objects of cultural heritage of cities [25]. In 2018, eight thematic murals were created in Kyiv as part of the art project of the National Unity "MoreThanUs". In 2019, the 4th International Street Art Festival "Kharkiv SmART Fest" took place in Kharkiv, during which four murals were created. Fig. 1 below evidently demonstrates the relation of murals as street-art and ethnology philosophy, shaping local spaces in globalizing world.



Figure 1. Street art objects in a newly built residential complex, Poltava (photo by N. Provotar, 2020)

The symbolism of the traditional culture of the people has great theoretical and methodological potential: the key symbols-values and symbols-ideas of the people are expressed in traditional forms. Therefore, traditional cultural symbolism is fixed in the form of a set of specific mythological, religious, social, ethnic,

artistic, and state symbols used to express the ideals, norms and values of culture, initially expressed in primary archetypes. Archetypes also have a symbolic nature, which is naturally found in the field of semantic and value orientations. This allows archetypes to be interpreted and typified through "comprehension" of the realm of the symbolic. Therefore, the study of family rituals is of great interest for ethnology.

The family life of Ukrainians was traditionally accompanied by various rites and rituals, which symbolically marked certain stages of a person's life and the most important stages of the family's development in its life cycle: the birth of a child, coming of age, the formation of a family, family anniversaries, the death of a family member, etc. In the cycle of family rituals, actions, symbols, verbal formulas, and attributes are interwoven, the emergence of which belongs to different historical periods with the norms and views inherent in each of them. In the cycle of family and public rites in Transcarpathia, one of the leading places was the birth of a child. Marking the beginning of human life, it has its roots in ancient times and is practically connected with human experience, life requirements and needs. The birth of a child - a new member of the family - was accompanied by rites and customs caused by concern for the family, for the newborn. The Ukrainians of Transcarpathia still have beliefs about a mysterious connection between the unborn child and the actions of a pregnant woman. There were prohibitions designed to protect the child from congenital and mental defects and certain character traits. Therefore, in order to ensure a healthy heir, the family made sure that the future mother followed all the customs and rules of behavior [7].

When we give conditional designations to ritual episodes, topographical and chronological boundaries, statuses of participants, and the nature of action, we get formulas consisting of letters and numbers similar to those that Propp once created to designate fairy-tale plots.

By using all the mentioned approaches, we get the opportunity to create a scheme not only for wedding rituals, but also for funeral and maternity ceremonies. This is evidenced by the research of the author of the article, presented in many releases in scientific publications [17, p. 367-373]. The next step in the application of the indicated methodology may be the national traditional calendar ritualism. This, as well as further prospects for the use of structural and functional analysis, is also indicated in previous publications [18, p. 164].

It is obvious that ethnological research is part of an autonomous research area of philosophy, which, as it is known, is social philosophy, that analyzes society, history, and man as a subject of activity and sociocultural interactions [22; 30]. Namely ethnology allows substantiating a different concept of man - as an ensemble of social relations.

4 Conclusion

The examples of the use of structures by the founders of the structural and functional method in ethnology, given in the research, clearly demonstrate how scientists applied and used the method to study certain aspects in the specified scientific field. Having information about the use of structural and functional analysis by predecessors, it is possible to apply the method started by them for further research. Thanks to the examples presented in the article, it was possible to establish that the structural and functional method, which was initiated in the middle of the last century, can be successfully used in the latest research. In particular, the study of Ukrainian national rites, traditions, and their modern transformation, convergence, and development, as well as art when studying street art and social processes of artistic communities.

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Primary Paper Section: A**Secondary Paper Section: AL**

STYLISTIC MEANS OF EXPRESSING LANGUAGE CREATIVITY OF BARBARA KOSMOVSKA

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Abstract: The object of the research was the novel "Buba", announced in the Ukrainian translation as an exciting and humorous book about the discovery of the world of adults, the search for friendship, first love. The expression of Barbara Kosmovska's creative individuality is traced primarily at the lexical level of the analyzed work. It was found that the linguistic picture of the artistic world, which reflects the author's individual way of thinking and expressing her thoughts, is represented by powerful tools of contextual-synonymous expression of speech, such as: epithets, metaphors, comparisons. One of the sources of increased expressiveness and emotional saturation of the text are phraseological units introduced into the artistic canvas. It is noted that the artistic speech of Barbara Kosmovska is also individualized by the syntactic means of its expression. The author pays special attention to rhetorical figures. One of the means of strengthening gradational relations in the stylistic syntax of the novel "Buba" is amplification. The so-called unfinished expressions are also productive in the artistic speech of the Polish writer. An effective means of creating an emotionally and expressively rich context is the use of repetitions and antitheses. The study of stylistic means of expressing artistic speech as an important component of Barbara Kosmovska's individual and authorial manner of writing is relevant also on the material of other works of the writer, which determines the perspective of further research.

Keywords: Polish literature; Polish; Barbara Kosmovska; idiostyle; language creation; tropes; stylistic figures.

1 Introduction

The power of the artistic word, its emotional and expressive potential, multi-level transformation to enhance the visual and expressive characteristics is reflected in the writer's language creation as an expressive form of self-expression and creative expression based on the artist's own ideas, emotions, and experience. As artistic practice shows, "representation of reality is achieved by a careful and purposeful selection of elements from the palette of language tools" [7, p. 81], which emphasizes the emotional and semantic load of the text and individualizes the author's style. Figurative and expressive means (tropes, stylistic figures, principles of phonics) are "the basis of artistic speech, elements of the writer's artistic skill (method of image creation, linguistic and stylistic skill, etc.) that cause the disclosure of the possibilities of his talent" [4, p. 716], helping to create an original and unique artistic world, which becomes an inexhaustible source of scientific research.

The factual material promising for multi-faceted linguistic studies is represented in the work of Barbara Kosmovska, a popular contemporary Polish writer, laureate of numerous literary contests, who is convinced that "literature should not be a slogan", most values "ordinary literature that touches on everyday problems, sometimes insignificant, but painful" [15]. In view of such beliefs, the Polish writer does not invent reality, she writes about the present truthfully, analyzing life circumstances that shape or deform, improve or destroy the sensory organization of a person.

Barbara Kosmovska successfully writes for an adult audience, but special love and popularity to the writer was brought by books for teenagers - the most vulnerable and sincere readers, who, the author claims, should receive the best, and writing for them is much more difficult than for adults, because it is necessary to understand the problems of teenagers, to know their language, to understand their way of thinking [11]. A successful debut in this field is the novel "Buba" [9], "a light, cheerful and good book, without moralizing and yet with a certain moral" [13]. The book, which was published in 2002, won the main

prize in the all-Polish competition of novels for children and youth "Believe in the power of fantasy".

The novel "Buba" became available in Ukrainian translation thanks to Bozhena Antoniuk, whose work the author highly praised, noting that "even the Polish editors of the book were not as thorough as the Ukrainian translator" [17].

Analysis of model curricula for institutions of general secondary education gives grounds for asserting that Ukrainian readers have the opportunity to familiarize themselves with the work of Barbara Kosmovska since the school period [12]. So, model educational programs "Foreign literature. Grades 5-9" (Nikolenko O. M. and others), "Integrated course of literature (Ukrainian and foreign), 7-9 grades" (Nikolenko O. M. and others) contain a special segment - "Literary bridge in the present", in which among the works chosen by the teacher for students of the 8th grade, Barbara Kosmovska's novels "Buba", "Buba: Dead Season" are offered. In the model curriculum "Integrated language and literature course (Ukrainian language, Ukrainian and foreign literature), 7-9 classes" (I. P. Staragina, etc.) in the list of works for individual reading, there are the novels "The Gilded Fish" (8th grade), "Buba", "Buba: Dead Season" (9th grade).

The actualization of Barbara Kosmovska in the literary, cultural, and educational space of Ukraine prompts a thorough study of the writer's idiostyle.

2 Literature Review

Several interviews with the Polish author are available to the Ukrainian reader [17; 6; 11; 15], in which Barbara Kosmovska reveals the secrets of creativity, her vision of literature for teenagers, the role of the writer in modern society. "Ms. Barbara's frankness and warmth is not only in books, but also in a live conversation", notes N. Maletych [11].

The writer's work is presented sporadically in Ukrainian scientific studios. Thus, the novel "The Gilded Fish" became a promising source of factual material for the implementation of L. Pikun's scientific interests - the study of literary play with fairy-tale motifs [14]. According to the researcher, this text is a "bright example of a postmodern approach to the game" [14, p. 290].

The theoretical and methodological basis of the proposed research were the works of S. Yermolenko "Essays on Ukrainian Literature: Stylistics and Language Culture" [19], V. Chabanenko "Stylistics of Expressive Means of Ukrainian Language" [2], G. Kurkovska and S. Skorupka "Stylistyka polska. Zarys" [10], D. Zdukevich-Jedynak "Wykłady ze stylistyki" [20].

The purpose of the article is to analyze the stylistic means of artistic expression of the novel "Buba" by Barbara Kosmovska. The implementation of the set goal involves the following tasks: to identify and systematize the tropes and stylistic figures used by the author; analyze typical contexts of use; to investigate the creative individuality of the writer at the lexical and syntactic levels of the analyzed work of art.

3 Method

The actual basis of the scientific study was formed by continuous sampling. The research of factual material was carried out by the method of linguistic description, the set of techniques of which made it possible to distinguish the units of analysis, their differentiation and classification. The method of contextual analysis was used to study the semantic and expressive potential of visual and expressive means, and the comparative method was used to identify the markers of the writer's idiostyle (comparing the stylistic resources of the text in the original and the Ukrainian translation).

4 Results and Discussion

The presented and analyzed material proves that the creative individuality of Barbara Kosmowska and her writing style are expressed by the skillfully used stylistic tools by the author at all language levels. They help attract the reader's attention, awaken imagination, stimulate thought and reflection. After all, according to N. Shulzhuk, artistic creativity is "a complex communicative process that is the implementation of a certain communicative intention of the author towards the recipient", and the text itself is "a connecting link of the communicative space of the reader's interpretation and the communicative space of the author" [16, p. 201]. And the reader of the novel "Buba" by Barbara Kosmowska is special - teenagers. The author shares one of the secrets of finding topics interesting to teenagers in an interview with M. Semenchenko: "Meetings with readers always inspire a writer. They require great discipline and understanding. <...> I try to listen carefully to my young readers. They are happy to tell what they would like to read a book about. I will not hide: these are really valuable hints" [15]. At the same time, Barbara Kosmowska claims: "The book cannot be something like a textbook that teaches a certain ideology. It should not artificially teach, educate, give examples. <...> If we want young people to read, we should try to talk to them, not teach them" [15]. The writer calls herself "the enemy of blind didacticism" and strives to create such texts that give readers the opportunity "to find someone who would remind us of ourselves, imperfect, who, however, are constantly looking for their place" [15].

We trace the manifestation of the author's creative individuality primarily at the lexical level of the analyzed work of art. The simplicity and comprehensibility of commonly used words brings the text closer to a wide audience, cf. context: *Buba siedziała na lawce i płakała. Gdyby nie płakała, zobaczyłaby, że pani Pęcikowa pozbierała się właśnie tegorocznej choinki w ogólnie krytykowany na osiedlu sposób: wypychając jej nagi szkielet oknem. Zobaczyłaby też zapewne panią Karpową, jak klóci się z panem Karphem we wnęce maleńkiej kuchni na parterze. Albo słoninkę na patyku dla sikorek, skwapliwie wywieszoną codziennie rano przez panią Kamionkową, emerytowaną pracownicę poczty. Nawet tę słoninkę bez problemu dałoby się zauważyć, gdyby nie lzy.* The determined state of the main character is connected with the first love, which, however, has not yet found a mutual expression; cf. Buba's thoughts-emotions: *No, przynajmniej trochę też już się zakochałam. W dodatku nieszczęśliwie. Wyobraziła sobie, jak wisi na szyi Adasia, i poczuła wielką ciężką łapę niesprawiedliwych wyroków losu, która lokuje tuż przy sercu Adasia Jolkę, a ją, Bube, przesuwają na dalszy plan. I ta sama brutalna łapa, jakby było mało, tak mocno potrząsa Buby ambicją, że ambicja boli. A Buby los, dziurawy i złamany, wygląda jak szprychy zepsutego parasola, który nie zatrzyma żadnego deszczu lez.* In these lines, we trace the markers of the author's style – "linguistic expressive forms", which ensure the manifestation of the expressive possibilities of the text [1, p. 7]. Expression semes as a figurative means of artistic expression help the author to convey the inner state of the main character, cf.: *Buba kochała radio, ale dzisiaj dałoby wiele, żeby z kąta pod oknem cicho płynął głos Adasia. I żeby ten głos zagłuszył wszystkie inne głosy. Te z kuchni i ze środka duszy, porozrywanej na kawałki jak ściągę z fizyki i chowającej się po kątach jak zmięte karteczki ze wzorami w ciemnej kieszeni.*

One of the powerful sources of the imagery of the artistic space is the synonymous richness of the language and the skill of the author in selecting special, given the semantic and stylistic originality of the artistic and expressive language, means that diversify and enrich the verbal and artistic image. Extensive synonymous series distinguish Barbara Kosmowska's language creativity. The richness of the author's synonyms in the novel "Buba" is evidenced primarily in the group of verb vocabulary. From among such units, we record the names of human movements, in particular, synonyms for the verbs "go", "walk" (often with an additional emotional and evaluative component): *możesz się szwendać do rana, ale są zasady! ciągnęła nogę za nogą jak skazaniec, który do końca naiwnie wierzył w swą*

szczęśliwą gwiazdę; Mańczakowie z trudem doczłapali do jadalnego; wśród nich z pewnym dostojeństwem błąkał się Adas; dziadek ciężko wstał i już się nie odezwał ani słowem, powłókł się lekko przygarbiony do swego pokoju; pokornie podreptała do pokoju po kapeluszu kupiony specjalnie na eleganckie okazje; dziadek snuł się po mieszkaniu ponury i niepocięszony. Another productive synonymous series is formed by lexemes, with the help of which the author individualizes the speech of the characters in view of the specifics of the expression of thoughts and feelings. Interstylistic lexical units *mówić, powiedzieć* (*Tak mi zależało, żeby zdążyć... – mówiła prawie przez lzy; Dziękuję za śniadanie... Najsmaczniejsze, jakie ostatnio jadłam – powiedziała z poważną miną; Dzwonił – powiedział dziadek, podając Olce telefon; Czasami tak jest, no wiesz, tak się zdarza – mówiła spokojnie*) complement actively used expressions, cf.: *ryba! – ryknęła swym donośnym basem; Bartoszewej nie lubię – wyszeptał cicho dziadek, przekraczając magiczne terytorium jadalni; całe życie spędzam w samotności, a on chce mnie ukarać dwiema godzinami – mrucał dziadek; chyba na stocku! – wypalił dziadek; mama zapewne od kilku godzin ucina bzdurne pogaduszki w drugim końcu miasta; Nie wiem, kto był uprzejmy. Wiem, kto nie był uprzejmy! – warknęła Mańczakowa; bo też taka będzie nasza przyszłość. Gówniana – wycedził z satysfakcją dziadek; cześć – bardziej chrząknęła, niż odpowiedziała Buba; nic tu nie ma – burezała matka, ilekroć ręka dziadka zachłannie wpadała do kolejnej reklamówki; całkiem już ojciec zdzieciniał – mruknęła gniewnie; twoje są wspomnienia – tym razem matka zasyczała.*

The lexemes used in the fiction text often indicate the emotional state of the speaker, can convey his mood, attitude to the event or other characters. The attitude of Buba's mother, a famous author of women's novels, towards literary critics can be found in the following lines of the novel: *Twój ojciec nie przeczytał żadnej. Za to zna na pamięć te fatalne recenzje całej zgrai gryziopiórów!... A moich książek nawet nie tknął!; Pojęcia nie macie, jacy to krytycy biorą się teraz za ocenę arcydzieł – wyjaśniła ponuro, ale z wypogodzoną twarzą. – Kupa analfabetów z maturami zdobytymi w internecie! – prychnęła z pogardą absolwentki Cambridge i znikła w swoim pokoju.* Bozhena Antoniak, who, according to H. Vdovychenko, translated "Buba" in such a way that through the fabric of the juicy Ukrainian language one can feel the aroma of Polish [17], offers the following version of the analyzed artistic meanings: *ціла зграя перодярнів (a whole bunch of scratchers) [8, p. 38], збіговисько недоучок із дипломами, купленими через інтернет (a horde of dropouts with diplomas bought on the Internet) [8, p. 40].*

Stylistically reduced vocabulary is used by the author to express the inner feelings of a specific person, such as anger, rage, or irritation. The emotional load of the statement is enhanced by the invective lexemes fixed in the speech of the characters. So, Ms. Sylvia, a waitress from a recreation center, sympathy to whom Buba's mother suspected in her husband, received the following description: *zdaniem ojca niezłe tańczyła, zdaniem matki była wypłoszem i lafiryndą; zaproponował tej wychudzonej szkapie casting.*

Imagery and emotional-aesthetic expressiveness of an artistic text is traditionally determined by the palette of visual and expressive means as a projection of the individual author's model of the world, the concentration of the author's artistic thought.

Such means "reveal the wealth of associative shades of artistic expression, strengthen and emphasize its emotional and evaluative coloring, indicate the dominant features of the author's style" [4, p. 679]. An important artistic detail in the overall image of the text is an epithet, "intended to emphasize a characteristic feature, defining quality of a certain object or phenomenon and, having entered a new semantic field, to enrich this field with a new emotional or semantic nuance" [4, p. 238]. The semantic and stylistic possibilities of this figurative tool determine the frequency of its use in artistic speech in general and in the analyzed prose text in particular. We actualize the first

lines of the novel, in which Barbara Kosmowska introduces the reader to the main character: *Buba nie była ani ładna, ani brzydka. Ani też specjalnie wysoka, choć nazwać ją niską to nieporozumienie. Mogła się wydawać nazbyt gruba, ale tak naprawdę gruba nie była.* Buba does not understand her mother's complaints about her appearance at all, she sees her like this: *Matka wyglądała wspaniale. Miała piękne orzechowe włosy, tak grube i błyszczące, że spinki, nawet brylantowe, byłyby przy nich tanimi świecidełkami.*

Barbara Kosmowska uses a lot of common terms to indicate a certain characteristic or property of the object of the definition, such as: *Po chwili wkroczyła w gęstą dżunglę. Na wąskim półpiętrze pan Kopiszko zgromadził potężną kolekcję fikusów i dieffenbachii. Prawdopodobnie każda roślina przekraczająca wysokość metra była relegowana z malutkiego wnętrza mieszkania Kopiszków i skazywana na chłodniejszy klimat korytarzowego Sybiru.* However, very often we trace the creative individuality of the author in the marked objects or phenomena. So, the landing resembled gęstą dżunglę, and given the constant cold, it was designated as *korytarzowy Sybir*.

Such a combination of meanings is evidenced by the following lines: *Dopiero za drzwiami swojego pokoju Buba poczuła się bezpiecznie. Zdjęła martensy, wciąż trzymające w uwięzi jej zmęczone stopy, i wskoczyła pod kolorowy pled. Pozwalając sobie po raz pierwszy tego dnia na cudowną chwilę błogiego lenistwa...*

Among other epithets that help the author express what she said, we fix, for example, *ta zimna kobieta, kawki, zwykle takie rozmowne i kokietyjne, niebezpieczny akcent antyfeministyczny, mroźny, beźnieżny świat, chmurne myśli, cała kulinarna afera, drakońska dieta, jakaś dziwna iskierka tęsknoty, jakaś głupia lza, głupia miłość, niechętny spojrz, radosny śmiech, najpiękniejszy uśmiech, z radosnym zdumieniem, a po chwili z wyrazem niemego współczucia.* With the help of artistic definitions, Barbara Kosmowska often emphasizes the atmosphere in which the characters are located and which determines their inner state, affects their emotions, cf.: *dawno w domu Buby nie jadło się śniadania w tak radosnej atmosferze, śniadanie dobiegało końca w atmosferze całkowitej porażki osiedlowych mistrzów w ogórze, atmosfera w tym domu, przypominającym rewję na lodzie, jest wysoce szkodliwa, w domu panowała atmosfera tak ciężkiego milczenia, Buba opuściła balkon, pracując nad miną, która najlepiej odda atmosferę czulego pożegnania, nie mogą tworzyć w atmosferze zdrady i upokorzenia! – głos matki bez problemu osiągał górne, piskliwe C.*

Barbara Kosmowska's language work is distinguished by secondary nominations used as original markers of persons or objects, as a way of conveying certain moods, emotional shades. In the novel "Buba", we record genitive metaphorical constructions complicated by an attributive component that deepens the actualized meaning, such as: *mgielka wabiących perfum, niespodziewany uśmiech losu, chmura czarnych myśli, kupa idiotycznych mrzonek, ogromne słońce miłości, nowy tor sukcesów i wzlotów, etc.*

Concentrating and harmonizing various associations in its powerful semantic field, the metaphor is "similar to a riddle, but with the difference that cannot be decoded, demanding the recognition of a new reality built according to aesthetic principles" [4, p. 444]. Such metaphorical expressions of artistic reality are one of the signs of Barbara Kosmowska's idiosyncrasy, cf. context: *na ustach Mańczakowej rozkwitł triumfalny uśmiech; nutka kokieterii, która wyparowała z jej głosu, błędziła nikomu niepotrzebna cichym echem po opustoszałym przedpokoju; szybko wspięła się po schodach w nadziei, że atmosfera bogactwa przyszłego życia rozproszy mroczne zakamarki jej duszy; Buba bardzo dbała, aby iskierka uśmiechu, kwitnąca na jej górnej wardze, była nieczytelna; marcowy mróz wciąż jeszcze atakował późnymi wieczorami, zupełnie obojętny na ciepłe obietnice prezenterów pogody; nawet jak pada deszcz, to z jego oczu wyglądają promyki uśmiechu i najchętniej tymi promykami obdzieliłby cały świat.*

The author's expertly selected laconic figurative formulas create individual mood pictures, such as: *W Bubie też coś dojrzeła i śpiewa. Jakiś zimowy skowronek szczęścia. Chciałaby zatrzymać ten obraz, nagrać go na twardego dysku pamięci i odtwarzać zawsze, gdy będzie jej smutno.*

The artistic text reveals a wealth of other types of transfer of word meanings, in particular, by the contiguity of associations. Thus, when we read *na oczach całej Polski*, we understand *wszyskich mieszkańców Polski*, cf. context: *Chciałbyś się otwierać na oczach całej Polski? – Buba spojrziała na ojca uważnie; Chcesz w przyszłości iść w ich ślady? Pisać słabe powieści albo malować za szkłem na oczach całej Polski? – dziadka przeraziła wizja Buby piszącej erotyczne książki i Buby wpatrzonyj z zapudrowanym nosem w obiektyw kamery.*

Barbara Kosmowska uses the technique of highlighting the "essential" through the "part-whole" model to strengthen and emphasize the emotional coloring and expression: *Nie miała zbyt wielu powodów do radości, bo trzy przecznice stąd Adasiowe glany towarzyszyły pantofelkom z włoskiej skórki, które dzisiaj Jolka dość jawnie prezentowała podczas prelekcji Buby, poświęconej dzieciom ulicy. Trudno – westchnęła Buba, kopiąc toczący się przed nią kamień. – Jolka ma szczęście w miłości, a ja na angielskim (the main character's unhappy first love). Dziadek ciężko wstał i już się nie odezwał ani słowem. Powłókł się lekko przygarbiony do swego pokoju. Za nim pobiegło żywo bijące serce Buby. Reszta wnuczki ze szklanym wzrokiem pozostała w pokoju (Buba's special bond with her grandfather).*

Such pictorial and expressive means as hyperbole and litota help the author to create an artistic reality, enhancing expressiveness and emphasizing what has been said. The analyzed facts make it possible to highlight, for example, the following lines: *Cale życie nic mnie tak nie uwierało, jak twoje wrzaski, Mario, nad moim uchem! Czy w tym domu będzie choć chwila spokoju? Grandfather Henryk's emotional address to his daughter is an obvious exaggeration of the impact of family disputes on his life and a rhetorical question at the same time: У цьому домі буде бодау хвилину спокою? (Will there be even a minute of peace in this house?) with a small degree of irony given previous contrary experience.*

An important place in Barbara Kosmowska's individual and author's picture of the world is occupied by a vivid visual tool of language - comparison. This powerful tool helps the writer to create a unique language picture of the artistic world, which reflects the author's individual way of thinking and expressing her thoughts. In the novel "Buba", anthropocentric comparisons are most often used, which are based on a person, his external and internal features, emotions, feelings, actions, interpersonal relationships. Particularly productive are comparative constructions formed with the comparative conjunction *jak*; the comparative part traditionally takes a postposition relative to the word that is the subject of comparison, such as: *szept dziadka brzmiał jak perkusja jazzowego zespołu; kręciła się po mieszkaniu, prychając jak potężna pantera; jej oczy świecą jak niezapominajki na wielgachnym fartuchu; Buba czuła się jak pers pani Karpowej pomiędzy rottweilerami; jej głos <...> wibrował w powietrzu jak lotniczy alarm.* Barbara Kosmowska also resorts to elaborate comparative constructions, expanding the semantic capacity of the comparison: *znowu wybuchła płaczem, który zabrzmiał jak najpiękniejszy kwartet smyczkowy. Nie! Jak Eroica Beethovena w wykonaniu orkiestry wszech czasów; był to głos stanowczy i ostry jak zęby Dokładki albo jak gwizdek czajnika pani Pęcikowej.* The features of the author's worldview are revealed by a skillfully chosen metaphorical comparison, cf. context: *księżyc wprawdzie po dawnemu przyjaźnie zaglądał do jej pokoju i mieszał się do prywatnych spraw Buby i śpiącej smacznie Dokładki, ale nawet on nie rozświetlił mrocznych myśli, które jak wrogie i nieznanne planety krążyły sobie po Buby pokoju.*

The basis of comparisons is often formed not only by people and their characteristics, but also by objects (concrete and abstract) and floronomes: *schody prowadzące do mieszkania pani Karpowej były tego dnia jak schody wiodące do piekła; od części*

pierwszych tasiecowego wzoru, inteligentnego jak molekuly proszku do prania; fikusy pana Kociutka pięły się na klatce schodowej niczym bluszcz w strefie podzwrotnikowej; fikusy pana Kociutka, które szalały z przyrostem jak ceny w pobliskim supermarkecie.

In addition to comparative relations *як, мов, немов, наче* (like, as if), etc., a means of creating a comparison can be a predicate, such as: *подібний, схожий, нагадує, здається* (similar, resembles, seems), etc. The analyzed material makes it possible to single out constructions built according to the following model: personal form of the semantically incomplete verb *przypominać* + controlled noun (adjective) word form. Given the semantics of the lexeme that is the subject of comparison, we can distinguish several groups from among the recorded comparative constructions. These are: names of persons: *rodzice istotnie przypominali miłosną parę gołębi; ojciec zaczął przypominać wielkiego niecierpliwego trzmiela. Krążył bez celu po pokoju, przysiadając co jakiś czas na fotelu; Olka <...> przypominała nowicjuszkę pracującą nad zachowaniem odpowiedniego dystansu do grzesznego świata*; names of organs and parts of the human body: *nos Buby przypominał zmarzniętą marchewkę; oczy jej córki przypominają teraz dwie dorodne dynie; włosy Jolki przypominały makaron typu świderki*; dish names: *jej zupa przypominała powodziową falę, która narasta ku przerażeniu innych*; the inner state of the main characters and their relationships: *próbował ucieścić się głośno z nowiny, ale jego entuzjazm przypominał rybę w galarecie; chciała usłyszeć głos, przez który życie rodzinne zaczęło przypominać salę sądową*.

With the help of comparisons, the characters of the novel often ironize: *wyglądacie, jakbyście wypili cały zapas w czasach prohibicji, – wypalił dziadek; matka tańczyła koło księdza, jakby był co najmniej wydawcą jej najsłabszych romansów; jeśli tak wyglądają kolekcjonerzy, to ja wyglądam jak Brad Pitt, – nie wytrzymał dziadek*.

Irony acts as a means of implementing the subjective-evaluative modality - a way of organically combining the lyrical principle with the comic - from good-natured humor to sharp satire. Humor is one of the features of the analyzed novel. Everyone is being ironic here, even the usually silent housekeeper Bartoshova. Polish humor is sharp, caustic, but not offensive at all, rather - sober. For example, Ms. Koropova's phone call, which was not entirely appropriate for the participants in the bridge game, provoked such a verbal sketch:

– Pani Karpowa spod trójki.
– Oferuje się jako obiadowa przystawka? – zażartowała Mańczakowa, znana z sympatii dla karpia w galarecie.
– Nie. Prosi, abyście ją odstawili.
– Dokąd odstawili? – Mańczak podniósł przepelnione szczęściem oczy.
– Do rybnego – uciął dziadek dyskusję, jeszcze mocniej wczepiając się w wąsy.
– Bo ją zastawiliście. Swoim trabantem – dokończyła uroczyście Buba. – Chce, aby natychmiast ktoś tym trabantem wyjechał, bo się spieszy do apteki.

Most often, Buba's grandfather is ironic, cf. from the context: *To ty się już czesałaś? Myślałem, że jesteś jakoś źle do czegoś podłączona i stąd ten balagan na głowie. Wyglądasz dość dziwnie; Mam nadzieję, że Buba też wam kiedyś zafunduje bezpieczną starość – dziadek po raz pierwszy tego ranka otworzył usta. – I że nie będzie żalowała groszy na aspirynę oraz pampersy. Bo tak prawdę powiedziawszy, to są jedyne potrzeby, gdy się skończy siedemdziesiąt lat, prawda?*

In the organic unity of a wide range of figurative and expressive means used by the writer, phraseological units introduced by the author into the artistic canvas stand out with a powerful impact on the reader. Phraseologisms in Barbara Kosmowska's speech-making are one of the sources of increasing the expressiveness and emotional saturation of the text, a visual factor of the author's story. In the novel "Buba", we record expressively colored stable units that characterize, first of all, the characters,

their physical condition, moral and psychological qualities, and psychophysical actions. Established comparisons add brightness to the image due to the reinforcing and evaluative function, cf. from the context: *Mańczakowie wyglądali jak zdjęci z krzyża (czuć się jak z krzyża zdjęty 'być bardzo zmęczony, wyczerpany' [3, p. 71]), zresztą zawsze ją rozumiał i słusznie strzegł, jak oka w głowie (strzec kogoś/czegoś jak oka w głowie/jak źrenicy oka 'strzec kogoś, coś bardzo, dogłębnie wszystkich powinności; czuwać nad kimś, nad czymś nie odstępować kogoś ani na krok' [3, p. 398]).*

Often used in the analyzed novel is the phraseology *dać głowę* (za coś) 'zapewnić, zaręczyć za coś; wyrazić przekonanie, że coś jest pewne, sprawne, stabilne itp.' [3, p. 74], which the author associates with the main character. Let us compare the factual material of Barbara Kosmowska and the synonymous counterparts of the phraseology in Bozhena Antoniak's translation: *plądrował lodówkę i Buba dałaby głowę, że gdyby tam znalazł Mańczakową, bez namysłu zatopiłby w niej zęby (Буба могла б записягнутиця (Bubba could swear) [8, p. 37]), Buba dałaby głowę, że tych dwoje zawarło przed chwilą niemy pakt o nieagresji (Буба ладна була даму голови на відсіч (Buba was ready to give her head in rebuff) [8, p. 123]), Buba dałaby głowę, że gdyby na sajonkach można było odjechać w siną dal, babka natychmiast dosiadłaby jednej z nich i ruszyła w drogę powrotną (Буба ладна була записягнутися (Buba was willing to swear) [8, p. 145]), to jednak wspaniała kobieta – przemawiał dziadek czule i Buba dałaby głowę, że za okularami ukrywa łzy (Буба готова була даму голови на відсіч (Buba was ready to give her head to fight back) [8, p. 162]).*

Language signs of secondary nomination are fixed in episodes, the main characters of which are Buba's parents, cf.: *nie jesteś w stanie mnie zdenerwować – zapewniła matka, zachowując kamienną twarz (kamienna twarz 'nieokazywanie emocji, niewzruszony niczym wyraz twarzy' [3, p. 146]), ojcu nie w smak była wzmianka o jego wizycie w salonie mercedesa (coś jest komuś nie w smak 'ktoś nie ma na coś ochoty, nie przejawia do czegoś chęci; coś nie jest po czyjejś myśli, coś jest niezgodne z czyimiś zamiarami, dążeniami, pragnieniami' [3, p. 140]).*

The language of the characters in the novel is individualized by paremias *z dużej chmury mały deszcz* (Buba asserts, assuring the grandfather that the parents will quickly reconcile after this is not the first big quarrel), *nie ucz księdza pacierza* (the grandmother-teacher emphasizes, who plans to find out everything about Buba's school life, without waiting for the parents' meeting).

In the dialogue between Buba and Milosz, who has become a member of an ornithological group and is preparing to write a report about sparrows, but does not see enough of those birds to observe, we record the lines:

- *Szukasz jaskółek? – zatrzymała się Buba przed skupionym obliczem Milosza.*
- *Ty jesteś jaskółka, ale ponoć pierwsza wiosny nie czyni – odparł Milosz równie filozoficznie; cf. a set expression that warns against hasty conclusions: jedna jaskółka wiosny nie czyni (jedno – zwykle pozytywne – wydarzenie nie świadczy o tym, że oczekiwane zmiany już nadchodzą [18]).*

Grandfather Henryk's speech expresses stable compounds with the root word *Boże*, which traditionally express warnings, fears, and in the proposed context are associated with good humor, cf.: *– Broń Boże, Marysiu! – zaprotestował gwałtownie dziadek. – Wręcz przeciwnie. Chciałem ci właśnie powiedzieć, że pobilaś panią Mańczakową. Tak. Mówię to z pełną odpowiedzialnością. W konkursie na najpiękniejsze przebranie wypadłabyś lepiej od niej, a to honor dla naszego domu... (reaction to the daughter's appearance); – Sam już nie wiem – poddał się dziadek. – A może chodzi o Franciszka? Czyżby zachorował? Albo, nie daj Boże, lekarze stwierdzili, że jego psychiczna destabilizacja jest nieodwracalna. No, wiesz... (an attempt to find out from the sad and confused granddaughter Olka what happened).*

Barbara Kosmovska skillfully modifies stable folk expressions, renews their semantics and form. The author's phraseology is evidenced by, for example, an expression *My o Mańczakach, Mańczakowie u nas* (cf. context: – *A właśnie mówiliśmy o państwie – odezwał się przymilnie dziadek. – I proszę, jaka telepatia. My o Mańczakach, Mańczakowie u nas*), in which we trace the lexical transformation of the known *O wilku mowa, a wilk tuż* (powiedzenia tego używamy w sytuacji, gdy niespodziewanie zjawia się ktoś, o kim się właśnie mówiło [18]). In Bozhena Antoniak's translation, we see: – *A mi якраз про вас говорили, – лагідньоко озвався дідусь. – I от маси, яка теленатія. Про Маньчаків помовка, а Маньчакі – у дім* [8, p. 104].

The Ukrainian translation of the novel expands the phraseological richness of the artistic narrative, cf.: – *He лови гав! – нагадав Бубі дідусь* [8, p. 9] (cf. in the original: – *Nie ziewaj! – upomniał Bube dziadek, батько з матір'ю зазирали одне одному в очі й наввипередки виявляли свою уважність, просто хоч до рани прикладай* [8, p. 24] (cf. in the original: *ojciec z matką zalotnie zaglądali sobie w oczy i tak prześcigali się w uprzejmościach, że pewnie byli skłonni przeżuwać dla siebie nawet serek fromage*).

In the mouth of the main character of the novel, the benevolent, wise, clever, and witty sixteen-year-old girl Buba, who gradually discovers the world of adults, the author puts sufficiently mature conclusions about relationships, surroundings, life situations, cf. from the text: *Widać, jak się jest szczęśliwym, można być gołym – pomyślała Buba; czasami lepiej być samej, niż być z kimś i nie trafić cieszyć się sobą przez całe życie; W prezentach kwi jakaś szczególna moc przyciągania ludzkiej ciekawości. <...> Prezenty to takie dobre puszki Pandory. Gdyby ich nie było, dorosli mieliby mniej okazji, aby wracać do dzieciństwa. At the same time, Buba is fond of music and has a rich imagination, which Barbara Kosmovska conveys to readers with the help of means of contextual and synonymous expression of the story, cf.: *Wieczorem włączyła kwartet smyczkowy, grający Rachmaninowa, i zapatrzyła się w okno, za którym majestatycznie i z pozoru niewidzialnie toczyła się wielka kula księżycy. Zamknęła oczy, wyobrażając sobie księżyc z ogromnymi białymi skrzydłami, trwający w niebiańskim bezruchu. I choć księżyc w żaden sposób nie chciał przeobrazić się w wielkiego ptaka, Buba polubiła go jeszcze bardziej. Za sam fakt, że pojawiał się zawsze, ilekroć go potrzebowała.**

The author conveys Buba's thoughts about the family as follows: „*W marcu nie musi być jak w garncu – napisała Buba w swoim pamiętniku. – No, chyba że chodzi o mój rodzinny dom*” – *dorzuciła jeszcze jedno zdanie po dłuższej chwili zastanowienia. Artistic speech is individualized by the expression *w marcu nie musi być jak w garncu*; cf. a Polish proverb about unpredictable March weather *w marcu jak w garncu* (w marcu pogoda jest zmienna [18]). In Bozhena Antoniak's translation, we observe the variant *y bepezni cim pogod nadvori* [8, p. 190].*

The case forms *w marcu*, *w garncu* indicate rhyming characteristic of stable compounds. Rima as “agreement of endings in adjacent and closely spaced words” is associated, first of all, with lyrical composition and stanza-making [4, p. 581]. Rhyming lines in a prose text are an important detail that strengthens the artistic presentation, emphasizes emotional and expressive shades, deepens the semantic load of the phrase, cf.: *dziewczyna tyle warta, co najlepsza karta*.

Wisdom and humor are skillfully combined in Buba's grandfather, the person who is able to evaluate and rethink any situation, support and give advice, for example, during the difficult time for a girl of her first, but unrequited love: *Takich Adasiów spotkasz tyle, co błotek w talii. Ty musisz, moje dziecko, czekać na swego króla kier. <...> Jeśli twój Adaś jest autentycznym królem kier, a nie jakimś żółdym dupkiem, to jeszcze tę partyjkę wygrasz. W innym razie <...> nie ma czego żalować.*

The grandfather's attitude towards Buba is evidenced by the following figurative and expressive means of the artistic

narrative: *Prawdziwy los na loterii, to ty, Bubo. Żadne miliony nie są ciębie warte; Ty moja damo kier, podobna do wszystkich drożdów śpiewaków.*

The individual author's selection of words and the forms of their syntactic combination, the use of secondary nominations in order to express the emotional and semantic component of the text, which can be traced in the language of Barbara Kosmovska, implements the effect of verbal surprise in order to evoke in the reader the appropriate mood needed by the author at a certain moment emotion, experience [5, p. 207].

Artistic speech is also distinguished by syntactic means of its expression, specific in view of the structure of the construction, marked by deviation from the norm and influence on intonation features, tempo, pauses when reading, on the content and emotionality of what is said. Stylistic figures, which are “always the result of the conscious choice” of the author, “can perform various, not exclusively connected with communicative, artistic functions, in particular, individualization and typification of speech, selection of individual words and parts of a phrase, especially important in terms of meaning, compositional function of emotional expression” [5, p. 224]. V. Nazarets includes inversion, anacoluphe, ellipsis, asyndenton (figures associated with deviation from the logical and grammatical norms of phrasing), repetitions at the level of words and sentences, amplification, gradation, paronomasia, antithesis, oxymoron (figures associated with deviation from logical-semantic norms of phrase design), rhetorical appeals, questions, exclamations (figures associated with deviation from certain communicative-logical norms of phrase design) to the syntactic means of expressing artistic language [5, p. 224-225].

The analyzed material proves that the syntactic organization of the novel “Buba” is one of the productive means of individualizing the artistic speech of Barbara Kosmovska, enriching it with additional emotional and expressive shades. The author pays special attention to rhetorical figures - those constructions and verbal forms that do not require a real answer or the performance of a certain action, as happens during communication, when dialogue is needed for the exchange of thoughts, and addressing the interlocutor implies a response or action. The dialogic nature of rhetorical turns is quite conditional and important in fiction text for “individualization and emotional expression of speech, drawing special attention to certain aspects of the depicted phenomenon” [5, p. 237].

With rhetorical turns, Barbara Kosmovska actualizes the main character's emotions from the very first pages of the novel. Buba, who did not feel the support of her father and mother and, next to her star parents, became only an object of harsh criticism from fans of their talents, returning home from the lyceum, dreamed of hearing such questions that are familiar to many of her peers, but extremely important to her: *Czy jesteś głodna? Jak napisałaś sprawdzian z fizyki? Co sądzisz o nowym wystroju balkonu pani Pęcikowej? Albo inne, dotyczące na przykład spraw domowych.* The questions, however, remained unvoiced and, accordingly, did not require an answer.

At the same time, the father's question *Co u ciebie, Bubo? Wszystko w porządku?* should have caused positive emotions and words of a happy child, but not in Buba, who felt that her answers were not waited for. In this situation, Barbara Kosmovska once again strings the main character's rhetorical questions-reflections: *Co miała odpowiedzieć? Że nie wszystko? Że już trzy razy ojciec przekłada ich wyprawę nad Wisłę? Że Clinton zęca się po angielsku tylko nad Bubą i ona po angielsku wychodzi z angielskiego? Wreszcie że Adaś, ten sam, którego Buba zna od przedszkola i lubi, zaczął chodzić z Jolką? I nawet mu do głowy nie przyszło, żeby iść z Bubą na Miss Saigon, choć miała od ojca dwa bilety?*

Accuracy, wit, humor, and often irony in the questions of grandfather Henryk: *Po co ma chodzić do teatru, jak ma teatr w domu?* (reaction to grandmother Rita's interest in Buba's theatrical experience); cf. also dialogue:

- *Co pani do nas jak na Syberię? – zdziwił się dziadek. Przecież już wiosna!*
- *Mam świnkę – Mańczakowa próbowała usiąść w kożuchu na krześle, ale jej się nie udało.*
- *Macie państwo świnkę? – ucieszył się dziadek. – A jak się małeństwo wabi?*
- *Zona choruje na świnkę – Mańczak wrogo spojrzal na dziadka.*
- *Chyba chorowała? – Dziadek w dalszym ciągu niewiele rozumiał. – Jak już ją sobie sprawiliście, to rozumiem, że pani Mańczakowa przestała chorować?*

(grandfather pretends that a pig is a domestic animal for him, and not the popular name of an infectious disease, which is also the case with his guest - Mrs. Manchakova).

Buba's request to support his father by watching the live broadcast of the program with his participation received the following ironic response: – *Dolowanie na ekranie? – ożywił się dziadek. – I twój ojciec w roli anioła? Ma się rozumieć, że obejrzymy! Uwielbiam takie kawalki.*

Barbara Kosmowska often conveys the emotional and evaluative attitude of the characters to what someone said or did in words-sentences with a distinct modal-expressive meaning. Such words-sentences, for which exclamatory intonation is obvious, are represented primarily by exclamations as expressions of emotions and expressions of will:

- *Fiu, fiu fiu!* – zagwizdał ojciec <...> – *Niech zgadnę! Dziś prelekcja w agencji towarzyskiej Złota Lola. Odczyt dla dziewczynek pod tytułem I ja zboczyłam na złą drogę.*
- *Auuu!* – zawył ojciec, nie pozostawiając wątpliwości, że z jego dwójką dzieje się coś złego.
- *No i co wy na to? – matka triumfowała. – Sięgam po chleb, a znajduję podręcznik do fizyki, której się właśnie uczą! Ha! Mielśmy rację!*
- *Oooo!* *To coś nowego – Buba przestała zajmować się analizą własnej łydki, mającej więcej wspólnego z gruszką niż z sercem. – Myślałam, że wciąż śpiewasz w tym chorku Skowrońskiej.*
- *Ach!* – matka Buby z trudem ratowała sytuację. *Auuuu!* – zawył przeciągle i z trudem wycofał rękę.

The artistic narrative is also characterized by often fixed emotional and evaluative exclamatory formulas of the phraseological type - compounds with the core component **Boże**, less often - **Jezu**, as well as **mój Boże** (używane dla wyrażenia różnych stanów emocjonalnych [18]): **O Boże, muszę lecieć!** – *przypomniała sobie, walcząc z ciasnymi członkami; O Boże!* – *zmarłwil się szczerze ojciec. – Znowu wrociliście na zawsze? A ja miałem nadzieję, że przyszedł mnie obejrzyć w telewizji; O Boże!* – *w okrzyku matki czaiła się sakralna trwoga; Słusznie!* – *zgodził się ojciec. – O Boże, nigdy nie byłem milionerem! Człowiek nawet nie wie, jak się zachować...; Matka również zastęła w bezruchu, powtarzając swoje idiotyczne „O Jezu!” i „O Boże!”; O mój Boże! Dziecko! Dlaczego nam nie przypominałaś?; Mój Boże – wdychał dziadek – niechże ona już kończy, bo przecież będziemy musieli to czytać!*

We can consider the repetition of the analyzed stable compound as a means of strengthening the emotional motivation of the artistic language of the novel, cf. *Tu jest duży. Buba, pisz!* – *powtórzył ojciec. – Siedem, szesnaście, dwadzieścia dwa... O Boże... O Boże... – ojciec przebiegł oczami trafienia i zaniemówił.*

Barbara Kosmowska primarily uses simple repetitions, so-called “reinforcing and semantic repetitions that do not have a structural and organizing meaning”, which are essential in general meaning, but not in compositional terms [5, p. 130]. The expressive function of such stylistic figures in the artistic text consists primarily in the individualization of the language of the characters and the author's style, the creation of the local flavor of the story, the expression of the artistic image. Repeated words reflect the development of feeling, deepening of experience. The author of the novel “Buba” uses repetitions in the language of

the characters; often these are repetitions colored with an exclamatory intonation, calls to a certain action, which add energy, tension and emotional charge to the artistic narrative, strengthen its dynamics:

- *Wejź, wejź!* – poradził ojciec. – *Może akurat trafisz na scenę pasującą do twojej powieści – ostatnie zdanie zabrzmiało jak groźba.*
- *Gramy, proszę państwa, gramy!* – zarządził po męsku, potrząsając notesem.
- *Bo przyspieszając kroku, radośnie powtarzał: Do kart, Bubo, do kart! Chcemy czy nie, trzeba grać!*
- *Ogór, moje dziecko, tylko ogór – odpowiedział dziadek rozmarzonym głosem i z miłością spojrzal na wnuczkę.*
- *Dzwoń, dzwoń – wyjaśnił dziadek. – Musimy wiedzieć, które sklepy trzeba omijać z daleka!*

The prose story is individualized by the repetition of the same questions and answers in the dialogues of the characters, for example, in the conversation between the domestic worker Bartoshova and Buba, who returned from the lyceum depressed and silent:

- *Kiepsko?* – spytała lapidarnie Bartoszowa, zgarniając szorty i białą koszulkę.
- *Kiepsko – zgodziła się Buba. – Dostałam jedynek z zakazem poprawy.*

The rhetorical question of the father, which duplicates the corresponding statement of Buba, is recorded in the following lines:

- *Obrzydliwe* – stwierdziła krótko Buba, zatapiając zęby w kawalku placka.
- *Obrzydliwe?* – nie zrozumiał. – *Dlaczego tak uważasz?*

“Prosaic anaphora most often strengthens and emotionally expresses the meaning of what is being told, although it can also perform a compositional function” [5, p. 231].

The syntactic organization of artistic speech is distinguished by a stylistic figure, which connects the end of the previous speech unit and the beginning of the next one with the repetition of one construction, albeit of a different modality:

Nacisnęła dzwonek domofonu. Znowu zapomniała kluczy.

- *Znowu zapomniałaś kluczy?* – usłyszała płynący ze ściany niezadowolony głos Bartoszowej.

Mainly as a compositional technique, stich is occasionally used in prose [5, p. 233].

The corresponding fragment of the artistic story is expressively actualized by the author's noticeable repetition of the word forms of the noun **parówki** in the dialogue between mother and daughter:

Ale co ty robiłaś, Bubo, u rzeźnika?

- *Kupowałam... parówkę.*
- *Parówkę? Dlaczego parówkę?*
- *Bo lubię.*
- *Ale to takie nieeleganckie. Lubić parówki. Czy zauważyłaś, żeby którakolwiek z moich bohaterów lubiła parówki? No tak, przecież ty nawet nie znasz tych wspaniałych kobiet...*

One of the means of expressing gradational relations in the stylistic syntax of the novel “Buba” is amplification - a stylistic technique used “to strengthen the characterization, supplement and enrich the thought with the help of the accumulation of homogeneous linguistic means” [4, p. 32]. Barbara Kosmowska actualizes a powerful arsenal of expressive and emotional shades of verb forms to clarify and strengthen the thoughts of Olka, the main character's sister, in the following episodes: *W domu, skazani na siebie, to oni, moja droga, umierają! Tak, umierają! – syknęła złowrogo, jakby powtarzała kwestię Kasandry na deskach szkolnego teatru. – Unikają się, oklamują, denerwują, chowają się przed sobą, bo żadne nie ma dla drugiego czasu, a*

jak na siebie przypadkowo wpadną, awantura gotowa (we also fix the repetition of the verb form *umierają*); *Zresztą jak można być zazdrosną o faceta, który wiecznie coś przetyka, beka, mlaszcze, wydaje dziwne odgłosy i zachowuje się tak, jakby w jego organizmie pracował wyłącznie przetyk z przyległościami? – prychnęła.*

An effective means of creating an emotionally rich context is the use of antithesis - a stylistic figure, "which consists in a dramatic denial of a certain thesis or in a motivated contrast of the semantic values of binary images" [4, p. 48]. Thus, the author's set expression *z dużej chmury mały deszcz* is built on the antithesis, as Buba's confidence that the parents will quickly reconcile after this is not the first big quarrel.

Opposite actions, expressed in the context of the interaction of two people, are conveyed, for example, by construction *Zawsze wychodzisz, gdy ja wracam*, Buba's father's rebuke to his wife.

The emotions of the main character's mother after she, having confused the name of the lyceum, did not get into the parents' meeting, but suspected her own daughter of deception, Barbara Kosmowska reproduces in the following lines of the artistic story: *Już od dawna podejrzewałam najgorsze. Tak szybko wracałaś z tej szkoły albo tak późno wychodziłaś na zajęcia... Czulam, że coś się za tym kryje... <...> – Milcz! – krzyknęła matka. – A właściwie – mów! – zażądała.*

Among the productive, expressively and emotionally saturated syntactic constructions in Barbara Kosmowska's speech, we can distinguish the so-called unfinished expressions, which provide a special expressiveness of artistic speech and individualize the writer's style. The definition of this phenomenon in science, according to the observation of U. Hrynshyn, is not terminologically unambiguous: "keeping back", "keeping silence" [7, p. 81]. In the "Literary dictionary-reference" we see: "a preposition, or aposiopesis - a stylistic figure that records an unfinished, suddenly interrupted thought, emphasizes a hint of a special situation that requires delicacy, an extraordinary solution" [4, p. 686]. The incompleteness and openness of the expression, emotional and evaluative shades of intonation are graphically displayed by three dots; let us compare in Polish *wielokropek – znak interpunkcyjny w postaci trzech kropek, używany dla zaznaczenia miejsca, w którym nadawca wypowiedzi ustnej przerywa ją, zawieszając głos lub nie wypowiada jakiegoś jej fragmentu* [18].

Sporadically, such pauses, conveyed graphically, can be traced in the author's language; cf. description of the Manchaks after not the first defeat in the game: *Mańczak pakował karty w nerwowym pośpiechu, ignorując gospodarzy analizujących jeszcze ostatnie, kładące Mańczaków rozdanie, a Mańczakowa... Mańczakowa milczała zawzięcie, co nadawało jej wygląd groźnego boksera.*

Incomplete statements in spontaneous dialogic speech are more actualized and primarily reflect the unwillingness or inability of the speaker to verbalize thought for various reasons; cf. dialogues:

- *To kto właściwie przyszedł na twoje spotkanie? – zainteresował się dziadek.*
- *No... – matka nabrała powietrza. – Jakiś transwestyta, bibliotekarka i szefowa kuchni. Było jeszcze kilku więźniów... – tłumaczyła się niezręcznie.*
- *Chciałbyś się otwierać na oczach całej Polski? – Buba spojrziała na ojca uważnie. – A choćby na oczach Karpowej, Misiorków, pana Migołka czy Krzywickich z naszej klatki?*
- *Nooo... – zamyślił się ojciec. – W pewnych sytuacjach... Czy ja wiem?... Ale na pewno są takie chwile...*

Disruption of speech is often due to the corresponding emotional state of the character, cf. the emotions of Mrs. Violeta, who decided that her husband had left her: *On... odszedł ode mnie! – wykrztusiła i wybuchła ponownym płaczem. A ja... głupia... ludziłam się, że to tylko zemsta... że on wróci i... i...*

The growth of emotional tension is conveyed in the following lines of Buba's story about the rescued puppy: *...i tam – kontynuowała niezrażona Buba – w gęstwinie krzaków jałowca coś bardzo żałośnie jęczało. Miał skrepowaną łapę i... – opowieść przerwały łzy.*

In the text, we trace the intonation-content highlighting of those parts of Grandpa Henryk's speech, in which his reflections are actualized, such as: *...bo najważniejsza, Bubo, jest motywacja – tłumaczył Bubie dziadek – na przykład dla takich pierogów sam stanąłbym na głowie...;* often ironic comments interrupted by his interlocutor:

A wiesz, Bubo, że nawet się zastanawiałem, kto też ogląda takie obsceniczne obrazy, bo żaden porządny mężczyzna...

Ty, dziadku – przypomniała uprzejmie Buba.

5 Conclusion

The presented and analyzed material gives reasons to claim that Barbara Kosmowska's language creation is distinguished by the skillfully used stylistic means of expressing the artistic narrative, primarily at the lexical and syntactic levels. The linguistic picture of the artistic world, which reflects the author's individual way of thinking and expressing her thoughts, is represented by powerful tools of contextual-synonymous expression of speech, such as: epithets, metaphors, similes. Irony as a means of implementing the subjective-evaluative modality helps the author to create an artistic reality by enhancing expressiveness and emphasizing what has been said. One of the sources of increased expressiveness and emotional richness of the text is the phraseological units introduced into the artistic canvas.

The artistic expression of Barbara Kosmowska is also individualized by the syntactic means of its expression. The author pays special attention to rhetorical figures. One of the means of strengthening gradational relations in the stylistic syntax of the novel "Buba" is amplification. The so-called unfinished expressions are also productive in the artistic speech of the Polish writer. An effective means of creating an emotionally and expressively rich context is the use of repetitions and antitheses.

The study of stylistic means of expressing artistic speech as an important component of Barbara Kosmowska's individual and authorial manner of writing is relevant also on the material of other works of the writer, which determines the perspective of further research.

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PLANNING FOR SUSTAINABLE DEVELOPMENT THROUGH THE INTEGRATION OF A NEW POLITICAL CULTURE

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Abstract: The article represents an attempt to investigate the phenomenon of political culture through the lens of sustainable development. Based on comparative approach and Political Science provisions, implementation of UN Sustainable Development Goals is considered within the integration of a new political culture. Patterns characteristic for the USA and China are employed as examples, and the broad use of 'sustainable value' notion is suggested. It is shown that sustainability value and political culture are integral elements of sustainable development planning and practice, which should give the synergy effect.

Keywords: sustainable development; integration; political culture; ESG; sustainable value.

1 Introduction

In the modern world, political culture represents one of the main elements that make up the spiritual potential of a society, reflecting the degree of its political civilization. However, the peculiarity of this social phenomenon also lies in the fact that it accumulates the substantive characteristics and distinctive features of politics and culture, and at the same time their genetic relationship is manifested. Culture is included in the world of politics with its ideas about the ideals and moral standards of political relations [13]. Politics, in turn, determines the content and direction of the cultural development of society, the conditions and possibilities for using its achievements.

The currently observed increased interest in the problems of political culture is due to the sociocultural and geopolitical shifts taking place in the world, the expansion of international relations, the increasing role of a conscious and responsible choice of goals and means of transformative activities, including sustainable development.

The modern international political system is characterized by a state of "crisis stability" [4]. E. Laszlo calls the moment of transformation of modern human civilization a macrosift [3]. A macrosift, according to Laszlo, represents a bifurcation point in the dynamics of the evolution of the international community. In this situation, turning to the problems of studying the prospects for global "sustainable development" ("SD") is of significant relevance for such disciplines as world politics and political global studies.

The origin of the concept of SD is traditionally associated with the teachings of V.I. Vernadsky about the noosphere (20-30s of 20th century) and reports of the Club of Rome. Within the framework of the concept of SD, as a rule, three spheres of the global world are distinguished that require qualitative transformations: global ecology, social and economic spheres. A number of researchers identify a fourth sphere of SD - cultural [30]. However, such an important area of sustainability of global development as political, remains largely underdeveloped to this day.

Today, the concept of SD is a scientific approach that is of significant interest in the context of studying global political

dynamics. This concept focuses not on the stable state of the international community, but on the potential of this community to carry out qualitative changes that should ensure the survival of the world community in the long term. In this regard, the most important place belongs to the issue of design and management of SD [11]. Among other things, the implementation of SD involves the development of more effective risk and safety management mechanisms. In addition, research in line with the concept of SD is designed to find and specify acceptable ways to achieve the so-called "Millennium Development Goals". Of course, the concept of SD also has an internal political (national-state) dimension.

The toolkit of global events, which the concept of SD is focused on, as well as the institutional design of its implementation, largely stem from the ideas of the neoliberal approach in the theory of international relations and world politics; however, at the national level, institutional design and approaches are refracted through the prism of the corresponding political culture, which in a number of countries it is far from the liberal vector. However, the need to take into account the SD implementation of the principles of achieving the Millennium Goals, 17 Sustainable Development Goals formulated by the UN, determine the necessity of integration of a new political culture in any society. Thus, the issues of planning and implementation of SD vectors through the integration of a new political culture represent a very relevant and extensive research field in an interdisciplinary plane.

2 Materials and Methods

The methodological basis of the study is the use of the latest interdisciplinary methods, which are widespread in ecopolitical science and global studies, among which there are holistic methods, methods and approaches used in synergetics, and the use of more traditional comparative historical methods, the method of system analysis.

Also, the methodological basis of the study is made up of general scientific and political science methods. In relation to the research topic, special attention was paid to comparative and historical methods, thanks to which it was possible to carry out a comparative analysis of competing and complementary versions of the concept of sustainable development, taking into account regional and national differences, as well as historical and sociocultural contexts.

3 Results and Discussion

The category of political culture is multifaceted. It characterizes both the way of behavior and activity of individual and collective subjects in the sphere of politics, and the way of functioning and development of political institutions and the political system as a whole). Political culture is often called the basis of all political activity, since it allows identifying the underlying reasons for the specificity of political behavior of different socio-political communities, even under similar conditions of existence.

The concept of political culture was formulated in Western, more precisely Anglo-American, political science in the late 50s of the 20th century. In modern science, two main approaches to the interpretation of the category of political culture have developed. Some scientists understand political culture as a set of spiritual phenomena in the world of politics, a form of political consciousness (Almond). Others include in the concept of political culture not only political norms and principles, but also manifestations of political behavior, political activity in the broad sense of the word (Paul, Sharan). In our opinion, in the context of sustainable development, these two approaches should be combined, since while the concept of sustainable development itself is based largely on ethical principles (and not only utilitarian, but also Kantian ones), the planning and

implementation of programs in the field of sustainable development are based on political behavior and activity. Political culture can be seen as a mediator between areas of social relations, cultural norms, stereotypes, and political processes.

The combination of economic development and sustainable planning has grown in importance as countries recognize the connection of economic, social, and environmental factors. Finding a careful balance between economic growth, social well-being, and environmental conservation is critical. To ensure a long-term and successful future, government agencies, companies, communities, and individuals must work together. Integrating these dimensions, society may address current concerns while also protecting resources and opportunities for future generations.

Theoretical approaches in the field of interstate cooperation focus on the institutional basis of those transformations that must take place within the framework of the global SD. In this context, the developments of E. Milner are of significant interest. Within this approach, the main focus is on the idea of common interests [32]. Louis Meuleman proposes a scheme depicting policy and institutional coherence for the SDGs: horizontal, vertical and inclusive (see Figure 1).

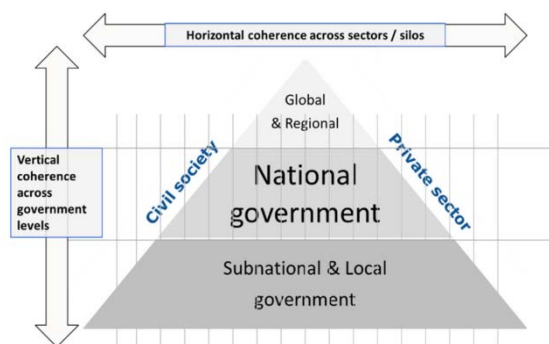


Figure 1. Policy and institutional coherence for the SDGs: horizontal, vertical and inclusive [27]

The concept of Sustainable Development is based on fairly innovative developments in the field of political ethics. The Brundtland report (The Brundtland Commission, formerly known as the World Commission on Environment and Development, was a UN sub-organization dedicated to bringing countries together in the goal of sustainable development) raises the idea of “the rights of future generations” [8]. In this regard, while previously the leading power was responsible only to the states and the peoples inhabiting them - contemporaries, now the situation is changing radically. The 1997 Declaration of the Responsibility of Present Generations to Future Generations states: “Current generations have a responsibility to pass on to future generations an Earth that will not one day be irreparably damaged by human activity”. Based on the logic of the concept, the very notion of “activity” in this case can be interpreted quite broadly [3]. In particular, one can talk about military-political activities. The breadth of formulations is a distinctive feature of the SD concept. Based on the Brundtland report, it can be noted that the concept of SD addresses the problem of political regimes of the future, as well as the question of constructing the international system of the future. The report’s authors pointed to the need to promote political systems that ensure grassroots participation in decision-making. We can associate these attitudes with the extremely popular concept of e-government today, which in the long term may receive an international dimension. Globally, according to the authors of the report, a system should have been created that would maximize the sustainability of trade and financial ties.

Thus, the question arises about the need to create a more sustainable and at the same time more flexible and open to positive changes, and as a result, a more equitable world order.

The very concept of SD needs significant clarification and disclosure of political aspects.

The following factors of global instability can be identified: intrastate, interstate, transnational, global. These factors are closely related and mutually influence each other. In this regard, such aspects that limit global development, such as economic, environmental, and social, are significantly influenced by the political sphere, which permeates all the main levels of the world system and is reflected, accordingly, in national political processes and political culture.

In the conditions of growing global dependencies, material and spiritual inequalities, culture turns into a deep fundamental matrix of knowledge, beliefs, and political practices that can guarantee the safety of social and political changes. Successful modeling and forecasting of these changes becomes impossible without the integration of science into the sphere of political and civil relations and the use of scientific measurement and organizational and management techniques and procedures.

In addition, the modern strategy for the sustainable development of national societies arises on the basis of the process of forming a current digital political environment and culture. Dynamic functional changes are taking place in the content and life of civil society participation. A new socially oriented and controlled democracy is emerging in place of the declining elitist democracy, which was mainly limited to electoral processes. A new, modern democracy, permanently improving the constitutional and legal framework, mechanisms and procedures for managing resources and interests in the center and regions of the country, becomes an instrument of a developed civil society.

Furthermore, as a framework, the SDGs build on the earlier Millennium Development objectives (MDGs) in a variety of ways, most notably by attempting to deeply connect the social, economic, and environmental components of the objectives. This entails connecting across time to ensure that short-term improvements in human well-being do not come at the expense of compromising long-term well-being by destroying the underlying social and environmental capital on which our global life support system is based.

The notion of sustainable development has developed from an emphasis on environmental challenges to a more balanced approach that includes environmental, economic, and sociological components. Local attempts to encourage environmental stewardship and economic growth are not mutually incompatible, but issues persist about the sorts of policies that combine these efforts. Clearly, integration is unlikely without a suitable political culture.

Political culture, as structural elements, includes the culture of political consciousness, the culture of political action, and the culture of the functioning of political institutions. If to structure political culture at the level of an individual, then one can distinguish political knowledge, political beliefs, and political behavior [13]. Political culture is an integral system of value-based, cognitive, behavioral elements functioning in the real environment.

A political attitude is a subject’s attitude towards political phenomena, and political behavior is one or another way of a subject’s response to current events. Political attitudes and political behavior exist in organic unity; their stable stereotypes constitute an indispensable component of the political culture of an individual, social group, ethnic group, or society as a whole. The political culture of any society is characterized by its own characteristics, which reflect the norms, values, stereotypes, forms of political participation and power relations inherent only to that society. Political culture is influenced by historical conditions and national traditions, ideological attitudes and religious beliefs, and the peculiarities of the geopolitical position of a particular ethnic group. It is a product of civilizational development, the ascent of humanity to ever higher levels of cultural and moral existence. A significant role here is played by the achieved level of socio-economic development of society,

higher education landscape, the political regime, legislative provisions for the implementation of political and civil rights, the level of education, legal culture of the population, and much more [17; 21; 22; 24].

Accordingly, it is difficult to talk about the possibility of universalizing political culture. When integrating political culture for successful sustainable development planning, it is necessary to take into account national specifics, including security implications [16; 20; 23].

In particular, China plans to achieve carbon neutrality by 2060. A focus on sustainable development distinguishes market leaders, and the government supports the greening of the economy. According to the Center for Research on Energy and Clean Air (CREA), in 2023 green projects earned a total of 11.4 trillion yuan (\$1.6 trillion), which is 30% more than in 2022 [15].

In 2015, the UN General Assembly proclaimed the Sustainable Development Goals (SDGs) and set a date for their achievement - until 2030. Asian countries have significantly "pushed back" these deadlines, stretching them from 2050 to 2070, experts in the field of sustainable development note. In their opinion, this happened for several reasons. "Firstly, it's a matter of mentality. It is in the spirit of the Asians to build a development strategy for a hundred years ahead. Europeans are more inclined to short-term planning - to receive benefits and investments from any projects", the experts said. "In addition, this is an overestimation of their own strengths: in the 15 years since the adoption of the concept, the Europeans intended to completely reshape the energy industry almost from scratch" [26]. Experts also note that European countries have failed to achieve their goals. Germany, having closed all nuclear power plants and abandoned coal, became completely dependent on its neighbors. Germany imports about 43% of its required electricity from France (nuclear power plants) and the Czech Republic (coal-fired stations). "Asians cannot afford such mistakes" [28].

In 2023, after a six-year break, trading in carbon units resumed on the Beijing Exchange (they were suspended due to the low volume of transactions). According to the new rules of the program for registration, certification, and trading of voluntary emissions reductions CCER (China Certified Emission Reduction), any company can purchase certified reductions. Previously, there were restrictions on this activity. It is expected that in the future even individuals will be able to purchase certificates.

The country is preparing to resume voluntary carbon credits. CCER envisions the ability to quantify and trade CO₂ emissions reductions from projects that include forestry, renewable energy (RES), and methane utilization. In addition, the Chinese government intends to compile an annual national greenhouse gas inventory as part of efforts to stop the growth of emissions by 2030 and achieve carbon neutrality by 2060 [15].

Chinese companies indicate reducing the energy intensity of production as one of the goals of sustainable development. Thus, the developer and casino operator in Macau, Sands China Ltd, announced an extensive ESG agenda and was included in the 1% of companies most focused on achieving sustainable development goals in China by S&P Global Ratings. In particular, the policy of increasing energy efficiency in the construction of facilities through the use of new energy-saving technologies, renewable energy sources, and low-emission vehicles deserves attention. An example of an energy efficiency achievement is the replacement of existing heat pumps at the Plaza Macao Hotel. The new system supplies hot water while maintaining its temperature at 80°C.

Investments in energy-efficient processes, according to CREA, amounted to 0.6 trillion yuan in 2023 and 0.5 trillion yuan a year earlier [15]. Chinese energy service companies are booming: their capitalization is growing every year.

Regulators in Asian countries, as well as in European ones, are concerned about the problem of companies exaggerating ESG indicators – the so called "greenwashing" practice. While there is no special law regulating greenwashing in China, a number of regulations have already been integrated into the relevant legislation on financial activities, advertising, consumer protection, trademarks, and combating unfair competition. Thus, in 2021, the People's Bank of China issued guidelines on environmental disclosure for financial institutions, including reports on the assessment of green investments by fund managers.

In the financial sector, greenwashing targets companies that receive funding to develop green projects that are not green. These could even be high-carbon, high-pollution projects. "Leading companies, even such as PetroChina, are coming under fire from criticism and in the media. China's leadership, in particular, requires financial institutions to manage the risk control of green projects in accordance with national and local environmental standards. In addition to national legislation, certain regions, typically those with higher levels of economic development, play a leading role in the adoption of comprehensive environmental legislation" [33].

Voluntary guidelines for Chinese companies to disclose ESG reporting came into force in 2022. The Shanghai, Shenzhen, and Beijing stock exchanges have published requirements for the publication of ESG reports for 2025 by April 30, 2026, covering companies whose shares are included in the SSE 180, STAR 50, SZSE 100, and ChiNext indices, as well as for companies whose shares are traded on Chinese and foreign platforms. "With this announcement, China joins other major markets, creating own requirements. Under the new rules, company reporting requirements will cover four main topics, including company governance, strategy, risk management, as well as metrics and targets. The rules include reporting of greenhouse gas emissions across the value chain, including the publication of indirect greenhouse gas emissions (Scope 3), which was a key point of contention during the finalization of the requirements as companies raised concerns about the difficulty of collecting emissions data in the value chain.

Beijing's willing acceptance of the concept of sustainable development is not difficult to explain: the issue of sustainable development is of particular relevance for the PRC. China's economic development does not proceed parallel to the processes of globalization, but is purposefully intertwined with them. The country is determined to take advantage of all the opportunities offered by globalization. However, due to the insufficiency of its own resource base at high rates of economic growth and due to the specifics of the place of the PRC (as a "world factory") in the global division of labor, China's dependence on external sources of resources - hydrocarbons, metals, etc. - continues to increase. This situation carries with it risks for the sustainability of the development of the PRC, since it cannot but affect the economic security of the country.

Mitigation of this dependence can occur if China switches to a "green" economy and expands the base of its own renewable energy sources, or radically increases the import of natural resources from less developed countries that are in no way capable of threatening China's economic independence.

The first path is long and costly, while the second one is politically vulnerable, since it can provoke new accusations that China is pursuing a policy of neo-colonial exploitation of "small" partners. The formation of a "green" economy is not a private issue for an individual state. It is closely related to the issues of global sustainable development, since it requires interaction with other countries, the use of international developments on this issue, and coordination of development strategies of many subjects of international relations. This very complex, expensive, and important task is beyond the power of one country, even an influential one [1]. That is why international cooperation on the basis of global sustainable development is of additional value for China.

The PRC interprets the stability of state institutional foundations in its own unique way. This specificity is expressed in increased attention to the stability of the existing system, the leading role of the party, as well as the internal political situation. China, unlike Western democracies, is ready to take the strictest measures to maintain internal order [25]. Although it could be paradoxical for the modern doctrine of the effectiveness of liberalism, the strictly centralized management of the country and total party control quite successfully serve the task of the general stability of the PRC.

The uniqueness of the PRC's approach to the implementation of the 2030 Agenda can be illustrated by the fact that the country's government is developing political guarantees for this process. They consist of creating a comprehensive system of measures and principles, "which will be determined by the national strategy and be based on a specialized strategy and a local strategy" [12]. These measures and principles will be implemented (and are already being implemented) in ten areas: eliminating poverty and hunger; maintaining economic growth; promoting industrialization; strengthening public safety and improving social services; ensuring equality and justice; improving environmental protection; attention to the problem of climate change; increasing energy and resource efficiency; improving national policies and promoting international cooperation. Beijing also intends to ensure the responsibility of governments at all levels (local, provincial, and central) for implementing the Agenda. To achieve this, it not only strengthens horizontal inter-regional and inter-institutional coordination, but also forms a vertical mechanism linking the central, local, and grassroots levels. Thus, this is China's version of integrating a new political culture for planning to achieve the SDGs and national sustainable development.

In the US, a combination of economic and environmental priorities has brought with it harmonization on the distribution of industry in the country, as well as on reducing pollution levels. The US Administration annually formulates, clarifies, supplements, and modifies the key areas of its activities in the environmental and economic spheres, thereby developing its own sustainable development strategy, focused on the interaction of national and regional authorities, industry and environmental movements. By the end of the 80s, the United States had developed an economic model in which emission quotas were distributed between each state of the country, which subsequently became the basis for the development of international measures in the field of emission quotas [10]. According to the measures taken, each state received the opportunity to exchange quotas with other states, which made it possible to develop industry on its territory, taking responsibility for pollution, or, conversely, to give its quotas to other states and direct its activities to other areas.

Today, the implementation of the idea of sustainable development can be traced in the strategies of sustainable cities in the United States. Each of these cities has its own unique feature, depending on its geographical location, natural resources, ecological and geographical features, population, or prevailing ideas in society.

It should be noted that the list of the most sustainable cities in the United States was proposed by the American organization Natural Resources Defense Council (NRDC) and is called "Smart cities". Seattle currently ranks number one in the list of sustainable cities. In its activities, the above organization used data from the US Environmental Protection Agency, and also analyzed information from the city administration about the state of the environment in the city and its suburbs. When creating the rating, ten different criteria were used, such as air quality in the city, carbon dioxide emissions, the use of alternative energy sources, the presence of bicycle paths, etc.

According to experts, Seattle was and still is the leader among sustainable cities. Seattle has a highly developed light rail system that allows residents to move around the city without significant environmental impact. The city's energy needs are provided by hydroelectric power plants, which allow reducing carbon dioxide emissions produced by power plants that burn

hydrocarbon fuels. Seattle participates in two programs to "fight" global warming: Seattle Climate Action and Seattle Climate Partnership. According to experts, the urban population of the city is represented by people with a highly developed culture and environmental responsibility, which indicates a high level of integration of the new political culture into the public and institutional 'fabric' [28].

After Seattle comes the metropolis of San Francisco, which is one of the most populous cities in the United States. Important and interesting initiatives related to the development of a sustainable city in San Francisco include a prohibition on the use of plastic bags, the active development of a program for using solar panels to provide electricity to the city, the development of cycling in the city and city support for healthy food producers. There are stores with so-called "organic" and environmentally friendly products. Organic products meet certain criteria - plants are grown without the use of pesticides and herbicides, animals are raised without the use of antibiotics, etc.

And finally, Portland is one of the top three American sustainable cities [28]. Just like San Francisco and Seattle, Portland has a light rail system that makes it easy to get around the city. Portland is aggressively combating carbon emissions by modernizing the city's industries. Portland is also famous for the fact that its residents recycle more than half of their own garbage, which makes it a very "environmentally friendly" city.

Also interesting is the example of the city of Sacramento, which has developed and uses the principle of its own energy policy, providing city needs 100% from renewable sources. City officials have created a project to provide city residents with free trees that citizens can plant in front of their homes to have a positive impact on the environment and cool their own homes from the shade of trees.

The following is the example of Boston, which also strives to provide the city with renewable and/or non-traditional energy sources and is developing a program for the construction of solar power plants; all traffic lights use LEDs, which allows significant energy savings by regulating city traffic. All of these innovations make Boston a leader in environmentally friendly technology on the East Coast.

Reducing resource consumption, creating park areas, and developing bicycle transport are an important part of the sustainable city strategy. Actions are being carried out to involve the US population in the improvement of their state and the country as a whole. For example, one should mention Earth Day, when volunteers clean beaches, squares, and parks. Conferences, exhibitions, traffic closures on busy streets in large cities, cleaning of areas and tree planting are also held.

At the same time, the United States at one time signed the well-known Kyoto Protocol, but did not ratify it, which means that the country in total "supplies" about 25% of the total volume of carbon dioxide and other pollutants into the atmosphere and practically did not use the experience accumulated by it within the framework of the use of hydrocarbon quotas within its limits. The integration of political culture for planning sustainable development turned out to be "patchwork", not ensuring the integration of the new political culture of the SDGs at the national (federal) level, but nevertheless very effective at the regional and local levels, which constitutes the uniqueness of the political culture of the United States.

The worldwide low-carbon energy and renewables industry demonstrates the significance of states in sustainable changes. The United States was an early leader and pioneered major innovations, but the venture capital firms that supplied initial funding were not long-term investors, and programs failed. China, on the other hand, has provided significant governmental support for renewable energy discovery, design, and manufacturing, and has quickly become the world leader in solar photovoltaic technology, exporting products all over the world. Danish wind power has grown from its humble origins as a community-led effort to a worldwide market participant, whereas Germany has begun to replace its nuclear capacity with

renewables through substantial state-supported private investment. Other nations, such as the United Kingdom, have fallen behind, partly due to the lack of continuous, persistent official funding [31].

Thus, a green entrepreneurial state selects winners, offers long-term funding, and guarantees that green technologies reach the market following research and development expenditure. Indeed, the majority of the market-led examples highlighted in the previous section, whether carbon offset programs under the UN REDD (Reducing Emissions from Deforestation and Forest Degradation) program or renewable energy investments, have required some form of state intervention, albeit in a relatively limited regulatory role. States and markets are inextricably linked, and they must work together to achieve global public goals like sustainability.

States and markets, of course, function within a setting that is impacted by history and politics. There is no easy way to reproduce the principles of the entrepreneurial or developmental state, whether green or otherwise. Some of these differences may be explained by comparing political economies, namely the varied ties between state and capital, as well as the history, ability, experience, and political legitimacy of the state and its institutions. Transformations are particularly difficult in some environments due to powerful, entrenched forces and historical lock-ins of political, financial, or technological interests. State institutions and their forms of accountability play a significant role in bringing about change [31]. Several routes are observed. For example, one could involve a strong, centralized state with significant clout and enforcement capacity, as in China; another could involve a decentralized, democratic response, in which states (or more commonly federal regions) compete with one another and have strong forms of downward accountability to electorates, as in Germany. Political culture essence of manifestation conceptually is depicted in Figure 2.

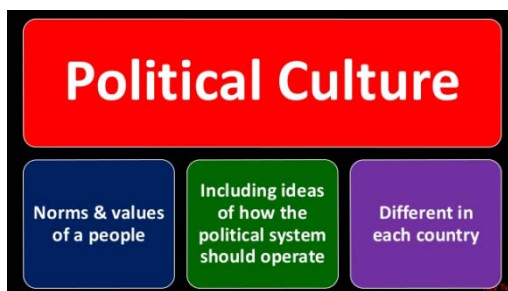


Figure 2. Political culture essence of manifestation [29]

Developed countries strive to create societies in which everyone has equal opportunity to prosper, by integrating social equality and inclusion into sustainable development policies. These policies mitigate inequalities, increase social cohesion, and ensure that all community members benefit from sustainable development. Eastern countries place greater emphasis on the “E” and “G” components of sustainable development, while often demonstrating more impressive successes in environmental protection than developed Western countries. The obvious conclusion is that culture is the most important variable in the “function” of sustainable development. Also, namely culture determines the composition of the relevant stakeholders and their interests at the national level. That is, conceptually, the politics of planning and implementation of sustainable development at the national level can be written as a formula:

$$PSD = ((E + S + G) \times C) + \sum_{i=1}^{f(c)} sh_i$$

where

PSD – politics of sustainable development
 E – environmental component of ESG paradigm
 S – social component of ESG paradigm
 G – governance component of ESG paradigm
 C – culture
 i – number of stakeholders

Jyoti Hosagrahar [14] writes that “the safeguarding and promotion of culture is an end in itself, and at the same time it contributes directly to many of the SDGs – safe and sustainable cities, decent work and economic growth, reduced inequalities, the environment, promoting gender equality and peaceful and inclusive societies. The indirect benefits of culture are accrued through the culturally-informed and effective implementations of the development goals”.

Dan Byrne [5] rightly claims that rightly or wrongly, ESG (environment, social and governance) has become a political issue. “Proponents never intended it to end like this, but here we are. Why? Because of its impact on the way people spend money. ESG is a new take on business and investment strategies. In general, it aligns them with goals that the mainstream 21st Century stakeholder would consider top priorities. As a result, it’s a hot and often controversial topic for boards, shareholders, and politicians who represent their interests”. There is, however, a gap in this opinion, since culture component is not taken into account. Not only business and investment are the definitive factors of state’ behavior on the international arena, and not only interests of business determine national strategies, in particular in SD.

As noted above, in modern political science there are several approaches to defining political culture. Almond’s interpretation is sometimes referred to as a psychological approach, since the researcher pointed out: “When we talk about the political culture of a society, we mean a political system internalized in the consciousness, feelings and assessments of the population” [2]. Almond defines political culture primarily as a “pattern of orientation to political action” or the distribution of patterns of orientation toward political objects among the members of a nation, which include “cognitive” (knowledge about and belief in the political system), “affective” (feelings aroused by political system) and “evaluative” orientations (opinions about various political objects). Thus, Almond’s political culture appears as “diverse, unstable, repetitive, cognitive, affective and evaluative orientations regarding the political system in general” [2].

The second common approach to understanding political culture is a behavioral interpretation, implying that culture involves certain typical actions of individuals in the public sphere of society, stimulated by existing normative regulations (S. White) or patterns of this kind of behavior (D. Plano).

Proponents of the third approach (F. Huynx, F. Hickspurs, U. Rosenbaum) perceive political culture as the ideals, values, and knowledge of an individual expressed in behavior [34]. Thus, political culture goes beyond behavioral patterns or psychological orientations, also turning to value elements, ideals and even political myths. In accordance with the positions of a number of theorists, political culture should be perceived not as some homogeneous and time-stable integrity, but as a set of subcultures that can have different effects on social values, attitudes, and behavioral patterns [6].

In today’s turbulent and nonlinear world, all three approaches seem correct. Planning sustainable development through the integration of a new political culture is possible only on the basis of taking into account specific values that are clearly or latently present in society.

The link between governance and development is a hotly discussed issue. While some scholars think that governance has a favorable influence on growth, others disagree.

Gale [9] contends that achieving sustainable value necessitates a fundamental rethinking of how enterprises and governments are controlled, calling into question the notion that preferences are rational. The book demonstrates how ‘tetraevaluation’ is being partially fulfilled at the business and state levels, by seeing sustainability value as supervening on four other essential economic values. With huge variations in institutional needs across traditional liberal, nationalist, and socialist frameworks, Gale urges political economics to renounce its monistic modernist heritage in favor of the pluralistic, reflexive, and multidisciplinary approach that sustainability requires. He proposed the idea of “sustainable value”. Developing the

concept of sustainability value (SV), which requires integrating economic (exchange), social (labor), environmental (intrinsic), and cultural (use) values in all processes of extraction, manufacturing, trade, consumption, and disposal, in his book *"The Political Economy of Sustainability"*, he attempts to reformulate understanding of key political economy topics such as trade, investment, preference formation, corporate governance, and the role of the state. Gale's work has significant ramifications for current political, economic, and cultural institutions, and it provides public policy experts and sustainability practitioners with a new viewpoint on improving policy results.

Sustainability value and political culture are integral elements of sustainable development planning and practice, and the effectiveness and speed of achieving SDGs at the national level directly depends on the synergy of these elements [7; 18; 19].

Meanwhile, sustainability policy necessitates the deliberate institutionalisation of sustainability in politics and administration. Sustainability strategies must include monitoring and reporting systems, structural and procedural elements that allow for horizontal integration of policy fields within multilevel political-administrative systems, collaboration with non-state actors, management of divergent forms of knowledge and knowledge claims, and consideration of short-, medium-, and long-term perspectives in decision-making. These basic institutional and instrumental elements call into question some key characteristics of democratic and bureaucratic policymaking, such as short-termism in election cycles or unit specialization in administrations, but they are critical to developing and implementing policies for interconnected problems of sustainable development. Even if nation-states will continue to be at the core of sustainability policy, it is becoming obvious that sustainability is intrinsically a global issue. In today's globalized and linked world, the social sciences must go beyond methodological nationalism and embrace international, transnational, and cosmopolitan viewpoints.

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Primary Paper Section: A

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ANALYSIS OF TOLERANCE AS A SYSTEMIC CHARACTERISTIC OF A STUDENT'S PERSONALITY

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Abstract: In the article, it is noted that in the modern world, in the context of global socio-economic and political changes, the problem of tolerance is attracting increasingly more attention, and this, in turn, engages more researchers to its solution. Intolerance has become one of the biggest global problems of the modern world. In these conditions, it is important for science and practice to resolve the issue of identifying the conditions for the development of tolerance, tools with which to determine the level and ways of its development, based on individual, age, and other personality characteristics. It can best be achieved in the conditions of higher education. In the article, the key and root issues of intolerance among student youth are outlined, and vectors of systemic integration of shaping tolerance into higher education curricula are suggested.

Keywords: tolerance; intolerance; higher education; extremism.

1 Introduction

The processes of integration and globalization taking place in the modern world lead to an increase in the intensity of interaction between different states and cultures. The increasing mobility of the world's population is turning many countries into multicultural communities, the harmonious development of which is possible only on the principles of equality and equivalence, a tolerant attitude towards different manifestations of human and cultural identity. In the conditions of post-globalism, Western civilization is faced with non-Western local culture. Intercivilizational contradictions manifest themselves both at the global and local levels. At the same time, the local level of intercivilizational confrontations within countries is most often of an ethno-confessional nature. In the present conditions of radical change, civilizational dialogue requires new strategies, programs, and methods of implementation. In such landscape, higher education is faced with the task of training graduates who are not only educated and trained, but also have accepted professional and personal norms, values and responsibilities, i.e., are socialized. There is a need for a specialist who is able to navigate the multicultural world, understand its values and meanings, and interact with representatives of other professional communities, both in his home country and at the international level. In connection with such a social order, a culture of tolerance is considered as a component of effective professional training of a future specialist and the harmonious development of his personality in society. Scientists (recently, especially in Eastern Europe) attempted to relate the necessity of educating tolerance in various educational contexts – from preschool education to professional (corporate) education [14-21; 32; 33].

Criteria for the education of students' tolerance as a systemic personal quality (cognitive, emotional, behavioral), manifested in the indicators of its assessment (manifestation of pluralism of opinions and assessments, absence of stereotypes, prejudices, flexibility and critical thinking; developed empathy, emotional stability, goodwill, politeness, emotional responsiveness, a high level of empathy for another person, the ability for reflection, awareness of own experiences; the manifestation of tolerance in statements and defending one's own position as a point of view,

a tolerant attitude towards the statements of others, the ability to negotiate and interact with various Others, constructive behavior in tense and demanding situations), correspond to its components and are the diagnostic basis of the process of student education [6].

Tolerance as a personal quality of a student is expressed in understanding, acceptance, and recognition of the Other, in openness to interaction, in the desire and ability to understand other people and to compare own positions with their positions. In interpersonal relationships and communication between people of the same (native) culture, tolerance manifests itself as tolerance for dissent, different models of communicative behavior and is characterized by empathy, flexibility, and critical thinking, lack of tension in behavior, which allows considering emotional, cognitive, and behavioral components as the basic elements of tolerance. A tolerant attitude towards another person presupposes recognition and understanding that the person is not just different, but also has the right to be different.

Great hopes are placed on the development of tolerance in the system of interpersonal and intergroup relations as one of the main conditions for preventing various kinds of interpersonal conflicts, achieving peace and harmony. However, when forming an individual's tolerance, it is necessary to take into account the social situation of the person's development, his age characteristics, and factors contributing to tolerance or, conversely, intolerance. Therefore, the key to the success of the development and implementation of pedagogical and psychological programs for the formation of tolerance are the results of a study of the socio-psychological characteristics of tolerance of the younger generation of various social, age, gender, and other groups, and in particular students as the most active layer of youth. Students occupy a special position in society, as they have a high level of professional and personal culture. Students will have to form social (and interethnic) relations in the future. Therefore, improving methods of working with students to assimilate and understand the principles of tolerance is extremely important.

In particular, the analyst of "The Guardian" Andre Rhoden-Paul claims that the opinion about young people' more tolerance than in their parents is the myth. He suggests the fact evidently showing that around the world, right-wing organisations rely on youngsters' support [24]. The author warns that in many parts of Europe support for anti-Islam, anti-migrants groups has risen. More young people voted for Golden Dawn, Greece's neo-fascist party, than any other demographic. According to the Friedrich Ebert Foundation's study of young Golden Dawn supporters, the party's nationalist and anti-migrant position, as well as the economic crisis, drew young people in. Surprisingly, 24% of young supporters believed that violence may be justifiable to promote their racial group, a reflection of Greece's rising number of racially motivated attacks against migrants in recent years.

Researchers found that tolerance for racial minorities and homosexuality has increased overall, and young people are more accepting of these groups than their parents, grandparents, and earlier generations of young people. These patterns largely favor optimistic viewpoints. However, we discover that prejudice has not completely gone from adolescent perspectives; for a sizable percentage of kids, it has just moved its attention to immigration. Not only have unwelcoming sentiments against immigrants been more prevalent, but young people are not usually the most tolerant age group when it comes to this particular social group [12].

At the same time, Dr Robert Ford, from Manchester University, He thinks the extension of university education is a significant factor. "People who attend university are much more tolerant and inclusive for reasons we don't fully understand. What it amounts to is among university-educated millennials, open racism and intolerance is socially unacceptable and very seldom seen in our data" [24]. Meanwhile, these data were obtained for

British youth, while in other regions and countries they may differ significantly and even critically.

Thus, analysis of tolerance as a systemic characteristics of student' personality represents highly relevant scientific and practice-oriented task.

2 Materials and Methods

The methodological basis of the study is fundamental philosophical, sociological, and pedagogical developments in the field of education. The provisions of the dialogue of cultures and the culturological approach in education, modern concepts and technologies of the educational process, a multicultural ethnopedagogical approach in education, as well as the ideas of tolerance pedagogy are used.

The study applied the categories "university educational environment", "university education", "university educational process" as objects of study of philosophy and methodology of science. Various studies on the problems of tolerance in the socio-political and university educational spaces are considered.

3 Results and Discussion

The instrumental aspect of the research is expressed in the fact that in the modern complex and diverse world, tolerance serves as a tool for ensuring social harmony, especially between people and groups whose values differ. Technologies for teaching tolerance become relevant in the context of creating a culture of negotiation, developing the art of finding compromises when making responsible decisions, finding ways of productive competition and cooperation between various financial and industrial, political, and other social groups.

The normative aspect of the relevance of the study of tolerance is determined by its connection with universal humanistic values. In the context of these values, tolerance acts as a socially approved legal norm of interaction between people. The principles of interaction dictated by this norm are laid down in the UNESCO Declaration of Principles of Tolerance (1995) and other international documents aimed at ensuring human rights.

Tolerance is a defining characteristic of Western liberal society. However, it changes across and within nations, as well as throughout time, and it is critical to understand its drivers, regardless of whether one appreciates it for its own sake or for the benefits it provides. It is especially important at the background of world events, situation, and phenomena in the decades since the beginning of 2000s. The rise of Islamic extremism, acute manifestations of revived racism moods in the USA, the war in Ukraine – all these are examples of extreme intolerance. However, evidently, it has the roots in destructive processes in society, which should be given much attention in order to prevent further aggravation of conflictogenic scenarios. Education, especially higher education, seems to be probably the only reliable field to stop destructive societal processes and develop tolerance in society, create meritocracy layers which would become a kind of guarantors of tolerance.

John Sides [26] back in 2017 noted the 40-year decline in the tolerance of college students. He claims that by 2014, young college students were no more tolerant than older adults who had not completed college. In other words, succeeding generations of college students are less tolerant than their predecessors. The author illustrates his provisions by several graphs, one of which is given below (see Figure 1).

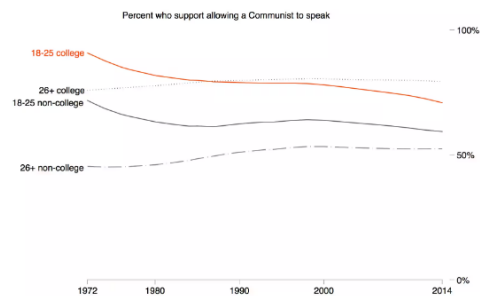


Figure 1. Percent who support allowing a Communist to speak [26]

As it is evident from the graph, decline in percentage of tolerance to opposite political views is observed namely in college students rather than those who did not receive higher education.

The roots of this phenomenon are in the dynamics of mood in society and its elite, which manifests in particular in higher education, both latently and in public discourse. Chong et al. [4] traced change over time in average levels of tolerance for racists, militarists, and leftists in the public as a whole. As Figure 2 demonstrates, a considerable divide between tolerance of racist speech and tolerance of militarists and leftists appeared about 1990, coinciding with the increasing importance of political correctness, multiculturalism, and speech codes in academia. Until around 1990, the general population had similar degrees of tolerance for all three styles of speech, and tolerance levels increased in tandem with time. However, mean tolerance of racist speech stopped expanding after 1990 and began to drop in the early 2000s, but tolerance of militarists and leftists continuously increased throughout this time. As a result, by 2018, the average tolerance of racist speech was 0.17 lower than that of a supporter of military authority and 0.20 lower than that of communists or atheists. Clearly, a big and rising segment of the population now views racist speech as less deserving of First Amendment protection than other sorts of expression, which is consistent with shifting elite norms on this topic.

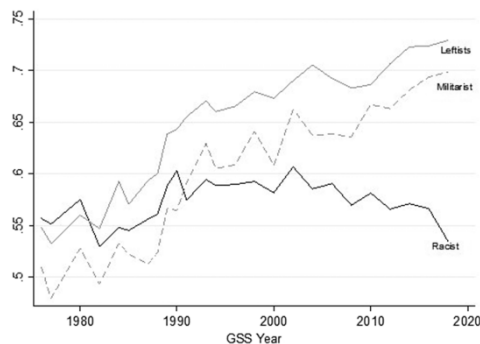


Figure 2. Average Tolerance of Racist, Militarist, and Leftist Speech, by Survey Year (the figure displays the mean of the three tolerance scales in each GSS year) [4]

Frank Furedi [9] argues that despite efforts to democratize public life and expand freedom, society is ruled by a culture that not only tolerates but also fosters intolerance. Frequently, intolerance is aimed at persons who refuse to accept common wisdom and are stigmatized as 'deniers'.

Continuing to delve in this area, we should mention an interesting research of Martin Sjoen. He rightly claims: "It is commonly assumed that the civic and moral virtues of democratic education can be a powerful and effective antidote to extremism and terrorism. The assumption here is that education can help young lives in the development of their political orientations and behaviours in support of human rights and peace. While this belief has underpinned much of Western

education for millennia, we arguably do not understand enough about how education can prevent radicalisation and violent extremism, or the consequences of placing preventive responsibilities on education" [28]. This research is an article-based thesis that includes four studies. The thesis includes a literature review, theoretical framework, methodology, research design, presentation and discussion of the four investigations, an explanation of the study's implications and limits, and a closing summary with recommendations for future research needs and priorities.

Among the conclusions made by Sjoen, the following can be summarized:

- Counter-radicalization initiatives sometimes involve more stringent preventive measures, which might hinder inclusive education
- Counter-radicalisation approaches avoid ethical quandaries by focusing on the educational ideal of citizenship and the protection of vulnerable adolescents. Nonetheless, these policies have limited applicational value for practitioners, and their proposed preventative measures tend to be perceived as probabilistic, generic, and de-contextualized, which does not fit well with what we now know about preventing terrorism
- Securitization of counter-radicalization efforts in education can appear to be harmful, because the securitization paradigm that drives these efforts may undermine emancipatory, liberal, and progressive education, thus making prevention efforts a practice of educational exclusion and stigmatization.

The same author suggested a conceptual vision of how shaping tolerance and preventing radicalization and extremist behavior should be integrated into curriculum (see Figure 3).

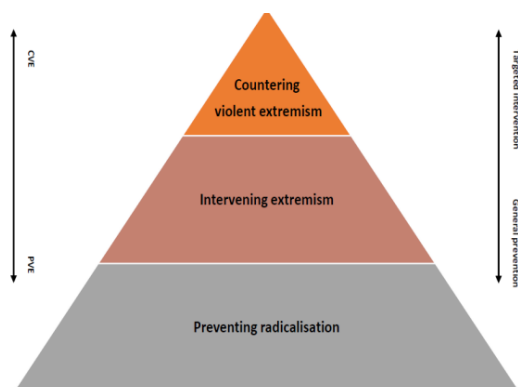


Figure 3. *Intervening in violent extremism* [28]

According to Sjoen, primary level prevention relies on aiding young learners in developing their critical thinking, moral responsiveness, and civic behaviors. The study discovered evidence that preventative initiatives require support from the target audience, and that anti-extremist beliefs cannot be established from above [27]. As a result, counter-radicalization activities should be built on student-centered and bottom-up programs that rely on active participation from students and other stakeholders [28].

The educational space of a university can become a platform for mastering new models of social behavior. This is due to the fact that student age is an important period in a person's psychosocial development, associated with the formation of a value system in relation to oneself, other people, and the world as a whole. And within the framework of university education, it is important to create conditions for the formation in the minds of students of values and a tolerant attitude towards other people and life in general. But in order to ensure the formation of tolerance in a student as a systemic characteristic of an individual, it is necessary to have an appropriate environment at the university itself. It is impossible to educate a tolerant person if, for

example, an atmosphere of xenophobia, intolerance towards another ethnic group, explained by "historical justice", etc., prevails at the university. Even if such phenomena are latent, they have an extremely negative impact on the formation of tolerance among students, and even more so if such beliefs are an open discourse and policy of the university. Unfortunately, such a phenomenon occurs not only in autocratic states, but also in countries that position themselves as democratic - due to the dominant political situation.

Researchers of the problem of tolerance also note that the requirement to search for unifying principles should be placed also on political and ideological doctrines: their inspirers, interpreters, and specific implementers must understand that there is no alternative to rapprochement and mutual enrichment of political ideological and other concepts that exist today and differ in their basis [10]. Despite the fact that in modern conditions this task is incredibly difficult and seems practically unrealistic, nothing else has been given to save civilization, its survival in the conditions of numerous crises, which politicians, philosophers, psychologists, and sociologists are loudly talking about.

The functions of the multicultural space of a university can be identified as follows: adaptation, socio-legal, cultural, educational, socio-educational. The adaptive function of the multicultural space of the university provides pedagogical support, communication and intercultural interaction of students, study of culture, language and history, familiarization with the mentality of various peoples, familiarization with the origins of the national culture of ethnic groups. The culturological function of the multicultural space of the university provides the student with the opportunity to self-identify, to join the various layers of culture of the ethnic group, society, and the world as a whole. The implementation of the educational function is related to the content of training courses, within which the student should have the opportunity to acquire such basic concepts and categories of multicultural education as identity, uniqueness, cultural tradition, spiritual culture, ethnic identification, national identity, world culture, intercultural communication, cultural convergence of interethnic communication, conflict, culture of peace, mutual understanding, harmony, solidarity, cooperation, non-violence.

The social and educational function of the multicultural space of the university involves the inclusion of the student in the system of educational relations with the surrounding multicultural environment. The essence of this function is to teach young people to manage their behavior and maintain stability in conflict and emotionally unstable situations, especially in relation to representatives of different nationalities. The implementation of all the presented functions will contribute to the formation of a tolerant student personality in the multicultural space of the university, but only if the university has actually created a real and integrative, and not just a factual surface and declarative multicultural environment.

Pedagogical conditions that ensure the development of tolerance in students are: the presence of active pedagogical tolerance of the teacher; implementation of personification of tolerance in interpersonal communication in a study group; implementation of targeted pedagogical support for tolerance in the value system of the educational group; variable use of active learning methods; ensuring consistency and continuity in the process of promoting tolerance; creating situations of independent choice and appropriation of elements of a foreign language culture, organizing its dialogue with the native culture and dialogue with other people within the framework of the native culture; creating situations of value self-determination for students, expressed in value judgments, methods of communicative behavior, attitudes towards themselves and communication partners; ensuring the assimilation of foreign culture and language based on its understanding.

At the same time, it should be noted that there is still no single, universal, universally accepted definition of tolerance, clear classifications of types and levels of tolerance, as well as their criteria, or an unambiguous understanding of the mechanisms of

formation of tolerant attitudes in the mind. There are few works on the study of psychological mechanisms of the formation of tolerance, the study of tolerance as an integral phenomenon in psychology; this problem is not sufficiently developed, and existing theoretical models need confirmation based on empirical research.

In modern scientific and pedagogical literature, several types of tolerance are identified [2; 5; 7]:

- 1) Active tolerance (openness, readiness for interethnic contacts);
- 2) Passive tolerance (irregularity of interethnic contacts, a tendency to communicate with representatives of own nationality while maintaining a positive attitude towards representatives of various ethnic groups);
- 3) Selective tolerance (interethnic contacts are limited on some basis - language, religious affiliation, cultural characteristics);
- 4) Forced tolerance (interethnic contacts arise under the pressure of circumstances and are of a purely business nature, for example, along a service line);
- 5) Intolerance (categorical reluctance to interact with people of another culture).

A number of researchers, considering tolerance as an active moral position and psychological readiness to interact with people of a different social, national, religious, and cultural background, identify the following types [30]:

- Interpersonal tolerance - the ability to understand and practical recognition of other values, logic of thinking and forms of behavior;
- Intersocial tolerance, aimed at ensuring sustainable harmony between different social groups;
- Interfaith tolerance - tolerance of other people's beliefs;
- Interethnic or intercultural tolerance - interest and attention to the thoughts, opinions, experience, customs, behavior of representatives of other cultures, ethnic groups, nationalities.

Analysis of the definitions of the phenomenon of tolerance allows identifying several facets that outline the concept of tolerance. In a general philosophical and sociocultural context, tolerance is a property of thinking that presupposes the awareness that the world is multidimensional and views on the world are different [8]. From the perspective of a socio-psychological understanding of the problem, tolerance is the ability to establish contacts with people different from us, regardless of their ethnic, national, or cultural background. As part of the analysis of the process of interpersonal communication, this is an opportunity to hear another, understand another, readiness to understand and enter into dialogue with a person causing a negative reaction, respect for someone else's position combined with a commitment to mutual change of positions as a result of critical dialogue. Many authors consider tolerance as resistance to stress, situations of uncertainty, and conflicts [31].

In the context of this work, we understand tolerance in a broad sense as the position of accepting other values, views, customs, equal in rights with the usual "one's own" values, views and customs, regardless of the degree of agreement with them. This definition describes tolerance both as a personal property and as a phenomenon of social consciousness.

Considering tolerance as a multidimensional, multi-level phenomenon that permeates all spheres of a person's social and individual life, we believe that the study of the psychological mechanisms of the formation of tolerance is impossible without studying the relationships of this phenomenon with other psychological dimensions of personality, which will help to form a scientific understanding of the holistic nature of the phenomenon of tolerance. Such dimensions can include empathy, knowledge about oneself and attitude towards oneself, the specificity of the locus of control, and the characteristics of

behavior in situations of social frustration, which makes tolerance a systemic characteristic of the individual.

In the context of understanding tolerance as an integral characteristic of an individual, determining his ability in problem and crisis situations to actively interact with the external environment, resolve contradictions, and cooperate, it seems necessary to study the cognitive and personal components of decentration [23].

Cognitive decentration, associated with the transition from a one-sided vision of the situation to a shift in perspective, a more objective assessment of the problem, allows a person in problematic, crisis, conflict situations that require tolerance to cross the border of "friend or foe" and change own cognitive position.

Personal decentration, which presupposes the ability to mentally adequately move to a point of view different from one's own, is directly related to the attitude of perceiving other points of view, different from one's own, with the ability to take into account the opinions, plans, points of view of other people and coordinate them with own ones. Namely in the presence of such an attitude, it is possible to accept other values, views, customs, equal in rights with the usual "one's own" values, views and customs, regardless of the degree of agreement with them, i.e., a manifestation of true tolerance.

True tolerance is a quality of a developed personality, which, having adequate self-esteem, high self-esteem, a system of moral norms and values, does not need to humiliate another person for its own self-affirmation. Tolerance is formed when an individual has adequate self-esteem, skills of independent thinking, critical thinking, and awareness of the motivation for tolerance.

One of the important principles of tolerance is the ability to force oneself without forcing others, which does not imply coercion or violence, but only voluntary, conscious self-restraint. In order to form students' tolerance, the teacher himself must have this quality. The ability to attract others to a position of tolerance through own behavior and example is initially necessary for a teacher and very important for the development of tolerance [13].

Solving these tasks is associated with the development of new teaching technologies, increasing the professional pedagogical culture of the teaching staff and the level of teaching technologies. Also important is a positive microclimate in the team, a tolerant attitude in student groups, and an attitude towards the formation of a positive "Self-concept". The study of the problem shows that in order to form a student's tolerance, it is necessary to take into account the psychological characteristics of student age, the microclimate in the study group, in the educational institution, the characteristics of the student body as a whole and individual groups: the characteristics of the individuals forming the groups, authoritative students, leaders, relationships between study groups and within them, the prevailing motives, moods, interests, and norms of behavior in the group [5].

The formation of tolerance should be considered as an organic component of the system of training students of higher educational institutions - at the level of a subsystem, the elements of which are present both in the content of education and in the process of determining the forms, methods, and techniques of educational and cognitive activity of students.

One can argue that the formation of tolerance is the creation of conditions for the acquisition of certain personality traits and qualities by students, which presupposes the spirituality of the pedagogical culture of teachers who are able to direct the educational process to reveal a person's self-worth, the priority of developing an individual with self-esteem, internal freedom and responsibility, as well as focusing on the content of the educational process.

A targeted educational program for the development of student tolerance should be organically woven into the educational

process, taking into account interdisciplinary connections. It is a set of measures designed to ensure the solution of the main tasks in the field of education of a tolerant consciousness and the prevention of extremist manifestations among students. It is advisable that the tolerance development program be built on the following principles:

- The principle of subjectivity: reliance on the student's activity, initiative, stimulation of his self-education, conscious behavior and self-correction in relationships with other people;
- Principle of adequacy: compliance of the content and means of education with the social situation in which the educational process is organized; taking into account various factors of the surrounding social environment (national, religious, family, regional, etc.);
- The principle of individualization: taking into account the student's individual characteristics and level of tolerance; unlocking the potential of an individual, both in academic and extracurricular activities; providing every student with the opportunity for self-realization and self-discovery;
- The principle of a reflexive position: orientation towards the formation in students of a conscious, stable system of attitudes towards any problem that is significant to them, manifested in appropriate behavior and actions;
- The principle of creating a tolerant environment: the formation of humanistic relations at the university; instilling a sense of mutual responsibility among students and teachers; dominance of creativity in the organization of educational and extracurricular activities.

Of course, subjective factors that complicate the formation of tolerance include individual personality characteristics: psychophysiological properties, genetic characteristics, inclinations and abilities, professional characteristics, degree of education and qualifications, practical life experience, level of assimilation of moral culture and development of consciousness. Researchers also note the poor development of students' skills to conduct an argument, dialogue, participate in discussions on a variety of issues, lack of ability to listen to the opinions of opponents, reluctance to agree with an opponent even when the latter provides deeply substantiated and reasoned arguments in defense of his statement, opinion, or conclusion. There is also a weakening of collectivism and an inability to correlate own interests with the interests of others. All this complicates the professional and social adaptation of the student in subsequent professional and social activities [3]. To level out these negative factors, the best pedagogical technology is case studies and gamification.

Within the framework of the case method, the content of higher education at various levels and profiles should reflect such important features of the modern post-non-classical stage of development of scientific knowledge as bridging the gap between the natural and human sciences, attempts at their rapprochement and convergence, the penetration of mathematical methods into social cognition and weakening strict norms of logical mathematical discourse, a combination of rational logic and intuition, emotions, imagination, and the principle of the unity of symmetry and asymmetry should be fully implemented. The content of education should also specifically include fragments of historical and scientific knowledge that illustrate the manifestation of tolerance in both a positive and negative sense.

In educational and cognitive classroom and extracurricular activities, students must systematically encounter the analysis and resolution of such contradictions, which involve resolution on the principle of "both at the same time", if they are systematically included in such forms of work as discussion, dialogue, dispute, etc. in close collaboration with the teacher, allowing not extreme forms of expression of own opinions, but a balanced, deeply substantiated point of view, taking into account polar opinions and approaches.

Increasing tension in the world and within nation states, increasing inter-social and inter-ethnic strife are today the real

conditions in which university graduates have to work. The conflict environment most often turns out to be the scene of action. In this sense, teaching students the communicative aspects of tolerance is one of the main tasks of modern higher education.

Relationships between tolerance and behavioral characteristics of students in a frustrating situation were discovered by experts. Students with a high level of tolerance exhibit more constructive, effective behavior in situations of social frustration. They demonstrate greater social adequacy and "mature" ways of resolving traumatic conflict situations. The characteristic features of these behavioral models are paying attention primarily to the search for a way out of a frustrating situation (rather than fixation on an obstacle, searching for those to blame, rationalistic discrediting of the goal, self-deception or the desire to get away from the problem without noticing it), lack of aggressiveness and independence, reliance on own strength, taking responsibility for failures [25].

Tolerance and the level of subjective control are also related. Students with pronounced tolerance, in whom tolerance becomes a character trait that means a respectful attitude of its bearer towards people in themselves, are characterized by an internal locus of control associated with a person's confidence that successes and failures are determined by his own actions and abilities. The external locus of control, which presupposes a person's confidence that successes and failures are regulated by external factors, is characteristic of people with a low level of tolerance, with undeveloped strategies for constructive and mature resolution of life situations [2].

The case study method creates the link between teaching and research, giving students the opportunity to conduct independent research in the field of tolerance and apply it to practical task.

Case studies spark attention in ways that lectures and textbooks do not, resulting in in-depth, contextualized assessments of complicated real-life occurrences. They present a fascinating tale and ask the student to interpret it. Studying instances, making conclusions, and debating the outcomes is a far more dynamic experience than typical classroom learning. It is based on debate, discussion, and dissent, resulting in a collaborative learning environment for both the instructor and the students.

An interesting approach in designing cases for shaping tolerance in students was suggested by K. Banning back in 2003. According to the researcher, the guided discussion of narrative instances, as well as the emphasis on inevitably ambiguous clues, show that case-method education may alter students' tolerance for ambiguity. Indeed, case teaching may improve students' tolerance for ambiguity by giving supervised experience in decoding ambiguous clues contained in the social and choice settings of the case story [1].

The guided discussion of narrative instances, as well as the emphasis on ambiguous cues in case teaching, imply that case-method instruction may alter students' tolerance for ambiguity. Indeed, case teaching may improve students' tolerance for ambiguity by giving supervised experience in decoding ambiguous clues contained in the social and choice settings of the case story. Students practice problem solving in the classroom by debating major case issues, their ramifications, and how to approach the case problems. Case discussion may result in the same psychological states as those experienced by the decision maker. It is feasible to modify students' ability to endure ambiguity by exposing them to the salient psychological states (such as ambiguity, danger, and so on) that the decision maker experiences. Learning, like other psychological changes, thrives in psychologically comparable environments where there is opportunity to explore the options given by the case materials. In the same manner that instances allow for considerable student learning, they may also cause changes in other psychological processes.

Case talks are effective "low-fidelity simulations" because they produce the same psychological states as other more involved

approaches, such as simulations or on-the-job training [1]. As a result, case teaching, in which instances are evaluated and discussed while acknowledging that the cues are ambiguous, allows for learning in the same manner that a real-world decision maker learns to deal with ambiguity. Indeed, there is some empirical evidence that exposure to textual situations elicits similar psychological responses as actual occurrences. Thus, the motivation for learning through case-method teaching is congruent with Kolb's ideas of experience learning.

One of the important concepts which should be paid attention to when designing educational environment favorable for shaping tolerance as a systemic characteristic of a student's personality is "global citizenship".

The notion of a global citizen emerged together with the increasing movement of globalization. Global citizenship emerges from variety with the goal of expanding inclusion and power, and it has an ethical and normative framework that distinguishes it from being simply a tool for power. Globalization has caused enormous changes to world culture [2]. The globe now appears to be borderless, human movement, both physically and mentally, is becoming increasingly uncontrollable, and anybody may travel through space and time at any moment and from any location. Citizens are confronted with the emergence of a rapidly changing age that affects many aspects of national life, including politics, economics, social issues, and culture. This increasingly high and strong global dependency involving states all over the globe necessitates the active participation of individuals all over the world in seeking alternative solutions to issues we confront collectively. This fact, of course, generates a world that is inextricably interdependent. Global citizens, in a broad sense, are those who emphasize their identification as "global citizens" over their identity as communal citizens. In a broader sense, this refers to the growth of individual attitudes that value the interests and demands of global citizens over the interests of their communal groupings, and even their own. Global citizens are not simply conventional community or national citizens, but deeper than that, the meaning of global citizens focuses on features of abilities, skills that a person possesses in order to contribute to the future of the globe and long-term human existence [22].

Syaifulloh et al. provide several characteristics of citizens associated with current global trends. The characteristics that must be seen and possessed by a global citizen are: 1. Solve problems with a global citizen approach. 2. Work together with others. 3. Responsible for the roles and responsibilities of citizens. 4. Think critically and systematically. 5. Resolve conflicts non-violently. 6. Implement a lifestyle that is in harmony with the environment. 7. Respect and defend human rights. 8. Participate in public affairs at all levels of civics learning; and utilize information-based technology [29].

It is interesting that, according to the results of surveys conducted among European youth, almost half of the youth surveyed either do not know or do not consider any effective ways to overcome intolerance in society, but the remaining half pointed to a fairly wide range of possible methods, not always clearly differentiating them from tasks, directions, and measures [11]. But, in our opinion, the very presence of the specified list of methods indicates that young people, firstly, consider it necessary to have managerial influence on the formation of the social behavior of young people, and, secondly, consider the state, public organizations, the education system and the media, and the main role in this matter is assigned to the education system, through increasing its educational potential. Thus, students themselves have a positive attitude towards the idea of developing tolerance as a characteristic of an individual in the process of university education. Accordingly, with a competent approach, very positive results can be obtained in the formation of tolerance among the younger generation and in moving towards a meritocratic orientation of social development.

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Primary Paper Section: A

Secondary Paper Section: AM

DECOMPOSITION OF INFORMATION PROVISION OF THE SYSTEM OF PUBLIC MANAGEMENT OF INVESTMENT RISKS IN THE DEVELOPMENT OF HUMAN CAPITAL

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Abstract: The article emphasizes that investing into human capital is crucial for any nation hoping to achieve long-term economic growth, it contributes to the development of a trained labor force that can promote innovation and technological advancement, increase productivity, and adjust to shifting economic situations. It is shown that the study of issues related to the accumulation of high-quality human capital is of particular relevance. There is an urgent need to study various aspects of investing in human capital at all stages of its reproduction in order to develop scientifically based recommendations for preserving already accumulated human capital and determining the possibilities for the effective distribution of investments in the development of human capital. Based on two crucial components of human resource development – education and healthcare – provisions of state management of investment risks in this capital development are outlined and decomposition model is suggested.

Keywords: public management; human capital development; risk management; education; healthcare; information provision.

1 Introduction

To a large extent, the level of well-being is determined by the national wealth of the country, which can be defined as the totality of assets created and accumulated during the existence of the state. The higher the level of development of a country, the greater the contribution of human capital to well-being (see Table 1).

Table 1: National wealth of world countries [11]

Country	Structure of national wealth, %		
	Natural resources	Human capital	Physical capital
Germany	8	67	25
Brazil	24	56	20
China	35	47	17
France	1	75	24
Great Britain	1	90	9
Japan	1	73	26
USA	7	78	16
Saudi Arabia	65	27	8
World in whole	13	55	32

The data confirms that human capital is the main factor of well-being (55%), followed by produced capital (32%) and natural capital (13%). The only exception is Europe. In Eastern and Northern Europe in particular, physical capital has been the main source of growth in recent years. There are several possible explanations for this: some European countries have already achieved a high level of education of the population (one of the indicators of the 'stock' of human capital), thereby reducing the possibility of its growth. In addition, a high level of migration can lead to a decrease in the level of human capital development (except in cases of "brain drain" and "brain circulation") [1].

On a global scale, the contribution of human capital to the growth of well-being shows a clear positive trend over the past 20 years, which once again confirms its importance as the main factor in modern socio-economic development [10].

The possibilities for self-reproduction of human capital as a system are limited; its formation and functioning requires an influx of resources from systems external to humans [5]. Human capital is largely formed as a result of investments in it at the micro and macro levels [16-20]. The benefits of government participation in investments in human capital (taking the form of financing national education and healthcare systems) can be an increase in incomes of the population and smoothing out inequalities in their distribution, the emergence of positive external effects of education, stabilization of the social structure of society, etc.

The high educational level of citizens creates the prerequisites for building a society capable of optimal self-organization, i.e., controlling power structures and rejecting models and stereotypes of behavior that are negative for the development of society (in Japan, with its 'cult' of education, there are 47 prisoners per 100 thousand people; for comparison, in the USA – 693 people) [12]. Investing in human capital also provides many other societal and economic benefits.

In successful states, investing in human capital development is inseparable from investing in sustainable growth. High-quality human capital is a foundation for sustainable growth, and at the same time, effective development of human capital is not possible without sustainable growth, thus these two components are mutually complementary. A symbiotic paradigm of investing in human capital and sustainable growth is schematically depicted in Figure 1 below.

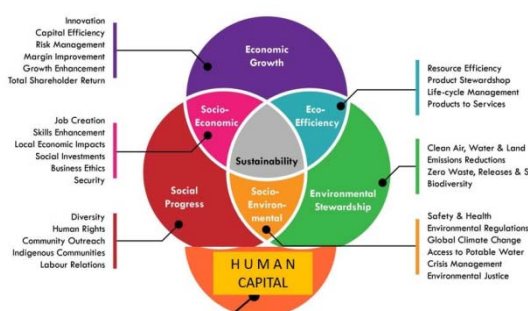


Figure 1. Symbiotic paradigm of investing in human capital and sustainable growth [31]

Modern global trends in the formation of an innovative economy and knowledge economy place qualitatively new demands on human capital as the main productive factor in the creation of the latest highly efficient technologies that contribute to the active development of the social sphere, science, education, healthcare, etc. The transition from an industrial to an information society is characterized by the transformation of information into a system-forming factor that has a real impact on the environment. As the social role of science and education increases, the "knowledge economy" has increasingly come to be understood as a certain type of economic development, in which the knowledge sector plays a system-forming role, and knowledge production becomes the main source of innovative economic growth in the context of globalized economic growth [2]. The sustainable development of the national economy directly depends on the formation, dissemination and effective use of knowledge, which, in turn, is impossible without the active development of human capital and increasing its adaptive capabilities to changing socio-economic conditions.

Achieving sustainable development involves the formation of sustainability capital, which is made up of the sum of capitals. Sustainability experts consider different types of capital. Summarizing their research, one can distinguish five types of capital that ensure sustainable development: financial, natural, industrial, social, and human [10]. Financial capital ensures production, although it is not itself productive. Natural capital includes natural resources and the world's ecosystem. Productive capital ensures the production of goods and services. Social, the most difficult type of capital to measure, includes elements of trust and mutual understanding, common values and socially significant knowledge [8]. Human capital, in the modern sense, is what is usually called human potential or human resources. It can also be defined as the totality of human resources inherent in an individual, including individual abilities, knowledge, qualifications, time, and energy. The theory of human capital proceeds, first of all, from the receipt by individuals of private economic benefits from its use. More educated people are more economically active and can earn higher earnings [13; 36; 37].

On the other hand, as studies devoted to the analysis of the impact of education on economic growth show, human capital in general and education in particular have a serious impact on the growth of economic well-being in society. OECD studies show that an increase in human capital by 10% leads to an increase in return on capital by 4-7% [27].

Thus, human capital in modern economic systems is a necessary independent resource and is important for ensuring national competitiveness. The designing of a doctrine for the development of human capital as the main factor in the progress of society is a requirement of today. The center of the main efforts of the state should be the person. The more opportunities – educational, intellectual, informational, etc. – each member of society will have, the higher the intellectual resource of the entire nation and state, the more dynamic the rate of economic growth, the greater the opportunities of society.

It is advisable to agree with the statement that further development of the theory of human capital should occur within the framework of political economy. The main reason for turning to the methodology of political economy is that the formation of a post-industrial society is determined by the expansion of creative activity, which in turn is determined by the qualities of the worker. Namely his human capital, his ability to carry out creative activities and the need to carry out such activities become the main condition for the growth of innovative production as the basis of the knowledge economy. Only by determining the economic essence of human capital, studying in detail the process of its reproduction, and establishing the laws of movement of human capital, can one respond to the challenges of innovative production and thus solve the problems of its development.

In turn, the economic essence of human capital as a resource of continuous innovation and national competitive advantages opens up opportunities for considering issues of investing in the development of this capital at the national level, with a corresponding analysis of investment risks. Of great importance here is the information support of such management, the decomposition of this support in order to better understand the characteristics of the functioning of each element and system connections.

2 Materials and Methods

The methodological basis of the study was the integrated use of methods of scientific abstraction, logical, comparative, structural and functional analysis. Also, the methodological basis is the dialectical method and the systemic, normative, situational, and comprehensive scientific approaches that develop it. The general philosophical basis of the study is the constructivist paradigm.

3 Results and Discussion

The process of human capital formation begins in early childhood and continues throughout life in the process of socialization and professionalization of the individual. In the formation of human capital in childhood, the leading role belongs to the family, the person's immediate environment, and the institution of education. At school, the foundations of cultural and moral capital are formed, the individual abilities of children are identified and strengthened. The process of socialization continues at the stage of receiving secondary specialized and higher education. The theoretical knowledge, practical skills and competencies acquired during training influence the formation of qualifications, labor capital, and professional abilities.

It is important to pay special attention to the process of professionalization of the individual as a condition for the development of human capital. Most often, professionalization is defined as a holistic, continuous process of developing the personality of a specialist and professional, which begins from the moment of choosing a profession, lasts throughout a person's professional life, and ends when a person stops his professional activity [14]. The results of professionalization can be considered the formation of a professional, the development of

new professionally important qualities, the transition of a person to the next level of professionalism, etc. [21-24] Enterprises and organizations, commercial and non-commercial sector play a significant role in the process of professionalization.

Investing in human capital is a high-risk activity due to its duration and uncertainty. The last circumstance is related to the quality of accumulated capital. The risks of investing in human capital can be divided into two types: structural and non-structural. The former are the result of general structural changes in the economy, which are largely related to incomplete information in the labor market; they are inevitable by definition. The existence of non-structural risks is the result of the presence/absence of any employee qualities (age, origin, availability of resources, etc.). Workers represent a collection of simple and complex productive and unproductive forces. Some productive properties are important for certain types of activity and useless for others (for example, knowledge of rare languages has evidently different importance for a philologist and an engineer). Non-structural risks can be eliminated, but the question is whether such elimination is desirable in each specific case. The depressive effect of risks leads to underinvestment in human capital, and intervention to reduce them is socially desirable [33].

The advent of the digital era is characterized by the introduction of 'high technologies' into human life and society. This process is accompanied by relevant problems and risks. The main challenge and risk factor for the development of human capital in digital reality is the speed of transformation of anthropo-socio-technological reality, when the illusion arises of replacing a person with a machine.

In this environment, the innovation process integrates technological, organizational, and social innovations that force human capital to quickly adapt and develop. According to Chan Kuok Lama (cited in Paunescu et al.), the researcher of human capital, one of the conditions for recognizing the economy of a society as innovative "is a well-established system of advanced training of personnel in the field of innovation and innovative activity" [26]. Rapid development of human capital reduces the risks of investing in human capital.

The formation of "human capital" as an economic category occurred gradually, was subject to meaningful revision and periodic expansion of the boundaries for analysis. While at the initial stage human capital was considered exclusively as a social factor of development and included only knowledge and the ability to work, now it is a rather complex, multidimensional economic category that expresses the totality of creative abilities, personal qualities, and motivations of individuals. This aggregate is accumulated through investment, it is used in the national economy for a certain time in order to generate income and, as a result, contributes to the growth of national wealth. Currently, investments in knowledge (education, research and development) are growing faster than investments in fixed capital. Knowledge becomes a determining factor in the development of the innovative potential of the economy, contributing to the development of high-tech industries based on intellectual work. Investments in human capital are considered as investments with a high degree of return for the national economy, ensuring an increase in its competitiveness.

However, investments in training specialists at University 3.0, not to mention University 2.0, are extremely risky, due not only to the rapid obsolescence of knowledge, but also to changes in the composition of soft skills required by the market today, not only from university graduates, but even from college graduates, specialists with specialized secondary education and representatives of working professions.

A joint study by Michigan State University and Central Michigan University found a significant impact of government investments in safety net programs and education on high school completion rates. The study analyzed seven years of data for U.S. public schools, including spending on safety net programs and education, as well as various school and district

characteristics. The findings suggest that increased spending in both areas has a positive impact on graduation rates, especially for historically underserved groups of students. The study highlights the direct correlation between additional funding and improved graduation outcomes. In particular, according to Ignacio Acevedo-Polakovic, co-author of the study, a one percent increase in the number of graduates is directly associated with additional social protection costs of \$437 per child or \$720 allocated to education.

Scientists recommend expanding the areas of diversification of funding sources and introducing a binary financing system. The authors see it as urgent to develop and implement progressive methods of financing educational activities, including the introduction of a single unified model of financing universities at the national level, which will have the following components: (1) financial support for the education of one student; (2) scholarship provision for one student on a grant (competitive) basis; (3) development of infrastructure (training and production equipment, library collection); (4) financial support for research activities of teachers and students. The change in the higher education funding model is aimed at introducing a three-component model, which includes: basic funding (up to 80% of total income), performance-based funding up to 15%), and other revenues (up to 5%).

However, today one of the pressing problems of the modern educational process is the constant increase in the volume of information and at the same time the rapid obsolescence of knowledge. As the researchers note, "in the modern world, the "life cycle" of knowledge and skills is very short. In the scientific literature of the USA, for example, there is a special unit for measuring the obsolescence of a specialist's knowledge – the so-called "competence half-life" [6]. This term means the length of time after graduation when, as a result of the obsolescence of acquired knowledge as new information appears, the competence of a specialist decreases by 50%.

Thus, continuous acquisition of new knowledge becomes an important need for specialists. According to American economists, 5% of theoretical and 20% of practical knowledge possessed by engineers, doctors, biologists, and representatives of other groups of specialists is updated annually. American researchers have shown that the knowledge of an engineer graduate of 1940 became obsolete in 12 years, knowledge of a graduate of 1960 - in 8-10 years, and for graduate of the 70s this term was 4-5 years. For a 21st century graduate, knowledge becomes obsolete within 2-3 years [28]. Recent studies have found that after graduation, an average of 20% of knowledge is lost every year. Their rapid obsolescence is noted in various fields. For example, in metallurgy, knowledge becomes outdated every 3.9 years; in mechanical engineering - 5.2 years; in the chemical industry - 4.8 years; in advertising - 5 years; in business - 2 years [28]. At the same time, in the most knowledge-intensive industries, the obsolescence of knowledge occurs even faster; for example, in the field of IT it is no more than one year, and in the future it will be even less. The update speed of many software applications is already faster than the speed of mastering them. Modern technologies of communication and data exchange force to look for new approaches to education.

Olena Shelest-Szumilas, [29, p. 220] notes that in "a few years, many of occupations and jobs will not be requiring skills that are in demand today". According to OECD projections, in the next 15 to 20 years, automation may cause 14% of current occupations to vanish, while another 32% of jobs are projected to undergo significant change. Globalization, automation, and digitization will also cause the creation of new professions and industries at the same time [29].

Moreover, at the present stage of development of society, simply knowing is no longer enough; it is necessary to be able to apply the acquired knowledge to solve specific problems in the conditions of not just the educational process, but when performing a specific task, taking into account new conditions in which it is necessary to achieve success in performing a specific

practically important tasks. Consequently, when training specialists in universities, it is necessary to form and develop the ability to apply acquired knowledge in practice and, moreover, in non-traditional conditions.

Abel and Deitz [1] write that colleges and universities may help a region's economy by improving its citizens' skills and knowledge, known as human capital. One method these institutions develop human capital is by producing graduates who will join the region's educated workforce. Furthermore, the information and technology developed via research activities at local institutions may attract new firms to a region while also assisting current enterprises to expand and innovate. These "spillover effects" might drive up the region's need for highly trained personnel.

However, if the dominating paradigm of education is University 1.0, training of students will not keep up with the need for human capital, and thus any investments whether it is investments in the infrastructure, teachers' motivation, encouraging of high-performing students will be poorly effective. This is another significant risk.

Even University 2.0 does not correspond to the change of knowledge, professional and soft skills expected to be available in graduate. Moreover, even in case of investment in transformation of University 2.0 environment to University 3.0, no evident results will be achieved if not to reform high school too. A student, graduate from the school teaching by methods from 20th century, unlikely will be able to study at University 3.0. Thus, there is critical necessity for the state to be provided with complete, detailed, and continuous information about the situation and trends in education both in national scale and abroad, to make right and farsighted investment decisions for development of human capital. This will allow mitigate investment risks.

As for investments in healthcare (which, as noted above, is also an area of investing in the development of human capital), the risks are associated with underestimating trends in the digitalization of healthcare on the one hand and changes in the "profile" of the nation's health on the other hand.

It is common knowledge that there is a direct connection between a country's economy and the health of its population. The world experience of economic development shows that an effective economy is formed by a healthy nation. The health of the nation is a productive resource, the main wealth of any social system. The quality of health determines the competitiveness of the workforce and the development of the economy as a whole [10]. The main negative effect of low health is the depletion of the labor potential of the country's economy.

According to the WHO Global Health Assessments published in December 2020, 7 of the 10 leading causes of death in the world are non-communicable diseases. In 2000, only four noncommunicable diseases appeared on the list of leading causes of death. The new data covers the period from 2000 to 2019 [34]. The document describes trends over the past twenty years in terms of mortality and morbidity due to various diseases and injuries. These data clearly demonstrate the need for increased global attention to the prevention and treatment of cardiovascular diseases, cancer, diabetes and chronic respiratory diseases, as well as injury prevention in all regions of the world, in accordance with the goals of the UN Sustainable Development Agenda.

According to recent data, obesity rates have nearly tripled since 1975, and obesity now causes 4 million deaths worldwide each year. Heart diseases has remained the leading cause of death worldwide for 20 years. However, they have never claimed as many lives as they do today. Since 2000, the number of deaths from cardiovascular disease has increased by more than 2 million and reached almost 9 million in 2019. Heart diseases today account for 16% of all deaths worldwide. More than half of the two million excess deaths from cardiovascular disease were recorded in the WHO Western Pacific Region [34]. In

2019, Alzheimer's disease and other forms of dementia were among the top ten leading causes of death worldwide, ranking third in the Region of the Americas and Europe. Women bear a disproportionately high burden of mortality from this cause: worldwide, 65% of people who die as a result of Alzheimer's disease and other forms of dementia are women. Between 2000 and 2019, deaths from diabetes worldwide increased by 70%, with 80% of this increase occurring among men. In the Eastern Mediterranean countries, mortality from diabetes has almost doubled and, in percentage terms, the increase in mortality from this disease is the highest in this region [34].

Despite increasing life expectancy, the rise in chronic and non-communicable diseases has become a global threat. Chronic and non-communicable diseases are becoming a serious problem in all countries, regardless of their income level. All this is a very serious threat to the development of human capital.

Digital transformation in medicine and healthcare should also be mentioned. Medical organizations are already transferring all information into digital format, business processes are being automated, and centralized systems are being created in all regions. The use of information technologies is aimed, among other things, at improving the quality of medical care provided through the latest diagnostic and treatment methods, systems for interpreting the results of medical research. All this should lead to a reduction in the number of medical errors, a decrease in the time spent waiting for medical care, and an increase in the effectiveness of treatment.

At the same time, a certain conservatism of the medical industry does not always allow the rapid implementation of advanced tools and technologies. Legislative barriers are often overcome with great difficulty, since the use of various types of innovations requires changes to a huge array of documents. The development of scientific thought on the issues of digital transformation of the healthcare sector indicates the growing relevance of problems associated with increasing the digital skills and awareness of medical workers and the population, which will ensure the creation of an effective healthcare system and the formation of an attractive and favorable environment for life and health. All this is also part of the development of human capital and requires thoughtful government investments.

Digital transformation in healthcare provides the government with enormous opportunities to invest in human capital, but at the same time creates risks. For competent investment, a systemic and forward-looking vision is required, it is necessary to deeply and comprehensively understand existing and prospective trends and correctly identify the appropriate areas, vectors, and types of influence - regulatory, supportive, and encouraging.

Digital transformation in healthcare is a high-impact strategy that focuses on customer centricity and a cultural shift toward technology-enabled healthcare. The introduction of modern information technologies into various processes in the medical industry is called the digitalization of medicine. Implementing digital transformation in organizations allows to effectively manage data and improve decision-making. The main benefits of digital transformation have been easy access to information, better organization and tracking of data, and increased accountability across all departments. As such, digital transformation is quickly becoming critical for businesses seeking to gain a competitive advantage in today's world, and healthcare is not exclusion. One of the most significant trends in digital transformation is the use of artificial intelligence. Using artificial intelligence, organizations can process huge amounts of data easily and quickly; artificial intelligence can be used to automate processes, gain insight into customer behavior, reduce human errors and improve overall productivity. The explosive growth of digital medicine is facilitated by new solutions in the field of artificial intelligence, sensors, robotics, wireless communications, information processing and analysis, augmented and virtual reality. Healthcare providers today must prioritize patient-centered care and leverage real-time data to achieve better clinical outcomes. APIs enable the shift towards value-based healthcare, driving several digital transformation initiatives in healthcare [7].

In addition, since the first WHO eHealth resolution in 2005, which initiated the development and adoption of the WHO Global Digital Health Strategy, more than 120 WHO Member States have developed a national digital health policy or strategy. Given recent experience with the COVID-19 pandemic and the dramatic increase in the use of digital health technologies, many countries indicate the need to support the transition from pilot digital health initiatives focused on specific products to the creation of national digital health infrastructure with appropriate governance, policies, and skilled health workers needed to select, maintain, and adapt digital health interventions.

The formation of the digital contour of the healthcare sector should be based on a clear understanding of the competency profile, its inclusion in the innovative healthcare system and the preservation of human capital. The use of a competency-based approach to the digital transformation of the healthcare sector helps to increase the adaptability of the existing healthcare organization system to the conditions of the new technological order, provides the opportunity to introduce end-to-end technologies in management decision-making processes to improve the accessibility and quality of medical care. In addition, staffing the healthcare system has a significant impact on accelerating the digitalization of the industry. Accordingly, public investment in health care should include investment in supporting the development of new technologies on the one hand and in staffing - on the other, both of which represent investment in human capital development.

Thus, education and healthcare, as well as sustainable social development, are elements, subsystems of managing the development of human capital, and information support for public management of investments in the development of human capital should be based on decomposition, in order to continuously obtain the most complete and reliable data for each of these elements. Accordingly, the effectiveness of information support should be determined by the presence of a synergy effect in the functioning of these subsystems, otherwise there will be patchwork that will make impossible not only the advanced innovative development of the state, but even stable catch-up development.

Furthermore, creative human capital is a collection of particular values that produce new values in the form of innovative, original ideas and fresh information [25]. Therefore, in order to build and develop this creativity, significant investments must be made for its all-encompassing and progressive growth, in addition to an awareness of the expanding role and significance of human capital in today's economy. It is no coincidence that the experts at the Davos Forum highlighted that one of the top three trends in the job market going forward would be creativity [32].

As it is known, New Public Management (NPM) applies approaches, methods, and practices from private (business) sector. Accordingly, it concerns, in particular, investments in the development of human capital, risks of this investment, and appropriate information provision for management and decision-making. Thus, it is rational to address to best practices also in the information provision and its decomposition.

Businesses today are increasingly using GRC, a structured way to align IT with business goals while managing risk and complying with all industry and government regulations. It includes tools and processes to integrate organizational governance and risk management with technological innovation and implementation. Companies use GRC to reliably achieve corporate goals, eliminate uncertainty, and comply with regulatory requirements. GRC stands for governance, risk (governance) and compliance. Most businesses are familiar with these terms but have practiced them separately in the past. GRC integrates governance, risk management, and compliance into a single, coordinated model. By implementing GRC programs, businesses can make better, risk-aware decisions. In accordance with the NPM paradigm, the same principle can be successfully applied in public administration.

In particular, the information model of the hierarchical structure of a complex quality criterion reflects the qualitative side of the information resource, fulfilling the functional role of defining essential criteria and their connections. A multi-criteria task becomes a single-criteria, scalar task if there is a sign of hierarchy and provided that the measurability of single criteria of the lower level of the hierarchy is ensured. Subsequently, the applied aggregation (convolution) of indicators of complex criteria of different levels of the hierarchical structure, starting from the lowest, allows obtaining an integral indicator [9].

The tasks of analyzing the quality of objects in any field of scientific research are based on the analysis of the interrelated properties of its quality. Quality is often the central link of multi-criteria tasks in a variety of areas in deciding the need to improve quality and understanding the prospects for the development of objects of the quality being studied, as well as in a comparative analysis of qualities, economic costs, and other tasks, including when assessing the quality of investment in the development of human resources, that is, minimizing the impact of risk factors.

To carry out the scalarization stage (representing a multi-criteria problem as a single-criteria one), it is necessary to supplement the created model with information that will provide the ability to evaluate criteria of different levels quantitatively. This additional information about each complex criterion in its group at each level of the hierarchy is [9]:

1. The status of a complex criterion is a qualitative parameter determined by the nature and degree of importance of its influence in a group of criteria of the same level with a semantic meaning - dominant (D) or compensated (K):
 - the dominant criterion is characterized by greater weight and main influence when the criteria are unequal among themselves and in the group; any of its low assessments, up to a zero value, cannot be compensated by other no matter how high quantitative assessments of the compensated criteria; its zero value is fatal and resets the overall result of the resource quality to zero - this is an important condition in the relationship of criteria that affects the choice of the formula for calculating the integral quality indicator;
 - the compensated criterion has a mutually compensating nature of influence in its homogeneous group of criteria; it is additional to the dominant criterion when coexisting in one group and in this case determines the mixed type of connection of criteria in it; the formula of the so-called scalar convolution consists of combining two formulas for calculating the integrated indicator.
2. Weight - a quantitative, weighting coefficient of the significance of the influence of a criterion in a group on the overall result of criteria of the same level.
3. Evaluation according to the scale of quantitative evaluation of the criterion adopted for this model, i.e., determination of its indicator (the most common point estimates are on an ordinal scale with gradations of 3, 5, 7, 10).

At this stage of setting a single-criteria task, expert opinions (collective or individual) are used to determine the status, weight, and assessment of single criteria of the information model.

The method of combining (integrating) indicators of criteria of different levels, which determines the scalar convolution formula, generally depends on 1) the type of task (problem), 2) the nature of the contribution of each criterion to the complex criterion of the highest zero level, 3) the type of relationship between criteria at different levels of the hierarchy. The most common formulas are additive (adding indicators of complex criteria of different levels) and multiplicative (multiplying indicators). The use of the additive formula is legitimate in the absence of dominant criteria in the hierarchical structure of the complex criteria of the model. There are tasks in which "the loss of quality according to one criterion is not always compensated by an increase in another", i.e., the status of the dominant

criterion is not taken into account and, as a consequence, the result of determining quality will be erroneous. To solve these tasks, multiplicative convolution is used, since additive convolution is not sensitive to small values of the criteria.

In general, a formula that includes both additive and multiplicative forms of convolution of a group indicator at different levels of the hierarchical structure of the quality information model has the following form [9]:

$$P_{u-1} = \underbrace{\sum_{i=1}^n v_{iu} K_{iu}}_{\text{Additive form of convolution}} \times \underbrace{\prod_{j=1}^m D_{ju}^{v_{ju}}}_{\text{Multiplicative form of convolution}}, u = h, h-1, \dots, 0$$

where

h – total number of hierarchical model levels

u – current hierarchy level

v_{iu} – weight of indicator (i) of the compensated criterion included in the number (n) of one group with the dominant criteria at level (u)

K_{iu} – indicator of the compensated criterion (modified or assessed) with the corresponding weight v_{iu}

D_{ju} – indicator of the dominant criterion (modified or assessed) with the corresponding weight v_{ju}

V_{ju} – weight of indicator (j) of the dominant criterion, included in quantity (m) in one group with compensated criteria at level (u)

$n+m$ – size of one mixed group of compensated and dominant indicators.

Using this general convolution formula or separately for any of its components, the integrative contribution of each criterion is assessed according to its indicator in the corresponding complex criterion of a higher level, and so on until the complex criterion of the highest, zero level of the hierarchy. As a result of such convolutions, we obtain the indicator of the integral complex quality criterion as a synthesis of the indicators of the quality criterion of the hierarchical structure into a single comprehensive assessment of the quality of information support.

Meanwhile, conceptually, for example, partial information decomposition for three variables can look like the Figure 2 shows:

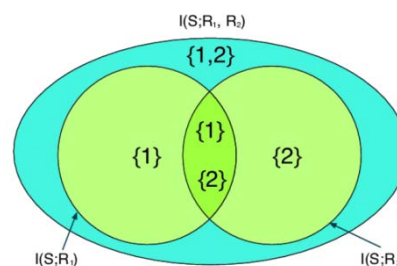


Figure 2. Partial information decomposition for three variables [4]

This and similar methods represent an important direction of effective decomposition of information provision in the system of state management of human capital development, including managing risks, which enables application of really systemic, integrative approach with the continuous use of 'real-time' data and timely reacting in case of any parameter change.

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Primary Paper Section: A

Secondary Paper Section: AE

THE ROLE OF INNOVATIVE TECHNOLOGIES IN SUPPORTING THE EDUCATIONAL PROCESS IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE IN THE CONDITIONS OF WAR

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Abstract: The article represents an attempt to comprehend the influence of war on higher education landscape in Ukraine and find the ways to mitigate negative impact, in particular, based on comparison with the experience of war period in Syria. The application of multidisciplinary approach allowed investigating the most recent and innovative trends in higher education implying borrowing of best practices from the business world (predominantly, IT development) and projecting them on the sphere of higher education in its current conditions in wartime Ukraine.

Keywords: higher education; education process; war in Ukraine; Agile; Extreme Pedagogy; Kolb cycle; innovative technologies.

1 Introduction

The Universal Declaration of Human Rights, which was drafted just after World War II, ensures that everyone has the right to an inclusive education. But in a humanitarian emergency, that right is readily infringed upon, or abandoned altogether. This is particularly valid for war-torn nations. Given that education is essential to promoting long-lasting peace, the loss of education brought on by conflict can have disastrous results. Future generations will lose out on the advantages that education offers in terms of equality, money, health, and psychological well-being if there is a lapse in education brought on by emergencies. This perpetuates the poverty cycle.

The war in Ukraine has put the education system in front of very serious challenges. In the front-line territories, face-to-face training became impossible both due to constant shelling and the destruction of infrastructure. According to the Ministry of Education and Science of Ukraine, a total of 3,151 educational institutions were damaged by bombings and shelling in Ukraine. Of them, 440 were completely destroyed [19].

However, even in the far rear, face-to-face teaching poses a danger to students and teachers, due to the increasing frequency of long-range missile and drone attacks. In particular, during one year of the war, 5 educational institutions were damaged by rocket attacks in Khmelnytskyi region, which is located in more than 1000 km from the front line [10].

A recent column published by the Centre for Economic Policy and Research indicates that "one aspect that has received little attention so far is the effect of conflict on academic achievement" [16]. While the CEPR focuses on high school pupils in this instance, all students - including those pursuing higher education - are affected by the same factors that contribute to war's negative impact on educational achievement. The fact that teenagers and young people are particularly affected by conflict is one of the main causes of this. The younger they are, the less means of expressing the dread, worry, and melancholy that are typical emotional responses to conflict. Students' performance is negatively impacted by a lack of psychological support, particularly for those who require extra help with learning even in non-conflict situations.

According to experts, the lengthening of hostilities is changing how we should approach education in conflict areas. Nowadays, several conflicts have been going on for ten years or more:

Burkina Faso, Afghanistan, Somalia, South Sudan, the Democratic Republic of the Congo, and Syria. The length of time a crisis, such as a conflict, persists increases the complexity of the emergency. When it comes to priority, education frequently comes in last when it comes to matters like roads, running water, and sanitation in many nations that have entered peacetime [2]. Actually, this concerns many areas in Ukraine now.

In the meanwhile, education has the power to change lives by giving students access to knowledge and helping them acquire the abilities to question, evaluate, and convey that knowledge. This is essential to establishing enduring peace. The abilities that education fosters may inspire people and society to resist injustice, despotism, and injustice. They may then make room for discussion, democracy, and change. As a result, the contribution of cutting-edge technology to the pedagogical process in higher education assumes paramount importance.

2 Materials and Methods

The research process involved the use of general scientific methods of analysis and synthesis, classification, comparison, and generalization. The research is based on an interdisciplinary approach. Also, the theoretical and methodological basis of the study includes the Agile paradigm and elements of process analysis.

3 Results and Discussion

Generations born within a culture of wartime worry, dread, and relocation lose their sense of normalcy as a result of living through such times. These impacts may last the entirety of their lives. Research on how students at different educational levels are affected by war shows that mental health disorders rise by at least 17% during these times. This increases the risk of severe psychological strain, traumatic experiences, extreme frustration, shocks, and violent crises, all of which impede normal development [3].

Nonetheless, recent real-world experience - particularly in Syria - attests to the possibility of developing and even improving higher education amid times of conflict. Higher education was more affected by the Syrian crisis than other educational levels, according to Dillabough et al. [6] and Milton [19]. This resulted in assaults on structures, professionals, and students, as well as decreased access, quality, and equity of higher education. Conversely, increased security measures, campus militarization, and the merging of state politics and university administration have all contributed to the politicization of higher education. In a more nuanced approach, el Hafi [8] pointed out that although universities are important agents of social change, higher education in areas controlled by the opposition has a number of difficulties. In other words, by "[acting] as a beacon of inclusion, equity, justice, and tolerance, and educate a new generation of citizens committed to social justice and solidarity", education in Syria can be seen as a tool for liberation and social transformation rather than just a victim of the conflict. This helps to promote peace [1].

Higher education confronts several direct and/or indirect problems in situations influenced by conflict. Physical devastation, population displacement [21, 22], mental health, lack of international recognition, lack of financial support from the international community, the role of armed groups, and the methodological difficulties of conducting research in war-torn environments can all be categorized under these main themes.

Shaban [27] emphasizes that in order to supervise and contribute to the transformation of the current higher education system, it is imperative to establish an efficient networking, communication, and development strategy with international organizations. This is based on the findings pertaining to the difficulties Northern Syria's higher education faces as well as the needs that arise

from this research. This should boost the industry's efforts to raise the bar for both research and instruction, make certification and recognition easier, and supply much-needed funding. In order to establish connections with foreign partners and facilitate access to academic resources, colleges must improve their media presence and their English language instruction. Along with giving their students the abilities and information that employers want, they should also strive to comprehend the demands of the labor market better. Scholarship programs have to be created in response to the heightened financial requirements of conflict-affected individuals. Universities in Northern Syria must create communication channels in order to unite under a formal canopy, create an official governing body to oversee and oversee higher education in NS, and serve as a common gateway to the global Northern Syria academic community [27].

Back in 2016, M. Sansom emphasized: “after more than seven years of conflict, Syrian higher education continues to function. This observation defies expectations that higher education suffers more than other educational levels during conflict and contradicts media depictions that Syrian higher education collapsed during conflict” [26, p. 38]. However, Sansom discovered through interviewing Syrian scholars and students that although the system managed to survive on a quantitative level for a variety of reasons, major qualitative changes have destroyed equity and quality in higher education in Syria and strengthened control over campuses as a tool for regime security.

Evidently, the task of preserving and all the more so developing higher education during war is extremely difficult. But the ‘good news’ is that some experience of rapid reorientation of education towards online format was carried out during COVID-19 pandemic, and there are quite efficient technologies in this field.

Ukraine has also accumulated experience in the use of innovative technologies of distance and blended education, which can be successfully used today during the war. It should be noted that recently, blended learning has become particularly relevant in the world, which is explained both by the society’s need for special technologies and forms of education, and by the development of information technologies, which makes it possible to consider the distance aspect of blended learning as a special autonomous technology with its own characteristics, standards, and conceptual apparatus.

In the process of blended learning, both online learning and teacher-assisted learning are equally important. Researchers from the Clayton Christensen Institute have identified the parameters of blended learning that improve the quality of education:

- Personalization;
- Mastery based learning;
- Creating an environment of high achievements;
- Personal responsibility of students for their own educational results [30].

Statistics show that blended learning is becoming more and more popular. The global market for blended learning was estimated to be worth USD 20.2 billion in 2022 and is expected to increase to USD 49.6 billion by 2032, with a compound annual growth rate (CAGR) of 10.50% expected to occur between 2023 and 2032. The main factors boosting market growth are the growing use of digitalization and flexible, accessible educational methods (see Figure 1).

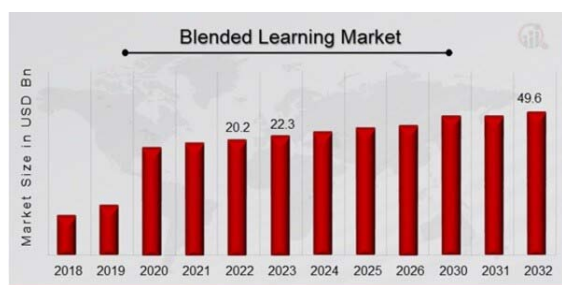


Figure 1. Blended learning market dynamics [5]

Immersion technologies such as augmented reality (AR) and virtual reality (VR) are finding their way into blended learning more and more. Especially in skill-based instruction, these technologies provide learners realistic and engaging experiences. By interacting with virtual reality (VR), students may improve their practical skills in a risk-free environment. AR projects digital data onto the physical environment, providing contextual learning opportunities. Incorporating VR and AR into blended learning systems not only enhances student engagement but also makes experiential learning - particularly in manufacturing, healthcare, and technical training - more feasible.

The blended learning model helps improve the quality of the educational process at a university, ensuring the development of the student as a subject of self-educational activity and shaping his readiness for self-development in the future. This means that one of the main tasks of a teacher when introducing a blended learning model into educational reality is the selection of the most productive information and communication technologies, programs, applications that allow optimal integration of classroom and electronic components into a single system [12; 13; 23].

Moreover, the share of online component in blended learning gradually grow. According to World Economic Forum, “online learning is an important tool helping to close the widening global skills gap” [31]. The upward trend in online learning is evident in Figure 2 below, showing the demand for online learning in Coursera – s of 2021, it continued to outpace pre-pandemic levels.

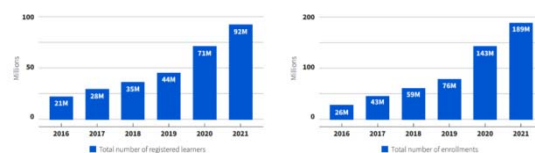


Figure 2. The upward trend in Coursera online learning [31]

Thus, moving towards more dissemination of online learning in Ukraine during the war does not mean any deterioration of higher education quality but instead indicates correspondence to global trends and should not be the cause for fears. At the same time, however, concerns are justified, since relying on wrong grounds and education technologies can really harm Ukrainian higher education.

Among the priority measures for the development and implementation of new educational models, it is necessary to highlight the advanced preparation of teachers for their use according to the principle of “learning in a learning environment”, motivation of teachers through conscious inclusion in the development of a new generation of electronic educational resources and mandatory practical acquaintance with the best experience of leading universities. This will remove concerns and reduce the degree of psychological barriers when perceiving new electronic resources and services. In this case, the dominant type of educational activity becomes the student’s independent work.

Meanwhile, the organization of online learning cannot be effective only with the opportunities provided by educational platforms, if they are not combined with other teaching methods. The modern learning environment requires flexibility, searching for new approaches that combine classroom teaching methods with online tools. Before the pandemic, Kolb model was used in classroom teaching. However, during the period of quarantine restrictions, a number of American universities began to use this model in blended learning. The results of online learning using the Moodle platform in combination with the Kolb model were obtained, and the results of student performance during classroom and online learning using this model were compared. Discussion of exam results with students showed that in the case of a combination of online learning and the Kolb model, students need independent work to understand the results of their learning, especially at the stage of observation and analysis of their experience. According to them, online learning provides

them with such opportunities [18]. At the same time, the gradual logical development of abstraction of concepts and the construction of knowledge is carried out on the basis of independent activity, which is currently recognized as important in the higher education system.

Ideally, online learning should begin with an experience or replication of a real-life situation. Also, there should be an alternation of learning phases: experience - observation - conceptualization - experimentation. Unfortunately, at the moment, the vast majority of online educational programs in Ukraine are structured in such a way that students first study theory and then perform practical exercises.

In Kolb's model, one cannot learn by simply observing or reading. To learn effectively, an individual or team must experience or learn through experience.

Of course, ideally, for online content the same requirements should be applied that are usually used in teaching aids and textbooks (independent review, department approval). However, in wartime conditions this is by no means always possible. Therefore, the Kolb method, which involves maximum individualization of the educational process and is based on the use of the student's personal experience, represents the most optimal model in distance and blended learning in wartime.

An important tool in the implementation of distance learning using the Kolb method is the project method. Project activities in distance learning not only facilitate the assimilation of educational material, but also provide new opportunities. The project method, as existing experience shows, creates motivation among students to study an academic discipline [17; 33]. Consequently, the use of the project method as a distance educational technology implies that the created content is an implementation of this method.

Zen et al. (2022) [33] aimed to analyze the effect of Project-Based Online Learning (PBOL) and student engagement on academic achievement. A mixed-method convergent parallel design was utilized in the study. Interviews, observational studies, and documentation forms are used to gather qualitative data; questionnaires and portfolios are used to collect quantitative data. The findings demonstrated that, thanks to the experience they acquired via project-based learning, students' opinions on applying the PBOL technique and student involvement improved their academic performance to become new entrepreneurs. Furthermore, according to the authors, this approach could foster an enjoyable learning environment that influences students' engagement levels. Thus, this method can perform a dual function during war - in addition to purely educational results, it can help reduce stress levels in students, improve communication and mutual support.

As it is known, different regions of Ukraine are affected by military operations to significantly different degrees. Accordingly, students may have different access to a computer and gadgets - in particular, in some regions the power supply is extremely unstable due to constant enemy attacks on the energy infrastructure. Therefore, it seems appropriate to apply the paradigm used in the training and work of distributed teams.

In business today, distributed Scrum teams in particular are popular. The name "distributed Scrum team" speaks for itself. This is a Scrum team in which all or some members work remotely. To succeed, a distributed Scrum team needs to discover new approaches to implementing Scrum. Situational collaboration and informal communication are limited, so remote teams need to be more disciplined about their Scrum rituals and create more opportunities for networking and collaboration.

Increasingly more companies are using teams in which at least some employees work remotely. For them, the Scrum methodology is becoming the basis for more effective collaboration. Additionally, Scrum principles include adaptability. It helps teams adapt to changing conditions and user requirements, and remote teams more confidently take advantage of Agile, continuously learn and improve.

All forms of remote work require effective collaboration tools. Using Agile planning tools, Agile teams collect stories and requirements, report and manage issues, and track progress and quality of work. Distributed teams should have something like a virtual whiteboard, which can be used to get an idea of the project stages and the sequence of their implementation [29]. In Western countries (especially in the USA), agile teaching-learning methodology (ATLM) and eXtremePedagogy (XP) are gradually becoming increasingly used. Moreover, research has revealed the general homogeneity and universality of approaches, their applicability to various disciplines, regardless of the practical orientation of the disciplines [4]. An analysis of the values of various educational methodologies based on Agile allows seeing that the methodology can be easily adapted to solve specific educational problems in universities with virtually no changes to the central ideas of the methodology expressed in the Agile Manifesto [11].

Extreme Pedagogy is an educational approach, a teaching concept that focuses on the needs of the student. The authors of the first description of the concept note that the idea arose from observations made during a course where they used the Extreme Programming (XP) method, one of the traditional Agile development methods, for educational purposes. Students worked in teams and were required to apply Extreme Programming techniques to complete basic course assignments. Students had to engage in pair programming, submit tasks for review using the short release method, that is, constantly release relatively small updates to the program being developed, and engage in a "planning game" based on predicting several options for the development of a product at once. The course applied five core XP ideas that were closest to Agile teaching and overall values.

The first idea is interaction between teacher and student. It was implemented in three versions: in class, the teacher asks students and initiates discussions of issues with them; outside of class, the teacher meets with students for consultations; in addition, the teacher communicates with students using electronic means of communication (e-mail, university services, etc.).

The second idea is goal-oriented learning. In the program of extreme pedagogy, it was decided to implement this principle as follows. The lesson material is structured to best suit the goals and objectives that were determined in advance at the beginning of each lesson, the teacher explains to the students the purpose and objectives of the current lesson. After students complete the assignments, a short control event is carried out, the main task of which is to assess how successfully the goals and objectives announced by the teacher at the beginning of the lesson were achieved.

The third idea is paired learning: two students complete a class project or homework assignment in the form of work closely copied from pair programming practice. When one student directly performs the task, the second observes the "colleague", suggests ways to improve, alternative ways to solve the problem, and corrects mistakes. Periodically, they change places - the one performing the task becomes the 'inspector' and vice versa.

The fourth idea is frequent intermediate control of students' knowledge. The final grade is averaged over all grades received for the course, and the form of intermediate control can be any, for example, assignments for a project carried out as part of the course. Regular intermediate control of students' knowledge corresponds to the idea of frequent releases in extreme programming. Also, regular monitoring helps to provide feedback when teaching a discipline, since even when students have not done anything on the project, they are put in a position in which they must report something to the teacher.

The fifth idea - simplicity - means that teachers should convey the material in the simplest and most understandable way so that students can easily understand the material. Difficulties begin when the teacher cannot assess the students' ability to perceive the material or overestimates their capabilities, in which case the topic becomes inaccessible to students' understanding. To solve this problem, frequent monitoring and support of constant interaction between the teacher and students is used [24].

The developers of the concept did not create any universal program of disciplines for this methodology, but formulated three fundamental principles of their teaching: learning by continuous doing, learning by continuous collaboration, learning by continuous testing. Learning by continuous doing should replace the practices of “surface learning”, in which the student simply tries to memorize ideas, to the practices of “deep learning”, when knowledge is created in the process of action [32]. To achieve this, the authors of the concept propose to involve students in the process of solving real practical problems. In addition to solving cases, they should try to discuss various problems, complete projects, and also engage in mutual learning.

Another approach, called “The Agile teaching-learning methodology” (ATLM), was developed back in 2004 and represented a literal adaptation of the Agile methodology to teaching. Although at the time of development the methodology was used only for teaching students majoring in computer science, the author of the methodology argued that the methodology could be applied to other academic disciplines.

The methodology is built from two parts: recommendations for teachers and students. The structure of the ATLM educational program is more rigorous than that of Extreme Pedagogy. In ATLM, the main goal is for students to gain “working” knowledge, that is, knowledge that the student can apply immediately after completing the course to develop his own project. The author, describing methodology, notes that it has three key aspects: flexibility, extreme, and independent study.

Flexibility refers to the ability of a course to change by adapting to the needs of different students, even changing the structure of the course to help students stay in tune with the material. This can be achieved through ongoing communication, including beyond scheduled consultation hours; the teacher must constantly respond to students’ requests and explain to them the details of the work.

The idea behind the extreme is that if a tool used in a course works well, it should be implemented to its fullest extent all the time. For example, if feedback is useful, it becomes a mandatory and constantly used tool in the educational program; the same applies to project work, performing laboratory experiments, and certain methods of organizing independent work. According to the method’ author, in order to determine the usefulness of a discipline, it is necessary to develop a tool for assessing the effectiveness of educational methods [15].

The idea of independence means that the course should teach students to learn, and not just memorize course materials.

The student cycle corresponds to the “active learning methodology” [24], which consists of several steps. The first step is a classroom lesson (it can also be carried out online). This is followed by independent completion of tasks that apply the knowledge gained in lectures. According to the requirements developed for the assignments, the student needs not only knowledge, but also creativity, which will ensure competition between works and will help in the desire to create a more interesting solution to the problem.

The third step of the student cycle is independent learning, to which assignments should push students. For example, they will contain requirements for the project that cannot be achieved using the data obtained in the lecture session. It is assumed that the next step, the exchange of student knowledge, will allow students to work better independently. This step - sharing knowledge in the classroom or online - involves providing platforms and opportunities for students to learn from each other; it is an important component of the “classical learning pyramid” [24].

Many researchers [14; 15] consider monitoring of students and teachers to be a necessary part of the educational process, thanks to which it is possible to adapt the Agile methodology to it. Student progress can be assessed by small tests, the results of which should be communicated to students as soon as possible. Such work will help identify difficulties and weaknesses, and

will allow students to understand what knowledge the course will test.

Overall, integrated conceptual framework for Agile in Teaching and Learning is presented in Figure 3.

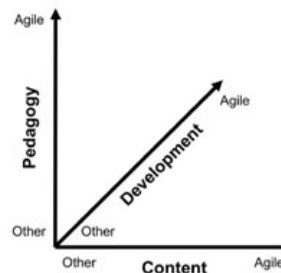


Figure 3. Integrated conceptual framework for Agile in Teaching and Learning [28]

Relevant developments, tools, and best practices from the business world can be used to transform student groups in remote learning environments into distributed learning teams using appropriate teaching methods.

In particular, researchers pay attention to the phenomenon of “shared understanding” in team interaction [29]. The concept of “shared understanding” is relatively new: it appeared in works examining various aspects of teamwork at the turn of the 20th and 21st centuries. The analysis of definitions revealed two main aspects of shared understanding: agreement on existing knowledge and coordination of actions on this basis. Research shows that shared understanding is closely related to the shared mental models by “bases” of meaning shared by team members. To achieve effective work, team members must have two main elements of common understanding: agreement on the results (goals) and agreement on the means to achieve them. Researchers agree that developing shared understanding has a positive impact on team performance, promoting the development of a team’s “common language” and more efficient use of resources. The development of shared understanding in a team is influenced by several groups of factors: individual personal factors, external factors (physical and socio-psychological), and communication features of team members [29]. At the same time, high quality communication and high-quality communication channels between participants, as well as their active questioning of each other, contribute to the development of shared understanding. The development of such understanding is facilitated by projects based on case studies, as well as individualization of tasks for students in a group in accordance with the roles of team members according to the Belbin classification (Resource Investigator, Teamworker and Co-ordinator (the Social roles); Plant, Monitor Evaluator and Specialist (the Thinking roles), and Shaper, Implementer and Completer Finisher (the Action or Task roles)). Regular assessments can help understanding what gaps exist in the team. One should not only evaluate the productivity of individual team members, but also monitor how they work together. Responsibilities can be redistributed depending on students’ behavior and personality types. Team building games are a great way to interact with team members and evaluate how effectively they work together.

Experience shows that the availability of software and hardware (infrastructure) does not guarantee the successful implementation of innovative training projects during war; a more important role is played by the presence of a correct and optimally organized management system for the entire project. Of particular importance is the stability of the system under conditions of negative external influences, such as failures in the operation of communication channels and server equipment. Experts emphasize that one of the optimal solutions is to separate the functions of the system, at least educational and administrative. In this case, subsystems must have not only independent channels for exchanging information with remote objects (subjects) of the system, but also several parallel

channels, including physically separated ones [7]. It is, of course, impossible to obtain a complete separation of functions. For example, the operation of the administrative system requires information (at least statistical information), which is available only in the educational part. The question arises of choosing the optimal number of intersystem “gateways”, their mode of operation and optimizing the quantity and content of transmitted information. The number of “gateways” and the content of the exchange strongly depend on the structure of both subsystems, on the flow of documents, data, control actions, etc. All of the above, in turn, depends on the characteristics of the tasks being solved, the goals of the system, external conditions, etc. Thus, the task arises of developing a distributed educational system that ensures uninterrupted functioning in the event of negative external influences, as a special information and communication environment with elements of self-adaptation.

It is advisable to analyze the functioning of such a distributed educational system on the basis of models of varying degrees of approximation to the idealized one. Models can be presented in the form of structural and functional diagrams, with detail, as a rule, in IDEF0 and IDEF3 notations, but specific objects and functions introduced additionally can be used.

The most effective are systems with an intermediate level of integration, combining several management and training technologies included in a distributed and diversified information environment. The combination of technologies makes it possible to reduce the impact of a number of factors that negatively affect the effectiveness of a distributed educational system. In particular, the presence of pre-created alternative learning paths makes it possible to quickly respond to changes. The experience of building military communication systems and systems that support critical civilian infrastructure shows that the most stable structures are those that have at least three parallel channels of information exchange between subjects and objects of the educational process [7]. Apparent redundancy does not play a noticeable role, since at each moment a limited set of nodes and connections of the model operates.

Unfortunately, at the moment in Ukraine there is no such approach to building an educational landscape, even in the front-line territories. Meanwhile, the need for this is critical to maintaining the viability of the education system. Unfortunately, Ukrainian authors propose predominantly ‘extensive’ and not ‘intensive’ measures, incline to the position of ‘problem avoidance’ instead of problem solving: “international academic mobility”, “cooperation between Ukrainian and foreign higher education institutions”, “improve the territorial organization of higher education in Ukraine, in particular, to relocate higher education institutions from areas where active hostilities are taking place to large cities”, and the like [9].

Of course, the introduction of such teaching methods requires training of teachers for their implementation in the educational process. Fast and effective teacher training can be carried out within the framework of the triple helix model, where the state (Ministry of Education and Science) would act as an organizer of the process, business - as a coach (meaning those business players who have implemented successful Agile models in their companies), and higher education institutions is a platform for implementation.

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ADMINISTRATIVE AND LEGAL ASPECTS OF ENSURING FINANCIAL AND ECONOMIC SECURITY

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Abstract: The article proposes the methodological foundations of the modern concept of economic and financial security. It is argued that, in general, the assessment of the state of economic security is carried out on the basis of the characteristics of external and internal threats, interpreted as a complex of various types of factors that create a real danger to vital national economic interests. It is specified that threats to economic security are a consequence of developing contradictions both in the internal economic space of the nation-state and beyond its borders. Particular attention is paid to the analysis of the role of FinTech in shaping the financial security landscape.

Keywords: national security; financial security; economic security; FinTech; regulation; market.

1 Introduction

The most important feature of the existence of any state is the close interdependence between its development and security. In fact, development and security are two sides of the general process of society's functioning. It is known that financial and economic security is a state of the economic system that ensures its further progressive development in the face of destructive factors, reducing the likelihood of damage to it. Ensuring financial and economic security at the state level allows the economic system to withstand negative financial impacts and sufficiently provide support for other subsystems of the country's security, in particular military security. It is worth noting that the state of financial and economic security affects all subjects of economic relations (households, entrepreneurs, organizations, sectors of the economic complex, etc.). At the same time, the role of financial security in ensuring the economic security of the country lies in the most effective use of the opportunities of the financial market and financial flows for the development of reproductive activities and the real sector, ensuring sustainable economic growth and increasing the level and quality of life of the population [7; 18; 25].

Economic and financial security are closely interconnected. On the one hand, unfavorable conditions in the field of public finances and ineffective budget policy of the state create the preconditions for the emergence of threats and risks to national security, and on the other hand, a deterioration in the economic or national security situation can affect financial security and bring it closer to a dangerous level [17; 21; 22]. In addition, external factors of the global financial market, the state and processes in the global economic system, geopolitical factors, supranational legal regulation, etc. are of great importance.

The rapid development of FinTech poses new challenges for national regulators and the international community. The digital economy, as a qualitatively new stage in the evolution of economic thinking, has introduced new postulates into the ideology of the financial market related to changes in management thinking and competitive strategies: today, leadership positions in the hierarchy of financial market participants can only be taken by those who use the most advanced technologies and are not afraid to invest in breakthrough technologies innovation. The new leadership ideology of financial technologies (FinTech) today is not just reshaping traditional strategies and business models of the

financial market - it is changing its fundamental aspects of the structure and structure of participants, as well as the rules of business conduct [16].

The interaction of digital technologies and banking services, the functioning of modern payment systems has a significant impact on the security of the functioning of business entities, households, and national financial security. Solving the problems of ensuring economic security in the modern realities of digitalization of socio-economic systems is an important and urgent task for the national economy. The digital transformation of all spheres of life inevitably gives rise to new challenges, which requires a prompt response and improved ways to minimize risks.

In these conditions, determining the political, organizational, and legal foundations for ensuring the financial and economic security of the state is the most important theoretical and practical problem facing authorities and public administration.

2 Materials and Methods

The methodological basis of the study is, first of all, dialectics, which made it possible to consider financial and economic security and its administrative and legal support in the context of improving public administration, depending on the totality of political, socio-economic, and other factors. During the research, general scientific methods of cognition were used, including the method of structural and functional analysis. Particularly useful were the systems approach and its developing interdisciplinary direction - the synergetic approach - which provided the opportunity to study the development of a system for ensuring economic security as a non-equilibrium system represented by a set of ordered elements. Sociocultural and interdisciplinary approaches were also applied.

3 Results and Discussion

Economic research points to the root causes of risks and threats to economic security, which lie in the underdevelopment of the institutional foundations of society, the imbalance of formal and informal institutions, and their low efficiency. At the same time, in the conditions of intensive development of information systems and technological solutions, undeveloped institutions can become a significant factor in restraining the pace of digital development and create conditions for the emergence of new economic security risks [9].

An effectively operating and functioning financial system is an important qualitative indicator of the sustainable economic development of the state as a whole. It should be emphasized in this context that financial security can be defined as a state of financial relations in which acceptable conditions and necessary resources are created for expanded reproduction, economic growth and growth in the well-being of the population, stability, preservation of the integrity and unity of the financial system of the state, for successfully confronting internal and external factors destabilizing the financial situation in the country. The financial security of the state lies in the ability of its bodies [20]:

- To ensure the sustainability of the economic development of the state;
- To ensure the stability of the payment and settlement system and basic financial and economic parameters;
- To neutralize the impact of global financial crises and deliberate actions of external entities (states, TNCs, sub-state groups, etc.), shadow (clan-corporate, mafia, etc.) structures on the national economic and socio-political system;
- To prevent large-scale capital flight abroad, "capital flight" from the real sector of the economy;

- To prevent conflicts between authorities at different levels regarding the distribution and use of resources of the national budget system;
- To attract and use foreign borrowing funds; prevent crimes and administrative offenses in financial legal relations (including money laundering) in the most optimal way for country's economy.

All of the above can also be presented as some of the tasks that state authorities and management must solve in order to ensure the safe and effective functioning of not only the elements of the state's financial system, but also all the links of public administration interconnected with it.

Global financial and trade markets are subject to several rules and countries. Experts describe financial regulations as "laws that govern banks, investment firms, and insurance companies", which safeguard citizens from "financial risk and fraud" [6]. Finance focuses on regulatory compliance as well as profit maximization.

Regulations, whether they are the outcome of communal decision-making or authoritarian enforcement, may be contentious when considering competing interests. Consumer protection and fraud prevention measures, for example, are well-intended yet might transfer the weight of obligation from one party to another.

The Bank Secrecy Act (BSA) is one example of a rule that, among other things, requires financial institutions to disclose deposits of \$10,000 or more. While the BSA's goal is to prohibit criminal activities, such as money laundering and terrorist financing, compliance is the duty of financial institutions, which risk large fines and penalties if they fail to do so. This explains why a new bank may avoid starting operations in the United States, instead moving funds to another nation.

The global economy is unfolding against the backdrop of legal agreements, transparency standards, and policy enforcement. Treaties safeguard the interests of multinational corporations and the worldwide circulation of wealth. Financial rules define the procedures, constraints, and restrictions of individual nations and groups of countries. Examples include the laws established by supervisory authorities under the European System of Financial Supervision (ESFS) and the International Monetary Fund's (IMF) Articles of Agreement.

Stabilizing the marketplace and establishing norms for all parties to obey needs skill. Emerging markets, political disputes, and shifts in economic policy can all threaten the delicate equilibrium of global financial markets. Challenging global events and overlapping crises, like as climate change and the COVID-19 pandemic, can produce further volatility in global markets, resulting in instability and uncertain economic conditions. As a result, such unforeseen circumstances can make it exceedingly difficult for legislative bodies and regulatory agencies to identify effective and responsive financial policies and courses of action [10].

New rules are rarely great news for the organizations that must comply with them. However, certain entities gain from rules. Individuals and businesses protected by trade legislation, receivers of tax credits, and those for whom regulation levels the playing field all rely on governments and taxation agencies for enforcement. Furthermore, financial laws should help to stabilize markets and minimize uncertainty, making it simpler for businesses to forecast and capitalize on financial developments.

Treaties can be used to settle disputes as well as enforce trade and property rights. Treaties (and associated laws) are typically beneficial and legally binding only until the status quo changes. The United Kingdom's withdrawal from the European Union (EU) is a high-profile illustration of how even affluent countries may make significant changes in the marketplace. The expected changes in the financial and economic markets as a result of this decision had an immediate impact on markets all around the world. Banks, financial managers, and stock exchanges took

note and soon began assessing the impact of the UK's withdrawal on their customers and assets. The UK and EU took about half a decade to create and execute the EU-UK Trade and Cooperation Agreement, which included a slew of new laws for financial institutions to deal with.

The Federal Reserve System of the United States is just one of several institutions that participate in the country's financial markets and capital exchange. Lower interest rates can encourage lending and investment, whilst higher rates can assist control excessive financial activity.

For example, early in the COVID-19 epidemic, the Federal Reserve cut interest rates to stimulate economic activity and alleviate the economic sufferings experienced by the American people. However, as the pandemic declines, the Federal Reserve has been forced to boost interest rates sharply in order to keep rising inflation under control. Regulatory monitoring includes safeguarding public and private finances against fraudulent activities (such as money laundering and insurance fraud) as well as enforcing accounting standards.

Financial rules are a complicated network of constantly shifting policies and legislation. Market entities aim to strike a balance between foreign policy and the global economy. Every country and economic group has its own goals and responsibilities. Policymakers must create rules and regulations that meet present and future economic requirements while maintaining a balance of money and liquidity. Coordinated efforts, regular monitoring, and global consideration all contribute to an ever-changing worldwide economy.

In global banking, standard-setting agencies operate on a core-periphery logic, requiring a strict distinction between standard-setters and standard-takers. They also focus only on creating financial stability. According to Jones and Knaack [12], these traits are becoming increasingly troublesome in today's globalized banking sector. Developing nations that are not part of standard-setting bodies are deeply connected into global finance, and while they are not systemically significant, they are heavily influenced by regulatory choices made in the core. Analyzing Basel banking rules, the authors demonstrate how the two-tier decision-making system leads in international norms with negative implications for peripheral nations, particularly developing countries. Focusing on disputes over the regulation of non-bank loan intermediation, we illustrate how the exclusive focus on financial stability can work to the harm of other essential policy objectives, like financial inclusion [13].

Financial globalization has resulted in profound interconnectedness across national financial sectors, which has been facilitated by governments eliminating obstacles to cross-border capital movements. The collapse of Germany's Bankhaus Herstatt in the 1970s highlighted the increasingly linked structure of national banking institutions, as well as their vulnerability to cross-border contagion. National authorities in core nations with important financial centres, such as New York, London, Hong Kong, Tokyo, and Frankfurt, recognized a special need for international regulatory cooperation. This resulted in the formation of the Basel Committee on Banking Supervision (hereafter referred to as the 'Basel Committee'), which was established in the 1970s to reduce the risk of financial contagion that had grown with the expansion of cross-border banking and to address regulatory arbitrage by large internationally active banks [12]. The Basel Committee established a set of prudential guidelines for the regulation of globally operating banks (Basel I in 1988, Basel II in 2004, and Basel III from 2010).

The nature of increasing financial interconnection has been very asymmetric, resulting in a number of core-periphery processes. Financial sector assets remain concentrated in a few nations, with the United States at the forefront, and as interdependence between the core and peripheral grows, market movements in the financial core have a significant impact on financial markets in the periphery [1]. For example, demand for capital in the core of the global financial system has a dramatic impact on capital

flows to and from the periphery, as demonstrated by the 'taper tantrum' in 2013, when the US Federal Reserve's moves to normalize interest rates resulted in an outflow of capital from emerging economies. In general, a decrease in demand for capital in the core causes capital inflow bonanzas in the periphery, and financial crises occur when renewed demand in the core reverses these flows [3].

Similarly, because core nations are home to the world's top banks and other market participants, regulatory actions in the core define their global behavior, influencing financial markets in the periphery. Changes in the regulatory and enforcement landscape in core nations have largely led to a drop in correspondent banking contacts, notably in Europe and Central Asia, the Caribbean, Africa, and the Pacific [11].

Given the challenges that peripheral countries face in this highly asymmetric global finance system, compelling arguments are made for increased reliance on national regulation in peripheral countries, including decentralizing global financial governance structures to give greater authority to national and regional authorities [8]. For example, national authorities in peripheral countries can deploy capital controls and macroprudential policies to assist balance destabilizing capital inflows and outflows [27]. Similarly, national authorities may require that international banks operate solely as subsidiaries, not branches, in their jurisdictions, allowing peripheral governments to have greater control over their operations.

Over the last three decades, the worldwide financial landscape has seen two significant changes. First, the banking sectors of the major emerging countries become critically crucial to global financial stability [4]. Banks with headquarters in underdeveloped nations have expanded rapidly across borders. This is particularly evident in China, which currently has four of the world's ten largest banks, with operations in over 40 countries [23]. Moreover, developing market nations account for 20% of the global shadow banking industry. A second trend, which has gotten less emphasis in international policy talks, is that nations on the periphery are significantly more tied to the financial center and to one another than they were 40 years ago, when the Basel Committee was established. This change is more prominent in underdeveloped nations. Following waves of privatization and liberalization in the 1980s and 1990s, foreign banks gained market share in 63 developing nations, accounting for more than 50% by 2007. Cross-border banking in the periphery has grown significantly during the last decade. In Sub-Saharan Africa, for example, pan-African banks are now systemically significant in 36 nations, playing a more critical role on the region than long-established European and US banks [21]. As a result of these changes, poor nations today have a greater presence of international banks than developed countries, leaving them more exposed to financial crises and regulatory changes in other jurisdictions. This increased interconnection was vividly demonstrated during the 2007-08 global financial crisis, which, unlike earlier crises, impacted all sorts of nations worldwide.

Increased digitalization and digital transformation led to occurrence of new challenges for both markets and regulations – namely, FinTech. It is quite a multi-component area, and its regulation is also of multi-component and systemic nature. Figure 1 below shows areas of interest for FinTech regulation.

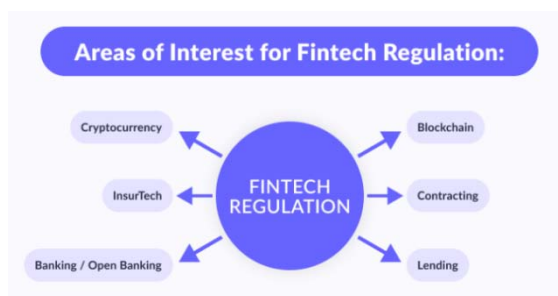


Figure 1. Areas of interest for FinTech regulation [19]

For many years, FinTechs went uncontrolled in many countries since authorities were more concerned with traditional banks and banking. Regulations evolved alongside the sector and did not originally accommodate the new breed of FinTechs. This has changed, and FinTechs in most countries are now overseen by the main national financial regulators. Regulations have been altered in numerous areas to accommodate FinTechs. FinTech regulations are more complex than those for banking organizations. FinTechs are often significantly smaller, but nevertheless subject to the same stringent regulations. They are also likely to operate in several jurisdictions (perhaps from an early stage) and must comply with varied legislation in each area or nation.

In the United Kingdom, regulatory compliance for FinTechs entails complying with the Financial Conduct Authority (FCA) or Prudential Regulation Authority (PRA), as well as the Proceeds of Crime Act of 2002. In the EU, the AMLD requirements (now applied up to 6AMLD) are regulated by national regulators, such as BaFin in Germany under the AML Act (GwG).

FinTechs may also provide services in a variety of fields (including cryptocurrencies and decentralized finance), making them more or less subject to AML or other financial restrictions. FinTechs with a full banking license (or with an e-money license and wanting to build up) will face essentially the same regulation as banks [19].

FinTech firms in the United States are now required to get separate state licenses and follow a variety of state-specific rules. FinTech businesses frequently face issues during this procedure since it is costly for them and dangerous for client safety. Many businesses must comply with extra layers above the needs of specific state systems, such as federal regulation and monitoring.

In 2018, the OCC announced plans to issue "FinTech Charters", which are special purpose national banks ("SPNB"). Under this approach, it would begin accepting applications from non-depository FinTech businesses for the SPNB.

The original premise underlying the FinTech Charters is that banking has three critical activities: lending, payments, and deposit taking. However, it is critical to distinguish between these operations since deposit taking carries the most stringent requirements. A national charter for non-depository FinTechs would, in principle, provide them more flexibility to develop without endangering the financial system [14; 15].

The FinTech Charters would also allow non-depository FinTech businesses to operate without obtaining separate state licenses. FinTech businesses under the FinTech Charters would also be eligible to function as banks if they gained the SPNB under the Securities Act of 1933.

OCC's strategy quickly encounters a number of significant hurdles. First, the charters are in contradiction with the Federal Reserve ("the Fed"). Because the Fed exclusively regulates depository banks, it will not regulate the "banks" under the FinTech Charters. Nonetheless, FinTech businesses may still utilize the Fed's real-time payment system, since they would be deemed national banks under the grant of the SPNB [5]. The charter would thus constitute a significant challenge to the Federal Reserve's regulatory power, as well as the power of state regulators who supervise lending and payments for corporations without national charters. Second, there are concerns about the concept outlined in US banking law, which specifies that firms that own banks cannot control non-banking entities. This restriction, however, would not apply to non-depository banks under the FinTech Charter. The concern raised by this problem is the possibility of larger FinTechs receiving charters, such as Amazon and Facebook, dominating the financial systems.

The digital economy not only has tangible benefits, it contains new unrecognized risks and threats that should be identified and minimized. In the digital economy, economic security is becoming increasingly important, since the movement of real

assets becomes mediated by digital media and channels, which, in turn, transforms the essence of production and socio-economic relations and causes institutional changes.

In national security, the economy is both the enabler and the constraint. The economic issues related to national security are both broad and complex.

In the USA, the economic issue of the day now centers on what measures to take to return the economy to its long-term growth path and reduce the gap between the potential and actual levels of U.S. gross domestic product. If the economy were to grow faster, many of the constraints on the federal budget would be eased. There are two major schools of thought on this matter. The Keynesian approach to growth is to continue government deficit spending through the recession and initial recovery phase in order to offset lower consumption by households and reduced levels of investment by businesses. The present economic challenge in the United States is how to return the economy on its long-term development path while closing the gap between potential and actual GDP levels. If the economy developed quicker, many of the government's budget constraints would be alleviated. There are two major schools of thought on this subject. The Keynesian growth plan aims to continue government deficit spending during the recession and early recovery period to compensate for lower household consumption and business investment levels.

In the United States, the domestic economic policy discussion is separated into two key sectors. The first focuses on dividing the current economic pie or allocating existing economic resources among opposing parties. This argument focuses on the macroeconomics, especially the federal budget's level and deficit; the economy's ability to support both national military and social programs; and problems such as savings, investment, and global commerce. This deficit issue encompasses both cost and opportunity cost, which include the size of the budget as well as the alternatives sacrificed by assigning cash to one use over another. It also concerns whether present costs should be passed on to future generations by borrowing today to fund the federal budget deficit and asking future taxpayers to repay the associated debt. The second challenge is how to expand the existing pie, or how to boost economic development and productivity in order to produce additional funding for all programs. Growth is dependent on both adequate aggregate demand from individuals, companies, and the government, as well as a rising and productive supply. Over time, supply growth is determined by the microeconomic side of the economy, which includes science and technology, education, business practices, natural resource utilization, and other aspects that drive economic activity and advancement.

Figure 2 depicts a simplified depiction of how the economy factors into national security issues. National security is pursued using a combination of hard force, soft power, and economic opportunity. The economy supports all of these by providing finance, people and other resources, capital, goods, and an appealing cultural and economic model. The functioning of the economy, in turn, is dependent on government fiscal, monetary, and industrial policies; the quality and quantity of human resources; scientific and technological advancements; and the global economy via trade and capital flows.

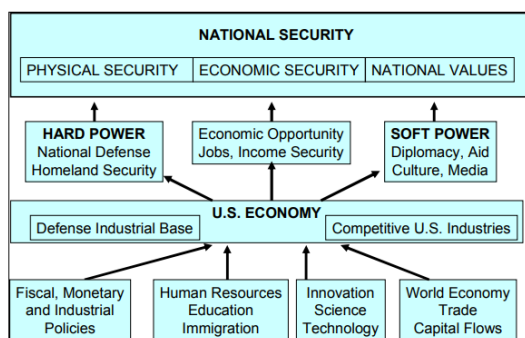


Figure 2. The economy and national security [24]

As systemic-legal and formal-dogmatic analysis clearly shows, the legislation regulating the relations under study is characterized by gaps and conflicts of laws. The lack of a systematic and dynamically developing legal framework for ensuring economic security, in turn, does not allow government bodies and subjects of economic relations to adequately respond to new challenges and threats in the economic sphere.

n practically every major financial crises over the last decade, from East Asia to Russia, Turkey, and Latin America, government meddling in banking sector regulation exacerbated the problem. Political influences not only harmed financial regulation in general, but also prevented regulators and supervisors from acting against troubled institutions. In doing so, they crippled the financial industry in the lead-up to the crisis, delayed awareness of its gravity, impeded necessary action, and increased the catastrophe's cost to taxpayers.

Both policymakers and policy experts are increasingly acknowledging the need of protecting financial sector regulators from political pressure in order to enhance regulation and supervision quality and, ultimately, avert financial catastrophes.

Financial sector oversight, in particular, is more stringent and extensive than that of other regulated industries. Banking supervisors conduct not just off-site analyses of bank performance, but also thorough on-site inspections, and they increase their surveillance and may interfere when banks fail to satisfy basic standards meant to maintain their financial stability. Supervisors can even, in extreme situations, take ownership rights away from the owners of failed or failing financial organizations.

Central banks' concern for financial stability led to the development of banking regulation. In many regions of the world, the central bank regulates banks, although in others, it is a different institution. In the nonbank financial sector, such as securities markets, insurance, and pensions, regulation has often been carried out by a central government ministry or a specialty agency reporting to a ministry. The necessity for independent regulatory institutions has not received much attention in public debates. In recent years, this has started to alter.

It should be noted that geopolitical factors and hybrid wars of our time also have an obvious impact on the regulatory landscape of the global financial and economic system - in particular, the fight against terrorism is one of the reasons for tightening administrative and legal regulation in the field of combating money laundering.

Thus, the above allow suggesting that today's financial and economic security, both at the nation-state and global levels, is a nonequilibrium system. The main feature of a nonequilibrium system is its stable existence under conditions of continuous production of negative entropy. The main element of a nonequilibrium system is an open system, since namely in it the order is formed. Chaotic movement in an open system can be transformed into orderly only under the influence of basic physical fields, which in our case are regulatory mechanisms, the administrative and legal landscape of ensuring financial and economic security. In physics, it is believed that if the state of a system is nonequilibrium, this means that intensive parameters may be different in different parts of the system. According to the principle of local equilibrium, a nonequilibrium system can be divided into physically infinitesimal volumes, within which equilibrium exists. Inside such volumes, fluctuations of physical quantities should be significantly smaller than these quantities themselves [26]. Projecting these theoretical provisions onto the system of financial and economic security, it can be argued that only careful and detailed sectoral work on the development of regulatory mechanisms and standards, taking into account the diversity of economic, political, and social factors within nation-states, can contribute to the stabilization of the entire global financial and economic system. The local occurrence of entropy is represented as the product of generalized "flows" by

generalized “forces”. The possibility of such a representation must be shown for each specific process.

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TRANSFORMATION OF HIGHER EDUCATION IN UKRAINE IN THE CONTEXT OF GLOBALIZATION

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Abstract: In the article, globalization landscape of today higher education development is considered, and the place of Ukraine in it. It is shown that globalization transforms higher education in multifold ways, at the same time, however, evoking a vector towards glocalization. The large part of research is devoted to national security aspects of higher education within the soft power paradigm.

Keywords: higher education; globalization; soft power; glocalization; strategy; transformation.

1 Introduction

The range of understanding of the essence of globalization is quite wide. The development of the globalization process is not only associated with economics and politics, but also with culture, especially with the intensification of intercultural communications, covering the whole world and turning it into a single communicative space. In a broad sociocultural context, globalization appears in the form of the formulation of cultural demands as a process that connects countries and peoples with relations of such an order in which people, regardless of their national origin or place of residence, have equal access to the wealth of world culture and equal opportunities in their spiritual development. In this context, intercultural communication represents a process of mutual exchange of values, value attitudes that occur in the course of intercultural interaction between various subjects, which are individuals, social groups, cultures, civilizations. Today, "the process of globalization, which is systemic in nature, is transforming almost all spheres of human activity, pushing for the search for new ways to solve the most complex and contradictory problems of preserving the socio-cultural, political and ethno-confessional self-identification of territorial communities, on the one hand, and choosing acceptable forms of integration with neighboring states, extracting benefits from this rapprochement, on the other. This fully applies to the field of higher education. The modern context for the development of higher education is precisely the continuously globalizing world.

One may say that colleges were the forerunners of globalization. They began the process of establishing interconnections and links by utilizing their ability to draw students from all over the world, as well as their exchange programs, sabbaticals, and meetings (conferences, symposia, etc.) to facilitate the free interchange of knowledge and ideas. One may say that the entire networking and connectivity trend began with the acts of colleges in our global society [2; 8; 9].

In modern international relations, education plays an important role in solving global and regional problems. In the information society, education acts as a mediator for the cross-border exchange of people and knowledge. The integration and international process of education makes it possible to overcome boundaries not only for students and teachers, but also for programs, projects, and events within the framework of university policy. Today, the dynamic growth of the international market of educational services with the

participation of world universities indicates that interstate contacts are intensifying every day.

As a result, globalization alters higher education in novel and unexpected ways. In recent decades, there has been a surge in students' worldwide mobility, the establishment of English as the main language for teaching and research, the expansion of branch campuses, and the blooming of international research collaboration. Internationalization is currently playing a critical role in defining and changing every area of higher education. Ukraine is actively involved in these processes.

Higher education as a sociocultural phenomenon on a global scale in the context of globalization is at a turning point in its development. There is a paradigm shift in education, in accordance with changes in values, processes, and structures in society, the increasingly obvious transition to Society 2.0 and the increasingly obvious digitalization and uberization of the economy.

Globalization of education is "a general change in the order of distribution of knowledge through educational institutions, in which a learning society gradually takes shape" [24]. As experts in the field of education rightly believe, "the globalization of education is a process of increasing adaptation of the education system to the demands of the global economy" [13]. This point of view can be supplemented by the following opinion: "Economic, technological, political, social, and cultural factors of globalization have the systemic property of synchronizing and multiplying their effects in space and time, and depending on the combination of forces, a synergistic creative or destructive effect can be achieved" [21]. Thus, education in the context of globalization is under the influence of globalization factors (economic-technological, political, cultural), undergoing "revolutionary" changes. Its systemic transformation is taking place, that is, the process of such (targeted and spontaneous) changes due to the influence of globalizing factors on it, which force it to acquire unique features.

Higher education today is used both as an instrument of geo-economics and geopolitics, and very actively as an instrument of soft power. For Ukraine, at a crossroads between the Global West and the East since independence in the early 1990s and now at war due to Russian aggression, the transformation of higher education in the context of globalization is an issue of critical national importance.

2 Materials and Methods

The theoretical and methodological basis of the study included the fundamental concepts of the theory of globalization, post-industrial development, information economics and the theory of the knowledge economy, the theory of organization and the theory of social development and social responsibility, the methodological foundations of foresight technology, as well as the intellectualization of socio-economic processes and phenomena. The methodological basis of the article research also was grounded on interdisciplinary approaches proposed by modern philosophy of science.

3 Results and Discussion

Globalization affects universities all over the world, and the task of entering the global and, above all, European educational space as a full participant and partner has become one of the most important for many Ukrainian universities. In the context of global transformations of modern society, policy in the field of higher education seeks to take into account the growing demands of various groups ensuring the development of higher education: government, employers and consumers of educational services. To achieve these goals, new guidelines are being formed in the field of educational standards, which are becoming increasingly international in nature. These processes can not only develop in

certain institutional and economic conditions, but also give rise to a wide range of social consequences, the assessment of which requires in-depth sociological research.

The concept of globalization allows not only to evaluate the transformation processes of higher education from the point of view of the social, political, and economic feasibility of the national university model, but also to expand the interpretative framework of the sociological analysis of modern social reality, to comprehend the key trends in the production and transmission of knowledge, as well as the polyvariant social consequences caused by globalization of the educational space. The global field of higher education is understood as an integral sociocultural system [12].

In the higher education system, with the transition to a transnational society, a comprehensive transformation of the institution of vocational education is taking place, the life trajectories of its subjects, the content, forms, and methods of education are changing at the same time, the essence, product and goals of activity are being rethought. The revision of the mission of university education takes on a special meaning in the Eastern-European (including Ukraine) space: on the one hand, the classical traditions of the university as a free and autonomous community need to be restored, on the other hand, transformations here must take into account the global context of social, political, and cultural transformations.

At the same time, the components of European educational reforms lead to profound transformations of the educational space, including the restructuring of the hierarchy of educational institutions and programs, the complication of geographical structures of inequality, the convergence and interpenetration of national education systems, increasing the priority of issues of ensuring the quality of educational programs and courses provided by various educational institutions, the creation of a unified pan-European models for awarding qualifications. Globalization and localization of the higher education space are parallel processes, on the one hand expressing and on the other forming a new social polarization [23].

Technological changes associated with the fourth industrial revolution and the unfolding trends of the knowledge economy require the question of choosing a concept for the development of universities. The evolution of universities today is formed from the "University 3.0", which is recognized as an entrepreneurial university in accordance with the "Triple Helix" theory, and is developing towards the "University 4.0", which, by expanding its functional roles, acts as a socially responsible entrepreneurial digital university.

The economic and technological factor is recognized today as one of the leading ones. There is a transformation of economies from a closed type to open forms, a single economic space is created, allowing capital and labor to freely cross borders. The balance in the economy is maintained by transnational financial, economic, and trade structures such as the International Monetary Fund, the World Trade Organization, the World Bank, etc. The context of international education is being formed. As a result of this process, education is largely standardized, acquiring cross-border and transcultural characteristics. "Transnational" can literally be explained as being beyond the national. New varieties of the international context of higher education have emerged - "cross-border", "transnational", "offshore", "borderless", etc. These terms have similarities, but differences can also be noted.

"Education without borders" points to the erosion and disappearance of not only geographical boundaries, but also boundaries in time, disciplines, and concepts. The terms "transnational" and "offshore" emphasize the location of the student (which is fundamentally different from the location of the educational institution (university, institution providing education), without focusing on the education system of a particular state or the national nature of education). The concept of "cross-border" emphasizes national (state) of the boundaries

of the education system which are important when it comes to regulatory functions such as quality assurance, financing and accreditation [10].

Most often in the literature, one can find the concepts "cross-border" and "transnational" as characteristics of a globalizing education. According to the first concept, importance is attached to the national public policy in the field of education and its legal basis. Also, the term "cross-border education" has been officially adopted by UNESCO since 2005 and is reflected in the guidelines for quality assurance in cross-border education and UNESCO regional conventions on the recognition of qualifications, such as the Lisbon Convention. The term "transnational education" reflects trends in higher education associated with the movement of educational programs and their providers, thereby distinguishing it from international education, which involves the movement of learners. Thus, transnational education means "all types of higher education programs, sets of educational courses, or educational services (including distance education services) in which students are located in a country other than the one in which the educational institutions are based" [23]. Researchers have counted about 20 concepts of types of activities that can characterize transnational education -- "joint", "double", "multiple", "complex", "parallel", "general", and other training programs. But the most frequently used concepts are "joint programs or double degree programs" and "distance programs". "A distinctive feature of transnational education is that such educational programs and services may not belong to a national educational system different from the educational system of the country in which such programs and services are offered, and even be completely independent of any national educational system" [6]. Thus, at the level of implementation of joint programs, there is an interpenetration of educational systems in the emerging context of cross-border and transnational education through franchising, validation or accreditation of foreign universities, joint degree programs, corporate universities, international institutions, as well as foreign branches of educational institutions and distance learning.

It should be noted that international exchange in the format of academic mobility has been perceived for several years not only as a factor in personal development, but also as an important social tool. In today's globalized world, student mobility from one nation to another is rapidly increasing. According to UNESCO [21], more than 6.1 million students sought to further their studies overseas prior to the COVID-19 pandemic. If the current growth rate continues, the Institute of International Education predicts that the total will reach 8 million by 2025 [7]. Developed countries are the most popular locations for overseas students (See Figure 1).

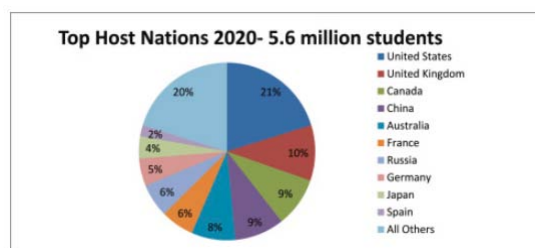


Figure 1. Top host destination countries for students in 2020 [7]

Researchers directly point out, analyzing the European experience, that "the policy of encouraging academic mobility of students in Europe is part of the general intention to create a European state of a special kind and a "European identity" [3].

Theories concerning the interplay of specified players, such as the state, the market, and the academic oligarchy, have long been used to conceptualize higher education governance [13; 20]. Although not expressly stated, this interaction was often understood and placed within a national perspective. Various scholars now contend that this basic interaction of individuals

and forces is increasingly influenced by internationalization and globalization, raising new theoretical concerns [23]. How does the state's participation in cross-border or even supranational collaboration influence its coordination of national higher education systems? What are the consequences of the new international or global definitions of competition and the market? Does the fact that the "academic oligarchy" consists of both individual academics (disciplinary networks) and their institutions (university consortia) who participate in transnational or global networks have an influence on governance? Many of these concerns have yet to be comprehensively addressed.

A particularly important phenomenon is that education today has become an actively used tool of soft power. From the point of view of soft power, long-term influence carried out during the educational process is much more effective than short-term propaganda campaigns [1]. The soft power of education is implemented in two ways: 1) training elites or future leaders of other countries (for example, the American Fulbright program introduced after World War II); 2) training of people who do not belong to the elite, who, after completing the educational process, evaluate the country in which they studied favorably. Foreign students often adopt the methods, approaches, philosophy, and academic culture characteristic of the scientific and educational system of the country to which the corresponding university belongs. Gauttam et al. [7] propose a conceptual scheme of essential conditions of harnessing education as a soft power resource (see Figure 2).



Figure 2. Essential conditions of harnessing education as a soft power resource [7]

The United States has been using the mechanism of education to spread its influence in the world for decades. And, it seems, this factor, along with the factor of military leadership, is the reason for the current leadership of the United States on the world stage. According to a number of experts, the educational policy of the United States in the world today can be considered one of the most successful: "thanks to its planetary scope, the educational policy of the United States has turned into an effective method of "soft power", allowing the formation of a global political, economic, intellectual and military elite, loyal dogmas of liberal democracy and market economy" [16].

As the author of the concept of "soft power" J. Nye himself notes, countries such as the United States are well aware that education is one of the most important tools for achieving future dominance in the world political arena. In addition, according to Nye, colleges and universities can help raise the level of discussion and promotion of American foreign policy [17]. As a result, in his works, J. Nye argues that the main US assets in strengthening and expanding "soft power" are two tools directly related to education: international exchange programs and the attractiveness factor of American higher education.

A serious instrument of US soft power, of course, is the educational programs that this state implements around the world. As former US Secretary of State J. Shultz noted, educational policy can be compared to "gardening", because during its implementation, "seeds of ideas and ideals", "aesthetic and political guidelines" are thrown into the "soil," that is, into the "consciousness, of a foreign audience" [17].

The bulk of American educational exchange programs are implemented on the basis of the Fulbright-Hays Act (Mutual Educational and Cultural Exchange Act of 1961). According to P. McGill Peterson, the Fulbright Program, sponsored by the US State Department, is an excellent example of public diplomacy promoted through higher education. Its main goal is to promote mutual understanding between people and nations, and the program has always been "a blend of government and people, born of soft power. The program today claims to be the largest movement of students and scholars around the world that any country has ever sponsored. Government officials often call it one of the United States' greatest diplomatic assets" [15].

The Fulbright Program in Ukraine offers the following opportunities for citizens of Ukraine:

- The Fulbright Scholar Program provides opportunities to conduct scientific research at American universities for a period of 3 to 9 months.
- The Fulbright Graduate Student Program provides scholarships to students for 1- or 2-year academic programs for obtaining a Master of Science or Arts degree at American universities
- The Fulbright Faculty Development Program provides opportunities for scientists and specialists to conduct scientific research, participate in the process and development of educational plans.
- U.S. Fulbright Scholar Program. Ukrainian educational institutions can invite American specialists in various fields of knowledge to give lectures to students for one or two semesters.
- Fulbright Specialist Program. Ukrainian research and educational institutions can involve American specialists in the development of educational programs and training courses, planning training programs. The program provides funding for an invited specialist for two to six weeks.

In Ukraine, the double diploma program is a great chance for a student to become the holder of a US diploma as part of a bachelor's or master's degree. In the presence of a Ukrainian diploma (bachelor, specialist, master), graduates have the opportunity to receive a standard American diploma in the same or a related specialty of the corresponding level in a short period of time (6 months), in which the main part of the educational credits is covered by the national diploma. So, for example, credits of the American standard are studied for 6 months in the distance learning model at the International Classical University named after Philip Orlyk.

Academic support for the double degree program in Ukraine is provided by the University of Latvia, which has been working according to US standards for 20 years. Training is carried out in Ukrainian and ends with the defense of a thesis in Ukrainian and English.

York University has developed online educational programs in which students study in a virtual classroom and complete all assignments at their own pace, without set deadlines. At the same time, training, passing exams, and defending a thesis are carried out without leaving Ukraine. Recognition of a diploma from York University is carried out by the Ministry of Education, in accordance with the legislation of Ukraine.

At first glance, such academic exchange and cooperation are very valuable and provide ample opportunities for professional growth for students, teachers, and graduate students. However, there is also a certain phenomenon of "erosion" of national identity, "McDonaldization".

It is especially significant given the development of markets and the speed of globalization over the last two decades, which have revolutionized the world of higher education virtually beyond recognition. Market pressures, motivated by the danger of competition or the attraction of profit, have resulted in the rise of higher education as business. The technology revolution has dramatically altered remote education as a way of delivery. This is evident not just in the national environment, but also in the international one, since cross-border transactions in higher education continue to grow rapidly. It is apparent that markets and globalization are altering higher education. The approaches and techniques of offering higher education are evolving. But the process doesn't end there. Markets and globalization are affecting the content of higher education and influencing the structure of institutions that provide it.

Educational services become subject to WTO regulation, which demonstrates their high level of internalization. According to WTO regulations, foreign suppliers of education services are permitted to enter each member nation's education market, and each member nation's education service institutions are permitted to compete in the worldwide education market. Student mobility across borders is the primary mode of international commerce for education services. Although education is one of the areas with the fewest GATS obligations from WTO members, higher education has the most of them. Mode 3 contains the most restrictions, including constraints on the total number of providers, bans on foreign capital participation, and unequal treatment in terms of subsidies [22].

For China, education is also one of the important tools for implementing the "soft power" policy at the present stage. One can distinguish the key elements of the PRC strategy in this direction [25]:

- Development of academic mobility;
- Providing grants to Chinese and foreign students;
- Implementation of joint educational programs;
- Assistance in training personnel of various qualifications;
- Entry of Chinese universities into world educational rankings;
- Creation of international organizations, including educational ones;
- Creation of educational institutions abroad (Confucius Institutes);
- Assistance in the construction of educational institutions abroad;
- Technical equipment of educational organizations abroad;

Of course, all of the above elements are not implemented by China at the same time and in all geopolitical directions. First of all, China is focusing on regions that are strategically important for itself, among which Southeast and Central Asia, Africa, and Latin American countries should be highlighted.

In 2004, China launched its project of Confucius Institutes, which became China's "diplomatic platform" in the global academic community. The Confucius Institute is an educational and scientific center created on the initiative of the Office for the Propagation of the Chinese Language under the Government of the People's Republic of China. The Confucius Institute (CI) organizes the following activities and events:

- Teaching Chinese;
- Training and certification of Chinese language teachers;
- Support for scientific research in the field of Chinese studies;
- Conducting scientific and educational events aimed at promoting the Chinese language and Chinese culture, etc.

Important aspects of the CI's activities are organizing courses in Chinese language and culture, conducting Chinese language testing, organizing internships in China, holding competitions, and promoting sinological research.

The management of the system of Confucian institutions is under the authority of the state organization Hanban - "Chinese State Agency for Teaching Chinese as a Foreign Language". The development of integrated educational institutions with the countries of East Asia and, above all, Confucius Institutes occurs against the background of the search for new forms and the introduction of new methods for training specialists on China in the world.

In addition, in April 2019, the Strategic Development Research Institute of Confucius Institutes was established at Zhejiang Normal University. This indicates that China is interested in further effective using Confucius Institutes as a soft power tool and is engaging the academic community in discussions on related issues.

In September 2014, Xi Jinping delivered a speech emphasizing the necessity of unified front work in political influence efforts, describing it as one of the CCP's "magic weapons". Under Xi, the Chinese government has increased its overseas influence efforts. China's foreign influence initiatives have the potential to undermine the sovereignty and political integrity of targeted countries.

In June 2017, *The New York Times* and *The Economist* published pieces about China's political influence in Australia. The *New York Times* headline queried "Are Australia's Politics Too Easy to Corrupt?," while *The Economist* cynically referred to China as the "Meddle Country". The two publications responded to an investigation by Fairfax Media and ABC into the scope of China's political meddling in Australia, which followed internal inquiries into the same subject by ASIO and Australia's Department of Prime Minister and Cabinet in 2015 and 2016. According to media and official reports, Australia was the target of a foreign interference campaign by China "on a larger scale than that being carried out by any other nation" and that the Chinese Communist Party (CCP) was working to infiltrate Australian political and foreign affairs circles, as well as gain influence over Australia's Chinese population.

According to Tom Tugendhat, Chairman of the British Parliamentary Foreign Affairs Committee, and Dr. Radomir Tylecote of the Civitas Defence and Security for Democracy Unit, the majority of Britain's top two dozen universities have some sort of research or sponsorship relationship with Chinese military organisations. Students from China's University of Defense Technology are at Oxford University. [11].

M. Brady warns in her article that "Chinese universities and university presses have set up partnerships with their foreign counterparts and we are steadily seeing the creep of Chinese censorship into these domains as a result" [4]. Brady correctly discusses the use of mergers, acquisitions, and partnerships with foreign companies, universities, and research centers to acquire local identities that enhance influence activities, as well as potentially access to military technology, commercial secrets, and other strategic information.

As in many other countries, each university campus in New Zealand today has a Chinese Student and Scholars Association, which is one of the primary channels used by Chinese authorities to advise Chinese students and scholars on short-term study abroad. The New Zealand organization was founded in 2012 and connects all Chinese student groups across New Zealand's tertiary campuses. The New Zealand Chinese Student and Scholars Association is "under the correct guidance" of the PRC's New Zealand delegates.

Taking into account the growth of triple helix introduction, penetration in higher education of a foreign state can provide with the penetration to economy, including critical infrastructure and defense sector, R&Ds which refer to national security.

Although Ukraine is not in the sphere of China's direct geopolitical influence, the same strategy can be applied, in particular, by some states-allies of Russian Federation, in effort

to destabilize landscape of Ukrainian society and gain political influence.

It should be noted that for several decades the European Union has also been implementing a number of global educational initiatives, which are an effective tool of “soft power”. Of course, the most important of them is Erasmus. The soft power of the EU cannot be considered without referring to the analysis of the Bologna process. The Bologna process is essentially an instrument of public diplomacy, a platform that opens up the opportunity and makes it easier for students, researchers, and teachers of participating countries to use increasing international mobility both to develop personal potential and to promote the image of their country and its educational space abroad. The Bologna process is sufficiently reflected in the domestic Ukrainian scientific literature, primarily due to the fact that Ukraine also participates in it. It is obvious that with the help of the Bologna process, Europe in recent years has been trying not only to reform national education systems, rebuilding them in accordance with its ideas, but also trying to promote its values, which is directly stated in the Bologna documents.

In response to these trends, the phenomenon of glocalization of higher education has emerged. “Glocalization” in higher education is a viable alternative to globalization. Glocalization promotes a pleasant learning experience and encourages learners to enrich their “glocal” experience via critical academic and cultural interchange of global and local socioeconomic and political concerns.

In specifically, Patel and Lynch [19] propose glocalization as an alternative paradigm to the deficit model of internationalization in higher education, supporting glocalization as a respectful and suitable response to the requirements of a changing higher education population. According to Welikala [23, pp. 15-16], the internationalization paradigm portrays international students as “deficit, obedient, passive, lacking autonomy, and unable to engage in critical argumentative processes”. Most significantly, Patel and Lynch reject the deficit model of internationalization. They argue that glocalization may mitigate the effect of local and global socioeconomic and political challenges via discourse and action, resulting in an extraordinary and impactful learning experience for local and global learning communities.

Supporters of glocalization argue that glocalizing higher education creates a pleasant learning environment via cultural respect and acceptance of cultural values. Glocalization dialogue aims to advance learners beyond the intercultural communication phases of awareness, tolerance, and accommodation. Glocalization discussion requires students and instructors to take action that demonstrates a thorough grasp and awareness of the benefits, differences, and parallels between other cultures. Glocalization is described as an empowering concept. It is emphasized that it allows learning communities to take action through debate in situations that are deemed socially irresponsible and unfair. Unlike globalization, glocalization promotes empowerment, inspiration, and social responsibility. Pedagogical issues in incorporating glocalization across the curriculum should be articulated within a learning environment that stimulates action for change [5; 26]. Today the trends of glocalization become even stronger.

Thus, the globalization of higher education today is both a threat and opportunity, and in the appropriate transformation of higher education neither laissez faire nor crackdown policy is good. Instead, there is a crucial need for balanced approach, which would enable fast and obstacle-free development of cooperation in higher education and academic science on the one hand and national security concerns on the other hand.

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MODERNIZATION OF THE EDUCATIONAL PROCESS THROUGH THE IMPLEMENTATION OF A MODERN STRATEGY FOR ENSURING INFORMATION SECURITY

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Abstract: The article makes an attempt to comprehend modernization of education processes today in terms of information security. The issue of information security in higher education is considered within the planes of radicalization and soft power strategy. It is showed that educational security today became one of the crucial components of national security of any state. The authors claim that the process of internationalization, which today embraces and unites the international, intercultural and global levels, requires rethinking and new design of the goals, functions, and forms of implementation of training, especially in higher education, in particular within the social construction of the individual narrative of higher education student in the information landscape.

Keywords: modernization of education; educational process; security; radicalization.

1 Introduction

Today, in the information age, there is a paradigm shift in education. Information technologies are increasingly penetrating the educational process. However, at the same time, education is beginning to play an increasingly important role as a factor in national security. National security is the protection of society, the state, and the individual in various areas of life from external and internal threats, ensuring the progressive sustainable development of the country. National security presupposes the preservation of themselves by society, the state, and individuals, which reflects its axiological aspect. At the same time, life, both of society and individual, is the highest value. Implementing the task of self-preservation involves ensuring a decent level of education. The modern education system, as a subsystem of society and the state where it operates, is designed to solve problems of education and training, and the formation of social characteristics of the country's human potential [9; eleven; 12; 27; 31]. Namely it lays the foundations for ensuring the national security of society, the state and the individual; the strengths and vulnerabilities of this process depend on it, which is emphasized, in particular, by Ukrainian scientist Kryshchanovych within multidisciplinary paradigm of science and education [16-21].

An important characteristic of national security is that it must be adequate to the culture and mentality of a certain society, since it can be fully ensured only within a certain territory in relation to a specific people within the boundaries of its historical development, relying not only on material, technical, economic, the social and political base of the country, but also on its cultural and intellectual potential.

To justify the fact that education serves as an important factor of national security, researchers use related concepts that inherently reflect complementary aspects (parts) of the country's holistic security system, namely: a) cultural security, aimed at developing and implementing measures to protect national culture, traditions, moral and axiological foundations of the people; b) educational security, aimed at developing and implementing measures to protect subjects of the educational process from threats associated with the implementation of this

process, as well as the ability to manage, predict, and prevent them; c) national security of the education system, which implies ensuring the effective functioning of the educational space based on timely counteraction to endogenous and exogenous challenges and threats to the security of society and the state [25]. Thus, ensuring national security directly depends on the effectiveness of the current education system in the state and the characteristics of the educational space.

Among the most important modern problems, the problem of modernization of education should be noted. This involves the creation of a security mechanism for the educational environment. At the same time, today the modernization process often occurs without a clear and precise understanding of its goals. Meanwhile, to ensure the security of the education system, clear ideas are needed about what kind of specialists society needs, what is the relationship between the prospects for the development of education and the prospects for the development of society, what are the mechanisms for integrating the existing educational system into the global educational space.

Today, the task of effective development of the domestic educational space is a determining factor in all other components of national security - society, state, social institutions, family, individual. However, solving this problem is quite difficult. In particular, it is necessary to find a balance between the following contradictory trends: strengthening academic mobility and maintaining and developing the intrinsic value of national education, as well as between the openness of education (it needs self-organization) and the preservation of autarky (to ensure its national identity). Making fundamental adjustments to a number of main directions of educational policy can fully ensure national security in the modern century.

A logical consequence of the inclusion of education in the system of national security components is that in recent years the concept of educational security has appeared in scientific and political discourse.

The category of educational security is presented in a multifaceted way: meeting educational needs from the regional to the national level, aimed at "improving the quality of people's intellectual development", "sustainability of the process of knowledge reproduction", promoting and providing opportunities for "life-long education", "sustainable continuity of the modernization process by educational institutions (schools, colleges, municipal educational complexes, etc.), the content of knowledge reproduction" [13].

All components of educational security, in turn, face both internal educational threats (insufficient funding for the educational process, design and implementation of educational standards that are not adapted and inappropriate to the needs of modern society, the outflow of highly qualified personnel from the education sector, etc.) and external ones (attempts to influence the national educational system using soft power tools, direct threats to cybersecurity, as well as attempts to destabilize and radicalize sentiment among students, creating narratives of violent public riots, etc.).

If to step back from a narrow didactic point of view, education is nothing more than a process of cultural transmission. Culture, in turn, is the result of education in the broad sense of the word. In modern conditions, the education system has essentially remained the only institution of the state that forms the spiritual foundations of the individual against the backdrop of powerful and not always positive flows of information penetrating through the channels of modern media. Moreover, the increasing penetration of information technologies (including AI and ML) into the educational process, in addition to clearly positive results, also creates new threats for which the educational environment is often unprepared. All this determines the need for detailed and in-depth research into the problem of

information security in the landscape of modernization of the educational process.

2 Materials and Methods

The research methods were general socio-philosophical principles and methods of cognition, widely used in the study of social processes, as well as general scientific approaches related to the peculiarities of the analysis of the subject of study.

The methodological basis of the research is the dialectical method. The study was based on dialectics and a systematic approach, which made it possible to comprehensively approach the study of the relationship between national security and the education sector. The solution to theoretical problems of modernization of education in the information security landscape is carried out through cultural-functional, interdisciplinary, system-structural, and structural-functional approaches.

3 Results and Discussion

The content and methods of innovative education are the result of a change in educational standards in terms of the formation of an enlightened society, i.e., society of information civilization. At the same time, the main principles of modernization of education at the present stage are: humanization, fundamentalization, informatization, continuity, and openness. Informatization and openness provide excellent opportunities for academic contacts, knowledge exchange, academic mobility, improvement of curricula and competency patterns, which helps to increase the level of competitiveness of graduates not only in the national but also in the international labor market. At the same time, this same openness creates new specific challenges and threats.

Today, the dissemination of information truly occurs 'at the speed of light', and the main problem is not so much the ability to receive information, but rather protection from unreliable, false, and sometimes directly harmful information. The authors of the UNESCO Report note that freedom of expression conflicts with the safety of members of society [25]. This is especially clear from the information contained on the Internet: recipes for narcotic drugs, "methodological recommendations" for committing suicide, materials containing calls to commit extremist and terrorist actions, and so on. Such an interpretation of individual freedom as the personal right of an individual, which does not correlate with the philosophical and legal categories of responsibility to society, the principles of collectivism and cooperation, and the lack of moral principles sometimes leads to irreversible consequences.

Some students are subject to disorganization and the active influence of various extremist ideologies that promote the decomposition of legal norms and ideological and political values. The phenomenon of radicalization is a complex phenomenon. Virtual communities of students, even within the same university or campus, can become an information "target" of extremist and terrorist organizations, with the goal of launching a "snowball" of extremist narratives, which will subsequently be 'broadcast' by the students who accepted them outside of this particular community. Young people fulfill the fundamental need for socialization, and also broadcast their attitudes and values to the whole world. Along with universal values, other destructive values are also broadcast, having the explicit or implicit nature of extremism and terrorism.

Schlegel and Kowert [29] in their book "*Gaming and Extremism: The Radicalization of Digital Playgrounds*", investigate the issue of gaming environment as a 'site' for radicalization. This book explores the "gamification of extremism", tracking the rise in the use of games for radicalization, recruitment, and mobilization as well as the spread of extremist ideology. Given that digital gaming technologies are becoming a common teaching tool used in both schools and colleges, this problem is equally crucial for education.

A functional and formalized educational system has been built in Iraq and Syria by the terrorist political group known as the Islamic State in Iraq and Syria (ISIS), which adheres to Salafist jihadist doctrine. This is something that many people are ignorant of [28]. In fact, ISIS has produced a sizable body of instructional content as well as a pretty complex curriculum in a short length of time. It is estimated that over 150,000 pupils attended ISIS schools between 2014 and 2017, which equates to almost one-third of school-age youth living under the dictatorship [28]. Modern curricula are required to include computer science and technology [7], and ISIS's curriculum is no different. In fact, ISIS emphasizes in the preface to its programming textbook that proficiency in programming is essential for both guaranteeing the society's technological and scientific autonomy as well as for utilizing and developing current technology in both peace and war. Apparently, the components of such curriculum have the ability to permeate learning resources for students worldwide under the open settings of higher education today.

Particular consideration should be given to the textbook's very final exercise. With "oil prices" as its theme, the "Dinar Challenge" [7] (see Figure 1) is not strictly military or religious in nature, but it is highly politicized in its context, and the idea of reinstating the dinar is closely associated with the totalitarianism of ISIS, as it alludes to the glorification of the past caliphates. Given that caliphates are theocratic governmental systems, this concept may be seen as having a religious bent. Furthermore, there is little connection between the programming abilities required for this activity and the iconography, which is mostly of a military character. While the exercise is a logic problem where students must program a game to identify which of four identical objects (dinars) weighs less than the others, the exercise's contextual introduction refers to "the greatest swindle, theft, and fraud operation in history carried out for decades until today" - that is, the sale of oil by the United States and the other "states of the tyrannical crusading coalition" at an unreasonably low price [7].

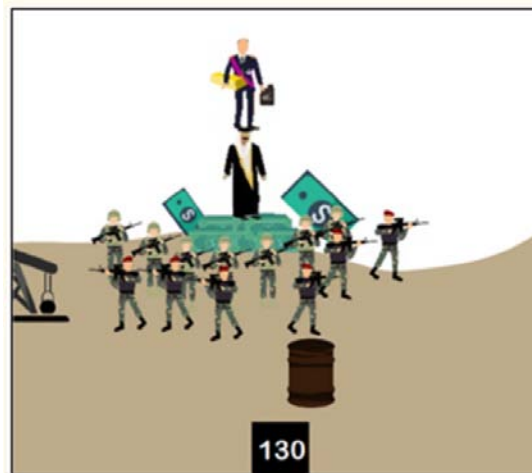


Figure 1. "Dinar Challenge" [7]

Figure 2 allows seeing that growth in the number of terrorist attacks in the USA by ideology actually coincides with the upward trend of increasing openness and convergence in education.

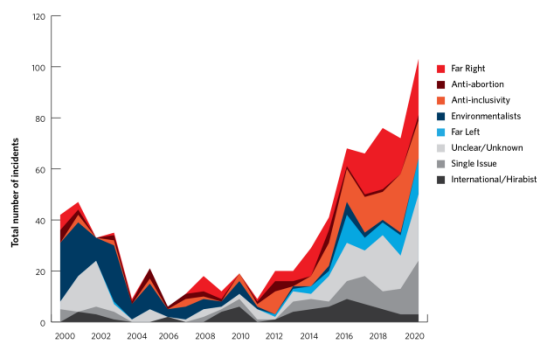


Figure 2. Terrorist attacks in the United States by ideology, 2000-2020 [14]

Moreover, international education becomes a soft power tool [1]. It has been noted that many governments have turned to soft power in an attempt to further their foreign policy objectives since the collapse of the bipolar global order. The primary causes of this trend are the growing interdependence of states and the high cost that countries incur when using force to pursue their foreign policy goals. In this setting, soft power tools began to play a more significant role in national foreign policies, and we anticipate that this role will continue to grow in the years to come. Among the most potent tools of soft power are culture and education.

These days, a state's capacity to aid in the development of its rivals or neighbors determines how much influence it has in international politics [3]. Moreover, nations must struggle to maintain their authority over the principles and regulatory framework of the contemporary international order throughout this moment of global political system transformation. A major theme of the new century is the competition between various ideals and paradigms of national and socio-economic development. These days, the advancement of human development—the cornerstone of the emergence of the new knowledge-based economy—makes this style of leadership unachievable. For this reason, a lot of aspirational emerging nations (including Brazil, Russia, India, and China) that are keen to implement novel economic models give significant consideration to the modernization and globalization of their domestic educational systems [26]. The only way for a modern state to gain a significant competitive edge in the "global competition for minds" and draw in the best international students is to have a well-developed educational system that satisfies the demands of an inventive, high-tech economy and is integrated into the international educational and scientific space. One of the state's most crucial tools of soft power is the provision of educational opportunities for international students.

It is important to note that politics and/or geopolitics are deeply ingrained in today's educational system. Graduates from overseas schools not only become highly skilled workers in their home nations, but they also have the potential to become so-called "Trojan horses" [22]. Recent political developments have shown that world leaders may be tolerant of and partial to the nations in which they received their education. The Soviet Union employed tactics, particularly during the Afghan War, to persuade the country's intellectual and political elites to adopt their ideology in an effort to install a regime that would be sympathetic to the Soviet Union. One of them, for example, was Nur Mohammad Taraki. It should be mentioned that Taraki led the "Hulk" (People) group and served as the Secretary-General of the PDPA. Furthermore, it is well known that the Soviet Union worked to instill its ideology in the Afghan people by studying pro-Soviet Afghan officials in the USSR. However, the Soviet Union's extreme rigidity and the forced adoption of its ideologies had a detrimental impact, which made the Afghan people feel distrustful of the Soviet Union and its beliefs. It is especially evident in the information age, when messages can be created and shared instantaneously, and where digital

technologies, academic mobility, and exchange greatly facilitate the systemic influence of information on teachers and students in international educational institutions.

Understanding the increasing role of modern universities in the global space, states are joining the competition for active, purposeful applicants. Host universities receive additional investment to further their foreign policy goals, while sending countries gain access to new knowledge and skills through the production of qualified specialists. Many educational migrants maintain close ties with their state and even participate in improving the national education system. International academic mobility is one of the most obvious indicators of the effectiveness of the "soft power" of higher education and at the same time the main driving force of internationalization, which becomes a necessary condition for the adaptation of higher education to the demands of the modern world order [22].

Education is one of the six sub-indices used by Portland's Soft Power Measurement Survey, together with culture, engagement, digital, businesses, and government, to gauge a nation's soft power internationally. The results are published in the Soft Power 30 Report. Education was applied. As stated in the report [24], "The ability of a country to attract international students, or facilitate exchanges, is a powerful tool of public diplomacy that delivers returns well into the long-term. Even for states carrying a history of bilateral animosity, there is a positive effect on perceptions and ties when people study abroad. Returning international students often become third-party advocates for their host country of study".

Knight [15] separated IHE into three generations in the modern age. The "satellite model", which refers to the establishment of satellite offices, branch campuses, research centers, and management offices abroad, is the second generation. The first generation, known as the "classic model", consists of collaborative activities both domestically and internationally through international partnerships and the exchange of international students and staff. By "co-founding international universities" in other nations through international partnerships, the third generation improves upon the second generation model [15]. Universities are keeping an eye on and noting the political and economic environments of the countries in which they choose to open their offices, especially with regard to elements perceived as externalizations of soft power, according to Aparecido & Schettini's research on Brazil's educational system [4]. In a similar vein, Saudi Arabia has used its soft power to expand Islamic culture globally by establishing several institutions and schools abroad [2].

One of the bright examples is China. The Chinese government is utilizing educational diplomacy to disseminate Chinese language, culture, and official narratives in an effort to foster a sense of national pride. Beijing purposefully created a number of Confucius institutes throughout the globe to demonstrate its soft power [23]. Through education, China is benefiting in both directions. Education is typically seen as a soft power that may benefit the host nation. On the other hand, China benefits from being a sending nation as well. By means of its Internationalization of Higher Education strategy, China has strategically formulated its foreign policy objectives and equipped its students to serve as Chinese ambassadors while they study abroad [6].

Academics from China are reportedly being recruited by China as well. Harvard Chemistry Professor Charles Lieber was detained and charged of being a Chinese agent. Nonetheless, a large number of other scholars have defended him. Although he has not yet had a trial, he has asked for his case to be moved up quickly since he has terminal cancer. The majority of the top twenty-one British universities are involved in research projects or are sponsored by groups having links to the Chinese military. Oxford University is hosting students from China's University of Defence Technology [10].

Such an active and rapid implementation of soft power strategies and tactics in the global educational space would be impossible without modern information technologies. At the same time, they are used both to ensure communications and to embed the desired narratives into the educational process, including with the help of educational tools based on artificial intelligence and machine learning. There are also concerns relating to cybersecurity, due to dissemination of foreign developments of both digital learning platform for students and solutions for universities' corporate information systems. Here is the 'broad field' for data theft, trojan viruses, various spyware, etc.

There is no doubt that in these conditions, the sustainable and secure development of the nation in the context of an ever-increasing threat to national security presupposes the formation of a new educational paradigm through the formation of high-level educational needs among the population, the identification of ways to develop and satisfy the educational needs of the population at the level of educational institutions, the formation in the minds of students of civil responsibility for the final knowledge system, the system of legal responsibility of state educational and administrative institutions at all levels for the implementation of the educational security program.

A schematic representation of the social construction of the individual narrative of a higher education student in the information environment may be seen in Figure 3 below. Put differently, individuals in this hyperconnected age create their identities and worldviews through a variety of interactions that largely stem from "online" small groups (friends, family) and then spread throughout the greater community [30]. The relational theories to radicalization, which hold that the process occurs "in a dynamic constellation of multiple spaces and social relationships over time", are ideally suited to this view [8]. Therefore, the state, educators, businesses, public organizations, and others should focus their efforts on providing information security for each of these components, both alone and collectively.

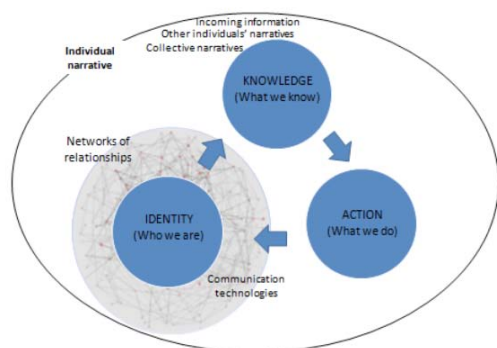


Figure 3. The social construction of the individual narrative of higher education student in the information landscape [5]

The process of internationalization, which today embraces and unites the international, intercultural, and global levels, requires rethinking and new design of the goals, functions, and forms of implementation of education at the highest level. Curricula should organically combine regional (national) specifics with international (world) trends of modern science and practice.

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THE IMPACT OF DISTANCE EDUCATION ON THE MENTAL HEALTH OF APPLICANTS FOR EDUCATION: THE ROLE OF DIGITAL PSYCHOLOGICAL SUPPORT

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Abstract: Poor mental health among university students remains a pressing public health issue. The conditions of distance learning causes even more challenges for students' mental health and wellbeing. Over the past few years, digital health interventions have been developed and considered promising in increasing psychological wellbeing among university students. The study attempts to systematize and analyze the existent experience of creating digital psychological support services for university students, including virtual clinics, peer platforms, etc. It is concluded that combining peer engagement and involvement of students in platforms development is the optimal and highly necessary element to be added to the landscape of digital psychological support services for students in distance education.

Keywords: distance education; mental health; wellbeing; digital psychological support; platform.

1 Introduction

Today, distance learning formats are becoming increasingly more widespread, and the effectiveness of online learning is being actively promoted. However, what is often overlooked is the fact that the success and effectiveness of distance learning depends on many factors: the information competence of students, readiness to use information technology, the availability of computers and other telecommunication systems, family support, the regional mentality of participants in the educational process, and professional and educational motivation, health status, and many other factors.

During quarantine, in the fall of 2021, preference was given to the specially prepared Moodle Cisco Webex platform for online training, which was used by the educational institution as an educationally-oriented platform. At first, it seemed to the students that such training would be more convenient, since they would have more free time and knowledge would be absorbed much better, but, unfortunately, this turned out to be far from the case. Studying in an unfamiliar environment led to educational stress and had a negative impact not only on the students' physical health, but also on their psycho-emotional state. They more often noted signs of irritability, anxiety, increased fatigue and aggressiveness, sleep disturbances, and others [23].

One of the reasons for educational stress is associated with such a problem of distance learning as the lack of face-to-face communication with the teacher. The process of communication in distance learning conditions is completely changing. Even modern students, who are often called "digital natives", find it easier to answer teacher's questions in person, i.e., in classrooms [26]. Senior students and masters had time to get used to the teachers, their manner of presenting information and the atmosphere that they create for them, but nevertheless students had to look at computer and phone screens during classes for 5-6 hours straight. At the same time, it is difficult for students to perceive the material due to the fact that they cannot get comprehensive answers to the questions that concern them. They have to figure out a lot of things on their own, but not everyone can do this and not always [9]. In this regard, students may experience dissatisfaction with the work performed and anxiety increases.

Another reason for educational stress is related to the problem of distance learning such as an increase in the teaching load. With

the transition to online learning, the volume of educational material in online lectures increases significantly, teachers assign more material for independent study and increase the amount of homework. In addition, due to the large number of online platforms in distance learning, there was a desynchronization of interaction between participants in the educational process, that is, each teacher sent an assignment or conducted a lesson differently, in different manner. In this regard, significant changes occur in the student's daily routine that affect sleep. Many students complain of poor sleep and lack of sleep [12]. There is a critical shortage of time, so students sit late into the night to complete all the work assigned to them independently. This affects a decrease in mental performance, increased fatigue and a general emotional background. In turn, increased sleepiness, difficulty falling asleep, insomnia can cause anxiety, feelings of emotional exhaustion, and cause depression. In particular, this field is actively investigated by Ukrainian scientists, especially Kryshchanovych [11; 13-20; 31].

Due to the "weak" Internet, students in rural areas had problems getting in touch, that is, due to circumstances beyond their control, he could not attend classes. Students feared that they would be recorded as absent, which could affect their final grade [26]. An unstable Internet connection could fail students even when they needed to answer the teacher's questions during an online lesson, and websites and platforms began to freeze or took a long time to load. This makes it difficult to concentrate and work productively during practical and seminar classes. If such situations arise often enough, then students become not just dissatisfied, but very irritable, they may experience outbursts of anger. Also, problems with the Internet may occur during testing or taking a session online. In such a situation, the student is confused and exhibits acute emotional reactions such as fear and even anger. In Ukraine, during a full-scale war that began in 2022, most educational institutions in the country switched to online learning; however, due to hostilities, as well as shelling of infrastructure even in the rear, problems with Internet access arose not only in rural areas localities, but also in large cities.

Baticulon et al. presents a comprehensive study of barriers to online learning in Philippines context (see Figure 1).

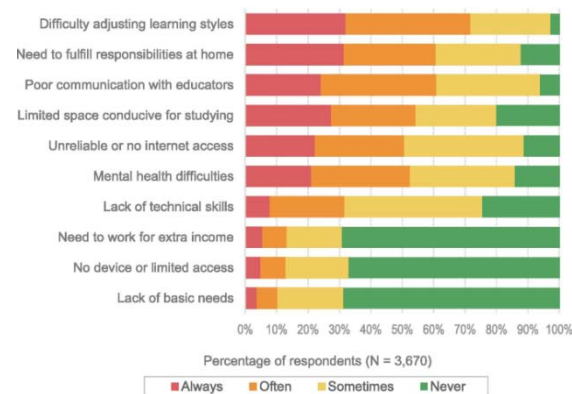


Figure 1. Frequency of occurrence of selected barriers to online learning among medical students in the Philippines during the COVID-19 pandemic [2]

The similar situation is observed in Malaysia (see Figure 2).

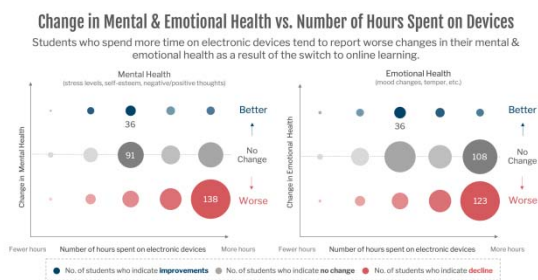


Figure 2. Change in mental and emotional health in students vs number of hours spent on devices [27]

In such conditions, so that distance lectures and practical classes do not cause a decline in the health of students, the implementation of training should be built taking into account the principles of health-saving pedagogy, students and teachers must know the basics of pedagogical psychohygiene and sanitary and epidemiological standards for the organization of distance learning. It is necessary to monitor the health status of all participants in the educational process and, in accordance with it, model a health-saving educational process. The most important component of this process is digital psychological support for students. The study of the theoretical foundations of this support, as well as existing best practices, is today a very important and, without exaggeration, it can even be said, a critical area of research, since higher education is the basis for the formation of the country's social capital and one of the factors in the sustainability of national security.

2 Materials and Methods

The research methodology is determined by a set of system-forming fundamental concepts that underlie the description of the topic: distance learning, mental health, online psychological support.

The methodology was largely predetermined by historically established ideas in the field of theory and practice of individual learning and development, as well as sociological, biological, and psychological concepts and theories that reveal the essence of man, society, and the environment. The specific research methodology is also based on such principles as a combination of personal and activity approaches. To solve the tasks set, an analysis of philosophical, sociological, psychological, and pedagogical literature on the research problem was used, as well as generalization, systematization, and comparison.

3 Results and Discussion

Distance learning environment conditions have different consequences for the psychological state of students. The educational process in the context of social deprivation is the modern norm. This is where the psychogenic nature of distance learning arises, directly or indirectly affecting its subjects.

In pedagogical psychology in the 1970-80s, the issue of environment issues became topical. It is worth taking a closer look at one of the key components of the learning process - the educational environment. The environment is a set of psychological, social, and physical capabilities, as well as barriers in relation to the goals of the subject's activity. In the distance learning format, the environment itself changes, so it is advisable to consider the conditions for the psychological safety of the environment in education.

Within the framework of the concept of psychological safety of the educational environment, there are many approaches and interpretations to the structure and functions of the environment in education. The general and key definition of psychological safety is precisely the state of the educational environment. Humanistic psychology argues that it is necessary to create favorable, special conditions for the implementation of the positive needs of human nature (J. Bugental, A. Maslow, K. Rogers, R.

Snyder, etc.). This is an important rule that helps a person open up in interaction with the environment. And, speaking of security, it certainly includes the concept of threat. In distance learning, the threat is the psychogenic factors of the distance environment.

Since the late 1960s, the phrase "lack of communication" has increasingly appeared in newspaper headlines. The development of industrialization, together with the era of individualism, made some adjustments to the social environment of human communications. The focus of attention gradually shifted towards the consumer sphere, leaving the spiritual need for communication alone. The issue of loneliness, its subjective experience, has been studied by many specialists.

It should be understood that distance learning may not be entirely suitable for some students due to personal characteristics. Under the same conditions of distance learning, adaptation takes place differently for everyone, starting from the physical level of activity familiar to everyone and ending with the accentuation of character, the type of nervous system.

An important factor that is directly related to the training format is the motivational component. Motivation plays a significant role in distance education. A low level of motivation and disorganization forms alienation from the profession and in the future there is insufficient psychological readiness to carry out professional activities. The lack of feedback on mastering the material, in general, reduces the quality of training.

Thus, distance education affects the quality of learning and (or) the psychological state of the student. Forming motivation for a professional role, one way or another, is an important factor supporting success, interest and activity in the context of the educational process. There is a risk that distance learning conditions will have negative consequences on the professional skills and personal well-being of students.

Accepting modern trends in the development of education, it is important to note the need to harmonize the conditions for preparing students for future professional activities, which helps creative, professional self-disclosure of the individual in the social environment. The psychogenic aspect of distance education one way or another makes it possible to increase the experience of self-regulation, space for creative manifestation and self-realization, and a conscious meeting with new distance learning conditions. The essence of harmonizing the learning process in a distance learning environment is the adoption of a new learning format, the ability to adapt and form the creative potential of the individual, respectively, and the professional development of a specialist in the psychogenic conditions of distance education.

Another important consequence of the transition to online learning is the transformation of the functions and purposes of home space. There is a blurring of the boundaries of spatial locations of different formats - places of residence and places of work. For the student, they merge together, that is, where a person sleeps/eats, that's where he studies. Anyone working from home, remotely, faces a similar situation, so such psychological fatigue from the monotony of the same place has become a common problem for millions of people. But while for an adult with established life attitudes and experience it is possible to come to terms with the need to withstand the monotony of the situation (otherwise the alternative is unemployment), then for young people striving for a new daily perception and awareness of the world around them, such spatial localization in one place becomes a serious psychological "test". The response is an even greater immersion in the virtual world, in computers and smartphones, and a reduction in the time of face-to-face communication.

To reduce and level out the negative impact of distance education on the mental health of students, digital psychological support services are being created.

The psychological service of a university should be an organizational structure whose purpose is to provide psychological support for the professional and personal development of students in the educational environment of a higher educational institution and to enable psychological assistance to all participants in the educational process to overcome emerging psychological difficulties.

The main tasks in the activities of the psychological service are as follows:

- Identification of at-risk students in need of socio-psychological assistance;
- Providing socio-psychological assistance and support to students during the adaptation period in interaction with participants in the educational process;
- Developing in students the ability to overcome emerging difficulties, goal-setting skills and responsibility for making their own decisions;
- Psychological education of students in the formation of basic skills of understanding themselves, significant others, and surrounding people;
- Activation of students' psychological resources, formation of time management skills and effective organization of free time;
- Development of communicative competencies of participants in the educational process;
- Psychological support for the process of professional self-determination and overcoming anxiety about readiness to perform future professional duties, determining directions for the development of professionally important qualities;
- Providing socio-psychological assistance to students in countering the formation of addictions, as well as deviant and delinquent behavior through the activation of personal resources, increasing resistance to negative external influences;
- Assistance to the management and teaching staff of the university in creating a favorable socio-psychological climate necessary for successful work and the formation of a harmonious personality of students.

However, today there is still a "weakness" of psychological counseling on the Internet in the area of a psychologist's ability to informatively diagnose a client and assess his mental state. This argument is most often found among those who are skeptical about online counseling. Meanwhile, it is hardly possible to completely stay away from the opportunities that online counseling opens up. Quite the contrary, the competent use of online technologies significantly increases the efficiency of interaction in the "consultant-client" system. After all, how quickly a psychologist can establish the authenticity of a client's story about his life and problem depends solely on the practical experience of the specialist himself, and it does not matter whether it is contact counseling, in which the consulting psychologist meets with the client and the conversation takes place face to face, or distant counseling.

According to Pankow et al.'s most recent (2024) research, clinically significant symptoms of anxiety and depression are widespread among university students at admission, persist, and worsen over the academic year. Furthermore, during the COVID-19 epidemic, college students' rates of anxiety, sadness, and sleeplessness have increased [12]. Universities often provide a range of services and resources for mental health, but these are frequently dispersed and infrequently arranged in line with a comprehensive, evidence-based, tiered care framework that takes into account all aspects of students' mental health needs [5].

There is a lot of promise for improving mental health using digital methods to university student well-being and mental health assistance. By pointing students toward additional on-campus services, providing information about triage and clinical follow-up, and providing signposting to options depending on symptom levels, digital platforms can help improve access to treatment. Stakeholders should take this into account because university students have said that they would rather use digital mental health programs as a self-monitoring support system

while getting treatment or after leaving it than as a replacement for traditional care [21]. Although additional self-monitoring tools may be helpful for college students, there doesn't seem to be any data on their viability or effectiveness. Moreover, there is a dearth of systematic exploration and integration of digital technologies targeted at enhancing the mental health of university students in a tiered care paradigm.

In order to improve the care experience for students who are seeking assistance, Pankow et al. [24] carried out a pilot study with the goal of determining the acceptability and investigating the usefulness of a novel digital mental health platform created in partnership with students and stakeholders as a resource for student-facing well-being. The internet-based tool utilized in their study, the U-Flourish Digital Well-Being platform (powered by i-spero®), was first created as a component of the PReDicT project, which sought to enhance the management of depression in primary care settings in the United Kingdom. Through automated messaging, the platform offers assistance and advice, schedules the collection of self-reported symptom levels using validated measures to assess treatment response, and, based on user entries that may be shared with providers/clinics, determines when clinical visits are necessary.

For the purpose of the study, Student Wellness Services (SWS) at Queen's University in Canada modified the i-spero® platform to be used as an expanded care route and as a self-guided well-being support for students. Providing two pathways aligned with the concept of a stepped-care framework, enabling care-seeking students to participate in improved self-monitoring alongside their healthcare providers. Additionally, it allowed students to monitor their well-being on their own and receive recommendations for resources based on their level of symptoms. There were not many distinctions between the two care paths other than direct provider access. Core functionality (such as the monitoring schedule, measurements employed, and display dashboard) remained the same, but the terminology and substance (such as "care plans" for those in the care route and "well-being plans" for those in the well-being pathway) varied primarily. The participant's registration status as a student at Queen's University, whether undergraduate or graduate, and their desire for mental health help through SWS (of any kind of provider) were prerequisites for inclusion in the care route. One of the requirements for inclusion in the well-being route was that the individual be enrolled as a graduate or undergraduate student at Queen's University. The well-being pathway was still open to participants who did not use Queen's SWS for mental health treatment, but they were not included in the care pathway. Data from 120 students in the improved care pathway and 121 students in the i-spero® well-being pathway were included in the pilot research. In both routes, the majority of students were in the 19–22 age range.

The following mental illnesses were reported by students as lifelong conditions: mood, anxiety, psychosis, eating disorders, neurodevelopment disorders, sleep disorders, drug use disorders, learning disabilities and/or ADHD, and other disorders. There included information about past and present mental health care. Using questions from the Columbia Suicide Severity Rating Scale, people reported their lifetime history of suicidal thoughts and attempts as well as self-harm without intending to commit suicide.

In order to evaluate the acceptability and perceived utility of utilizing the platforms with fixed and open-text replies, students were invited to complete an Experience Survey. The Client Satisfaction Questionnaire, modified for this actual study's needs, served as the foundation for the experience survey. More than 75% of students in both routes who completed the poll said that i-spero ought to be a regular component of the treatment provided by Queen's Student Wellness Services. About 50% of students in both courses (n = 60) said they were generally happy with the platform and felt that i-spero® was simple to use and comprehend. Forty percent of students in enhanced care agreed that i-spero® helped them know when to ask for help. Most students felt that i-spero® had a good influence on their

emotional self-awareness. There was disagreement among users of the enhanced care platform over whether the platform improved their quality of care and made them feel more supported. Just 10% of students said that utilizing i-spero® prevented them from obtaining more in-depth face-to-face services, while the majority of students believed that the platform had no effect on their academic performance.

By giving them the chance to check in on themselves, students found that i-spero® was a helpful tool for increasing their self-awareness and self-regulation in relation to their mental health. Additionally, students thought that i-spero® had a generally favorable user experience. The most popular recommendation for enhancing user engagement was to better customize i-spero® to match the needs of students by establishing connections to more easily accessible resources and streamlining and streamlining the platform's interface. Last but not least, students receiving improved care through i-spero® found it aggravating that their data was not taken into account when making treatment decisions. This was seen as a lost chance to get more tailored and responsive care. Overall, the findings show that while student acceptance of digital mental health platforms is typically high, engagement and sustained use are still issues.

Some of the answers to these problems are quite simple; one is indirectly affecting the mental health of the kids. In example, LiveCarta, a dynamic digital learning platform, offers creative solutions despite the seeming complexity of the interaction between technology and mental health. It gives teachers the ability to deliver equitable, individualized, and relevant learning experiences that tangentially promote mental health. Handling several resources from several places might be a laborious and daunting task. But LiveCarta streamlines everything into a single platform, making effective time management possible. Students may spend less time on finding and organizing their resources and more time learning. Students' frequent stress connected to time is lessened by their better time management. Although LiveCarta may not be particularly focused on mental health, the platform's developers contend that students' emotional well-being may be positively impacted by the platform's customization and expanded material, which will help them succeed both personally and intellectually in the digital era.

According to a nationwide survey conducted in the United States, stress, anxiety, and depression were the most prevalent issues influencing students' academic performance in college [1]. This may have negative effects including dropping out of school, doing poorly in school, and so having less opportunities for work as an adult. Additionally, Harith et al. [9], in the course of an umbrella review, discovered that low levels of cognitive and behavioral social capital, academic pressures, competitive environments, living away from family, worries about future employment, financial circumstances, psychological conditions like poor resiliency, and interpersonal relationships were all linked to depressive symptoms in students. As was previously indicated, some of these difficulties in distance learning are similar, others are different, and some worsen.

In their article, Farrer et al. [7] mention a study that looked into how students felt about online mental health resources. The study found that nearly half of university students (47%) said they would use an online program for student wellbeing if one existed, and that students who were in extreme distress were much more likely to say they intended to use the program.

Reviews that (a) examined interventions meant to enhance a person's psychological wellbeing, (b) were provided through a digital platform, and (c) were exclusively accessible to university students, regardless of gender, ethnicity, age, or any other social demographic characteristics, were all included in the Harith et al. umbrella review. Interventions related to mHealth and eHealth were covered. eHealth is the term for the application of information and communication technology to computer-based treatments that are often provided online and offline as part of health care services. The use of mobile devices to assist with public health and medical procedures is known as mHealth.

Evidence, however, also suggests that students are concerned about digital treatments for mental health. These include issues including lack of assistance with digital mental health therapies, privacy problems, and developer trustworthiness. Although several studies have acknowledged that user participation may influence efficacy, other evaluations have backed this as a potential path for future research [4]. It has been demonstrated that personalizing digital mental health interventions improves uptake, retention, and results. This may be achieved via conceptualizing user experiences [25]. It is true that younger people find digital mental health interventions appealing and relevant [6; 26]; yet, estimating adherence and attrition rates continues to present difficulties. These and other research findings indicate that this may play a significant role in determining the efficacy of an intervention [3; 6]. As mentioned, by offering chances for timely reminders to guarantee follow-up and completion, digitally delivered interventions might enhance participant engagement and retention among college students.

Referral Coordinators oversee the referral process and assist students in submitting applications for mental health care, which puts them in a critical position at the start of the mental health services chain in US colleges. The demand for mental health services is increasing faster than the available resources, and students have voiced concerns about the accessibility of these services, therefore there is a serious resource shortage within this system as well. They now take an active role in the creation and application of fresh, cutting-edge digital systems.

Universities all around the world have been using digital mental health treatments in order to expand the capacity of their facilities and offer mental health counseling to every student who needs it. Accessibility limitations may be somewhat mitigated by digital mental health therapies, as is often recognized.

Research has shown that digital mental health treatments can successfully treat eating disorders, post-traumatic stress disorder, anxiety, depression, insomnia, stress, and alcohol use disorders in college students [8]. Because of their exposure to digital communications, young people are regarded as one of the most connected demographics [30]. Additionally, they have stated that they prefer to use the internet to get health-related material to address or resolve their own personal health issues and concerns.

The establishment of the Uni Virtual Clinic, an online service aimed at enhancing university students' mental health, is described by Farrer et al. [7]. Virtual clinic models usually center on the patient's self-management of their treatment and use a variety of resources, such as information, tools for symptom screening and monitoring, and other therapeutic material, to help manage health issues. They have the ability to offer evidence-based materials that are customized to the user's unique clinical requirements and preferences. The UVC's main characteristics are: (1) Information (services, student tales about mental health and other issues, factsheets customized for university students) (2) Screening (tests, comments, and suggestions) (3) Self-help resources (such as access to online treatment programs and personalized guided and unguided care routes). It is crucial that the UVC provides a selection of self-help resources created by eminent e-health researchers and the Centre for Mental Health Research (CMHR). These resources are grounded in empirically supported psychotherapy tenets, including mindfulness, cognitive behavior therapy (CBT), interpersonal therapy (IPT), exposure therapy, relaxation, and problem-solving therapy. These tools allow users to finish them at their own speed. A few tools are integrated into therapy packages that lead the user through psychoeducation, assessment, and treatment for a specific condition. The authors came to the conclusion that UVC might help colleges become more adept at helping students who are struggling with mental health concerns.

According to research, the primary issue with psychological support and mental health treatment is engagement - the act of asking for assistance [22].

Young people are the primary end-users or patient groups for digital mental health solutions, according to Wies et al. [29]. They are also early adopters of all things digital, including digital health. A wide range of concerns regarding the possible drawbacks and moral dilemmas associated with using digital mental health technology among youth were found in the research of 26 publications that the authors had chosen for their scoping review. Better access to medical care is, according to these authors, the benefit most often associated with the use of digital mental health. Digital mental health technologies were thought to have the potential to improve equality in patient-therapist interactions and across various demographic groups by enhancing accessibility.

However, a major problem with using online mental health services is a lack of trust. Involving service users, their families, and caregivers in mental health technology research is essential to building trust. Even while building trust is essential to the success of digital platforms, the ways in which this might be achieved are still largely unexplored.

It appears that problems with student involvement and confidence in digital psychological support services need to be resolved. It is noteworthy to bring out the University of Lincoln's experiment in this regard, which used digital interventions to help students make the transition from high school or college to university. It included a paradigm of student co-production so that students could take responsibility of the creation of digital tools and materials as well as their assessment. The project's authors asserted that a variety of factors can significantly affect how successful digital treatments are. Specifically, granting students autonomy over how they utilize digital tools and allowing them to contribute to their creation can be critical to fostering self-efficacy, which can be essential for both prevention and rehabilitation [28].

The difficulty is in coming up with fresh, creative ideas that enable kids to form their own support networks and interact with classmates who share their interests. These have to be carried out in a way that minimizes fear associated with making new social connections and maximizes chances to cultivate fruitful, significant relationships. Given that several students are now involved in virtual communities, frequently via social media platforms or mobile applications, digital interventions have the potential to enable both official and informal avenues for fostering peer relationships and community development. Therefore, the University of Lincoln provides pre-entry and post-start students with the chance to network with other students through its Student Life community. Podcasts, videos that are shared on social media, and an app that focuses information at certain student cohorts are examples of resources. Through challenges, mood monitors, blogging, and a news feed within the app, these tools and treatments provide chances for social media conversation and connection.

Giving students the ability to direct and shape project activities is a logical progression from the Student Life community building. Through a variety of student-led activities, students may influence the project's path through the student co-production approach. This includes producing material, advising on the app's design, and assessing the information produced, granting them direct control over the support network developed via online peer interactions. The Student Life app's news feed and social media platforms are used to promote co-production opportunities to students who are already involved in the community. Additionally, the initiative offers paid co-production work, providing students with the chance to develop employability and life skills in addition to earning extra income.

Students have embraced digital assistance at a high rate as a consequence of the "designed for students, by students" approach. According to statistics from the project's digital partners, which was used to assess the project's effectiveness, there are twice as many active users of Lincoln's mental health support app as there are of similar apps at other institutions [28].

Furthermore, students are utilizing an average of 13 distinct app features each time they visit it, showing that they are actively interacting with the variety of resources available rather than merely "clicking in and clicking out".

Additionally, qualitative evidence shows that students appreciate the student-created method: 'I... loved the podcast as it was by students and covered a range of topics...'; 'Good knowing people's personal experiences and advice'; 'It's interesting to hear about their experiences...'; 'I particularly like the challenges section of the app; I feel like this could help more people feel involved with other students' [28].

In addition, students are seizing the chance to collaborate on the project by producing information that they believe will be most helpful to both themselves and their peers, then sharing it with the community they have built. By doing this, the project's primary goal of normalizing emotional growth and the use of digital tools to facilitate it as a regular aspect of college life is furthered. Students can develop positive habits that might help them cope with change for the rest of their lives by using student co-production to emphasize the need for them to both peer and self-manage by integrating coping mechanisms both inside and outside of the support system.

Such approach seems to be very promising in designing models for digital psychological support of students in distance learning. The similar platforms would allow students to know each other, to communicate and share experience both in coping with psychological problems and difficulties in studies.

Scoping reviews were carried out in 2021 by Oti and Pitt to investigate digital mental health therapies created especially for college students [23]. There were 23 studies in the review. The treatments that were included focused on a number of mental health issues, such as anxiety, depression, general wellness, and mental health awareness. Typically, desktop, web-based, and mobile apps were used to provide the treatments. Furthermore, the writers delve into the design approaches used in the creation of the interventions: noteworthy aspects include the substantial involvement of stakeholders in the research, the incorporation of various stakeholder groups (students, medical professionals, university personnel, and youth from the broader community), and the sparing use of design frameworks. Lastly, the authors discover that most studies have not advanced far enough (i.e., to the pilot/prototype phases of development) to ascertain the influence of design techniques on the efficacy of these treatments when examining user engagement, attrition rates, and user approval.

According to authors' assessment, more investigation is required to fully understand how user-centered design principles affect the efficacy of digital mental health therapies for this demographic. Additionally, they offer suggestions that academics and designers working in this area of study ought to think about when creating online mental health treatments for college students. Personalized content, enhanced user interfaces, appropriate measures to protect anonymity, privacy, and security, peer participation, and mental health professionals' accessibility are a few of the suggestions.

One of the possible vectors of further developments in this field could be the structure, concepts, and software of digital talent marketplaces, rapidly growing in the business world – they provide excellent opportunities for participants to communicate with each other and share knowledge and experience, provide consultations of experts, educational resources, etc. To our mind, combining peer engagement and involvement of students in platforms development is the optimal and highly necessary element to be added to the landscape of digital psychological support services for students in distance education.

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Primary Paper Section: A

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RESILIENCE OF UKRAINIANS AS A FACTOR OF NATIONAL SECURITY IN WAR CONDITIONS

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Abstract: Vectors for the study of human resiliency can be found in concepts of the life path, in models of the life world, in works devoted to the study of a person's resistance to stress, his personal and meaningful life potentials, existential and personal crises. The paper traces evolution of resiliency concept and considers phenomenon of resiliency during war conflicts based on the example of current war in Ukraine.

Keywords: resilience; people with special needs; psychology; identity; war, adaptation, distress, vulnerability

1 Introduction

An analysis of modern international political practice shows that technologies for waging information and psychological warfare come to the fore in the geostrategic management of political, economic, military, and socio-psychological processes. The large-scale use of various (in terms of goals, forms, content) psychological technologies in relation to individuals, groups, entire segments of the population, often for illegal purposes against the backdrop of a sharp increase in the level of vulnerability of society from targeted psychological influences used in relation to them, gives the aggressor the desired result. R. Grossman, one of the ideologists of psychological warfare in Great Britain in World War II, defined the goals of psychological warfare in achieving significant results, including demoralizing the enemy, undermining his basic worldviews, value systems, and imposing own ideas on him [6]. One of the tools of information warfare as part of a hybrid war is the demoralization of the population, sowing panic and decadence moods. Psychological warfare involves influencing the enemy by means of mass psychological influence in order to change worldviews, initiate the process of self-destruction, voluntary transfer of territory and resources, and work for the winners [35].

According to experts, psychological warfare should be understood as a differentiated system of psychological influences on people in order to make the desired changes in their psychological characteristics, including views, opinions, value orientations, moods, motives, attitudes, behavioral stereotypes, as well as group norms, mass sentiments, public consciousness as a whole [6]. Thus, the resilience of the population is today one of the important, if not critical, factors of national security.

The overall profile of national security and resilience in war conflicts is depicted in Figure 1.

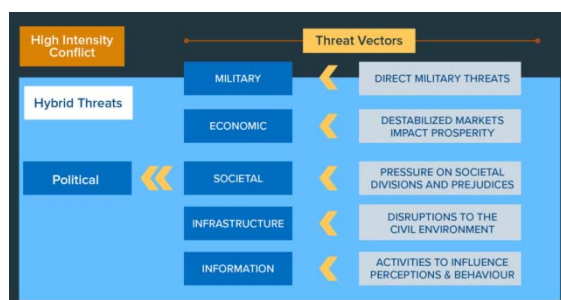


Figure 1. The overall profile of national security and resilience in war conflicts [1]

In psychology, a person's ability to adapt to stress, difficulties and negative situations and maintain mental and emotional well-being is called resilience. Resilience is determined by how a person responds to stress and overcomes difficulties, as well as recovers from traumatic events. It is important to note that the destruction of resilience does not mean that a person cannot recover. There are many ways to develop and strengthen resilience even after and during traumatic events or stressful periods [12; 19; 25-27; 33]. Despite the active study of the phenomenon of resilience, the problem of development, as well as identifying the features of this integral personal property, especially in war conditions, remains poorly understood. The current situation in Ukraine, when a full-scale military conflict has been going on for two years, has a negative impact on the population not only physically in terms of the risk of death or loss of health, but also psychologically in terms of the risk of reduced resilience.

In particular, according to survey results, Ukrainians today suffer more from fatigue (only 36% do not feel it) and lack of adequate sleep (only 44% have adequate sleep). Such body reactions are natural under stress. Despite this, other emotional and moral indicators of Ukrainian citizens are in better condition [13]. Monitoring of emotional states, levels of resilience and psychological exhaustion showed that, in general, Ukrainians appeared able to maintain and stabilize their psychological and emotional state, and acquire sufficient competence in overcoming stressful events of life under war conditions.

According to surveys, 24% of Ukrainians are in a calm state. In tense and very tense conditions – 40% [29]. At the same time, this averaged indicator is difficult to consider reliable and representative. Although this is a relatively low (good) figure for wartime, it obviously differs significantly for front-line and rear regions. Tension increases with age, as opportunities to take care of oneself, material and other resources are likely to diminish. It is also more common in women (probably due to higher sensitivity and the need to take care not only of themselves, but of children) and people who have changed their place of residence - the need to adapt to a new place, a situation of uncertainty, a change in usual living conditions significantly increases stress.

Younger and older respondents, women, residents from the east and west of the country, those who do not work or are retired, have changed their place of residence, and those who have relatives in the war feel the most exhausted. People with special needs are even more vulnerable, in particular due to a sharply decreased level of their physical safety, as well as the loss of some social contacts. For example, here one should mention investigation presented in the Red Cross report: "Novyi Bug is a town with a population of more than 15,000 residents. It is situated in the Bashtan district of the Mykolaiv region, in Ukraine. The situation in Novyi Bug remains very unpredictable. At the end of May 2022 there were attacks on the town of Novyi Bug and the Mykolaiv region was hit by rockets and missiles. Many civilian infrastructures, including inclusive resource centers, houses and hospital premises were either destroyed or damaged" [7].

The research in the population of persons with special needs by Sulyatytskyi et al. [33], established a direct correlation between indicators of the presence of a stress disorder and aggressiveness ($r = 0.46$), which can be explained by the fact that the presence of a stress disorder increases an individual's tendency to aggressive behavior. The revealed direct correlation relationship between indicators of the presence of stress disorder and neuroticism ($r = 0.42$) indicates that the presence of stress disorder affects the level of neuroticism, which is characterized by a neurotic syndrome of the asthenic type with significant psychosomatic disorders. An inverse correlation between the indicators of the presence of a stress disorder and the establishment of analogies and generalization was also obtained ($r = -0.43$). This can be explained by the fact that the presence of

a stress disorder affects indicators of intellectual activity, establishing analogies and generalization. In addition, a high level of neuroticism is characterized by a syndrome of the asthenic type with significant psychosomatic disorders.

Studies have indicated that following exposure to armed conflict, individuals with disabilities are disproportionately susceptible to signs of psychological distress. Previous research has also demonstrated that those who are uprooted by conflict are more vulnerable to post-traumatic stress disorder. There was a strong correlation found between the total disability score and post-traumatic stress symptoms (PTSSs), with different impairment domains predicting PTSSs to differing degrees. The status of displacement did not modify this association. Women reported greater levels of post-traumatic stress, which is in line with earlier studies [11]. Individuals with disabilities are more vulnerable to the deleterious effects of disasters on their mental health and are particularly vulnerable to the trauma of war [30]. According to data gathered in 2002 from the Afghan population [3], 42% of respondents with impairments had PTSD, 85% had anxiety, and 72% had depression. The people most likely to experience psychological anguish were those with impairments and long-term medical issues.

In general, the phenomenon of civilian resilience in military conflicts is a very relevant field of research in today's era of instability, global turbulence, and hybrid warfare.

2 Materials and Methods

The theoretical and methodological basis of the study included: psychological theory of activity, acmeological approach, studies of motivational and semantic orientations of the individual, theories of motivational and value-semantic regulation of the individual. The main methods used were the system-situational method and content analysis, synthesis, comparison, abstraction, generalization, systematization of scientific literature on the study of resources of personal stability in difficult life situations.

3 Results and Discussion

There is still no consensus in psychological science, so it is necessary to stipulate the specifics of the use of terms. Thus, at different times the following concepts arose: "life-creativity", "vitality", "courage to create" (R. May), "rootedness in being" (M. Heidegger), "transcendence", "maturity" (G. Allport), "vitality" (E. Fromm), "stubbornness of spirit" (W. Frankl), "courage to be" (P. Tillich), "existential courage" (J. Hollis), "salutogenesis", "antifragility" (N. Taleb).

Subsequently, the term "hardiness" was proposed - it was suggested in the early 80s of the 20th century by American psychologists S. Kobasa and S. Maddi. By this term they meant a pattern of structure of attitudes and skills that allows one to overcome difficulties and transform them from a potentially traumatic factor into opportunities, actively confront them, use them for personal growth and continue development at a higher level than expected [5]. It should be noted that 'hardiness' does not coincide with the concept of "coping strategy". These are not techniques, algorithms of action, but a personality trait, a mindset for survival. And while coping strategies can take an unproductive form, hardiness allows coping with distress effectively and only in the direction of personal growth, although a correlation has indeed been identified between coping strategies and resilience [5].

In recent years, the term "hardiness" has been transformed into the concept of "resilience". Resilience is understood as an innate dynamic personality trait that underlies the ability to overcome stress and difficult periods in a constructive way. In other words, it is the ability to "bend but not break" [34].

At the same time, there is still no clear unified position on the breadth of the concept of "resiliency". Thus, some researchers believe that it is an integrative system of properties necessary for adaptation, a cumulative potential, therefore this concept is broader and includes vitality. Other researchers equate these

concepts and do not distinguish vitality and resiliency from each other. Other researchers warn that while resilience is characterized by the "lower limit," that is, along the line of vitality, then there is little hope for 'cultural' resolution of difficult situations [28].

An interesting and promising position is that the broadest concept is namely resilience; it contains vitality as a systemic personal quality that determines a person's ability to adapt based on resilience, which is mentioned, in particular, in the works of Ukrainian authors Kryshchanovyc, Husar, and others in the field of education [8; 15-18].

Now the term "resilience" is widely used in organizational psychology, stress psychology, general philosophy and hermeneutics [22]. It occupies a special place in existential psychology as a disposition that helps "to reduce and more easily endure ontological anxiety associated with choosing the future" [24].

S. Maddi considers resilience as a person's beliefs that allow him to remain active and prevent the negative consequences of stress, and they are a more important predictor of coping than optimism and religiosity [20]. In the construct of resilience, he identifies three key components (attitudes):

1. Involvement (commitment) is the conviction that active participation, inclusion in reality "gives the maximum chance of finding something worthwhile and interesting for the individual" [20]. A person with developed involvement receives strength and motivation to act, and pleasure from his own activities, realizes himself, feels his significance and value. The opposite of involvement is alienation, the feeling of being "outside" of life [21].
2. Control is the belief that only struggle as the choice of own strategy of activity can influence the real result, the consequences, although there is no guarantee of success, and the possibilities of one's own influence are limited. A person with a highly developed control component feels that he chooses his own activities, his own path. The opposite of control is helplessness, powerlessness and lack of faith in own strength.
3. Taking risks (challenge) is the conviction that everything that happens is necessary for development, since it provides experience. At the same time, negative experiences are just as valuable as positive ones, since they provide the opportunity to learn something. The opposite of risk taking is uncertainty, the rejection of new opportunities in favor of security. "A person who views life as a way of gaining experience is ready to act in the absence of reliable guarantees of success, at his own peril and risk, considering the desire for simple comfort and security to impoverish the life of the individual".

The more pronounced these components are, the lower the internal tension in stressful situations. This occurs through the mechanism of hardy coping with stress and perceiving them as less significant. All three components complement each other and together help reduce and make it easier to tolerate existential anxiety. The development of these components is the basis for a positive attitude, improving the quality of life, and understanding obstacles as sources of additional growth and development.

Meta-analysis data confirmed that these three components demonstrate discriminant validity [28]. At the same time, commitment is closely related to indicators of emotional well-being (life satisfaction) and ill-being (depression, burnout), social support and emotional coping, involvement in educational activities and success of activities. Control is a predictor of active coping (approach/avoidance), as well as the presence of stress factors and conflicts in life, and risk taking is a predictor of role conflict.

Maddi examined the influence of resilience on a person's relationship with the world around him, on his openness, trust, ability to experience love, receive support, and experience

interest. He does not focus only on the aspect of self-defense, but perceives resilience as transformational coping, which includes the process of creative transformation of oneself and the world around. Therefore, such basic values as cooperation, credibility, and creativity are associated with it.

Maddi also cites five main mechanisms of resilience that act as a buffer against the development of diseases, demoralization and decreased productivity [20; 21]:

1. Resilience Beliefs - appraisal of life changes as less stressful based on involvement, control, and risk taking.
2. Creating motivation for transformational coping, which implies openness to everything new, a person's readiness to act actively in a stressful situation (a person's use of resilient coping strategies).
3. Strengthening the immune response through mental and physical mobilization.
4. Strengthening responsibility and care for own health (resilient health practices).
5. Finding effective social support that will promote transformational coping through the development of communication skills.

It is important to note that Maddi considered resilience not so much a property but rather as an internal resource (attitude) that a person can comprehend and change in order to maintain his physical, mental, and social health. "The larger the scale of the decision, the more strongly it affects personal meaning. But the accumulation of small decisions also affects it to a certain extent. Ultimately, the existential meaning of a decision (whether it is made in the mind or embodied in action, whether it is small or large) is whether the decision leads a person to new experiences or keeps him within familiar territory" [21].

Thus, resilience gives value and meaning to human life in all circumstances.

According to modern psychologists, resilient people have certain characteristics that help them cope with difficulties [22]:

- Survivor mentality - resilient people believe that they can survive in any situation. They keep going until they succeed;
- Ability to control emotions - resilience helps manage emotions in stressful situations;
- A sense of confidence and control - resilient people have strong internal responsibility and are aware that their actions influence the outcome of events;
- Effective coping skills - resilient people always try to find a solution that will change the situation for the better;
- Self-acceptance and self-compassion - resilient people take care of themselves, especially when they are having a hard time or things are going badly;
- Turning to social support - the presence of supportive people is another characteristic sign of resilience. Resilient people understand the importance of support and seek help when necessary.

Today, an analysis of scientific literature allows highlighting the following areas of theoretical understanding of resilience [24]: 1) Study of the level of self-esteem, self-control, sense of humor, and other tools that promote adaptation and personal growth while overcoming difficulties; 2) Study of risk factors for resilience in people at risk; 3) Study of personality traits that ensure effective overcoming and achievement of success, set goals, and desired results.

All three areas are characterized by reducing the conceptual understanding of resilience to the area of increasing productivity, success, personal adaptation, overcoming stress due to difficult life circumstances (illness, disability, incapacity, violence, homelessness) and extreme situations (natural disasters, catastrophes, wars, epidemics, act of terrorism).

The escalation of geopolitical conflicts brings back into the field of view of social psychology not only the problems of the

individual and group's attitude towards war, but also the tasks associated with predicting the impact of wars on people's psychology. The study of post-conflict societies in the social sciences has for many years focused on issues of intergroup emotion management, justice restoration, and nation-building, but recently there has been an increase in research examining the macropsychological consequences of military conflict. The focus here is on the psychological state of society, that is, the totality of mass and collective experiences, ideas, values and attitudes that influence the functioning of social institutions [14]. These studies can be grouped into several main areas related to the study of psychological well-being, cognitive processes, social integration, and political attitudes in societies traumatized by military conflicts.

The population, exposed to shelling for a long time, is in a prolonged situation of large-scale stress. Military emergencies lead to the formation of mental adaptation disorders in the civilian population. Experience of violence associated with military conflicts can increase the risk of developing post-traumatic stress disorder by more than 10 times [23]. A meta-analysis of 129 empirical studies shows that 22% of residents of regions affected by military conflicts suffer from depression, anxiety, post-traumatic stress disorder, bipolar disorder, and schizophrenia over the next 10 years [29]. An analysis of studies conducted among residents of 12 post-conflict regions in the interval from 2 to 17 years after the war gives higher figures - 27% suffered from depression and 26% from PTSD, while women, the unemployed, single and elderly people were especially susceptible to such disorders [29].

Monitoring conducted in Ukraine jointly with European sociological agencies shows that young people aged 18-24 years were the most susceptible to anxiety and depression in the context of a military conflict, among whom the level of depressive symptoms on the PHQ-4 scale in the spring of 2022 was close to 80%, and anxious - to 60% [14].

Other studies also point to the high vulnerability and psychological traumatization of young people under these conditions. Civilians who witness war are susceptible to post-traumatic syndrome and mental trauma associated with the death of a loved one, emotional violence and the "secondary victim" effect [14]. Secondary mental trauma caused by news of deaths and injuries among the armed forces and civilians causes compassion fatigue and psychological "hardening": feelings of compassion for one or a few people are easier to generate than for thousands who die far from our eyes [6]. Finally, in the context of a protracted military conflict, a feeling of hopelessness arises, blocking the search for opportunities to resolve it.

When studying the experience of Ukraine, it is interesting to turn to the experience of other countries that have experienced full-scale hostilities in the current decade. For example, the "Decade of Terrible Losses" became the most difficult test for millions of young Syrians. 1,400 Syrians aged 18 to 25 were surveyed in Syria, Lebanon, and Germany. In all three countries, young people spoke of severed family and friendship ties, enormous economic hardship and anxiety, unfulfilled dreams and broken plans, and deep psychological trauma caused by years of continuous violence and chaos. Top on the list of what young Syrians need most are jobs and economic prospects. This is followed by medical care, education, and psychological support. Women find it especially difficult to make ends meet: in Syria, nearly 30% say they have no income and are unable to feed their family. Equally clear is the impact of conflict on mental health. In 2021, young people in Syria experienced conflict-related sleep disturbances (54%), anxiety (73%), depression (58%), loneliness (46%), feelings of powerlessness (62%) and depression (69%). In all three countries, young Syrians list psychological support among their most pressing needs [36]. Despite everything, the majority of young Syrians surveyed say they are optimistic about the future. Their dreams and hopes for the next ten years are familiar to every person on the planet: security and stability, the opportunity to have a family and a

well-paid job, accessible health care and other services in every sense - and that upheaval and conflict will be a thing of the past.

The research by Kimhi [13] looks at a sample of residents in Ukraine who were exposed to the present Russian-Ukrainian war in terms of their resistance, protection, and vulnerability. Following an armed war in May 2021, the responses of an Israeli sample were compared with the level of resilience and coping markers. An internet panel business gathered the data. An online survey was completed by a representative sample of 1,001 citizens of Ukraine. With reference to age, gender, and regional distribution, a stratified sample technique was used. During a recent military confrontation with Gaza (May 2021), an internet panel firm also collected data on the population of Israel (N = 647). This investigation produced three noteworthy findings: (a) When compared to the Israeli group, the Ukrainian sample reported noticeably greater levels of perceived threats, sensation of danger, and distress symptoms. Nevertheless, in spite of these negative emotions, the Ukrainian respondents reported significantly higher levels of hope and societal resilience than their Israeli counterparts, as well as somewhat higher levels of individual and community resilience; (b) the respondents' protective factors (hope, wellbeing, and morale) better predicted the three types of resilience - individual, community, and social - than the respondents' vulnerability factors (sense of danger, distress symptoms, and level of threats); (c) the respondents' hope and wellbeing were the best predictors of the three types of resilience; and (d) the respondents' demographic characteristics barely contributed to the prediction of the three types of resilience. Under some circumstances, it seems that a conflict that jeopardizes a nation's independence and sovereignty might strengthen the social resilience and optimism of the vulnerable people, even while their sense of wellbeing is lower and their levels of anguish, sense of danger, and perceived threats are higher.

The aforementioned study was conducted using a structured questionnaire that was ethically authorized by Tel Aviv University's Ethics Committee. The validated instruments, which were abbreviated for this investigation, were the scales employed. The following parts were covered in the questionnaire: The following factors influence distress symptoms: wellbeing; hope; morale; perceived risks; societal resilience; community resilience; individual resilience; and demographics. After analyzing the relationships between each study variable, the authors concluded that the Ukrainian sample's three forms of resilience are strongly predicted by protective and vulnerability factors (see Figure 2):

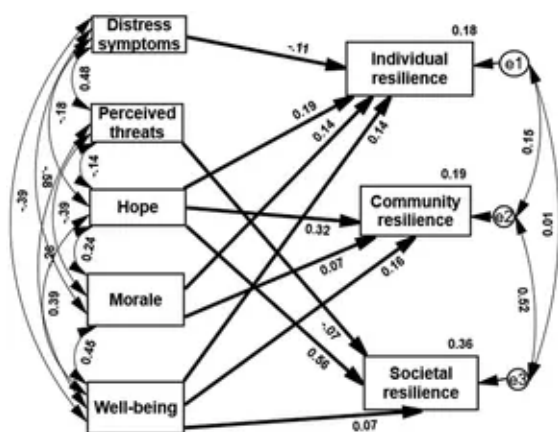


Figure 2. Protective and vulnerability factors, significantly predict three types of resilience among the Ukrainian sample (N = 1,001). All the paths in the above figure are significant ($p < 0.05$) [13].

The political, socio-economic, and cultural-historical consequences of war are reflected in interpersonal and public discourse and increase feelings of uncertainty about the future.

At the same time, studies conducted in Syria after the end of the military conflict showed that 23% were characterized by a clinical level of post-traumatic disorder, and 30% were found to have an average, subclinical level of symptoms. At the same time, the general index of experiencing post-traumatic stress in the civilian population was positively correlated with such psychological defense mechanisms as repression and regression, with the coping strategy "escape-avoidance", that is, mental aspiration, withdrawal into fantasy and behavioral efforts aimed at escape or avoidance problem was associated with more severe intrusive trauma reenactment. These data are in good agreement with the findings of other researchers, pointing to the most common defense mechanisms in war conditions: repression, projection, replacement, and compensation [22]. In addition, it should be taken into account that these same strategies can be used to protect positive group identity in long-term military conflicts [24]. Apparently, defense mechanisms and coping strategies, required in extreme conditions, cease to be effective in the post-war period, making it difficult to overcome post-traumatic stress disorders. However, through mechanisms of post-traumatic growth and social support, the traumatic experience of conflict can have a paradoxical delayed effect: for example, residents of German cities that suffered the most devastating Allied bombing during World War II had lower rates of neuroticism and depression 70 years later [5]. This best characterizes the phenomenon of resilience.

Military conflicts increase intra-group solidarity and pro-social attitudes, including cooperative behavior within local communities, readiness to donate, adopt children, and collect assistance. Nevertheless, wars reduce generalized trust and provoke in-group favoritism [5]. Despite the effects of rallying around the flag when experiencing a military threat, trust in social institutions decreases with defeat in a war, and does not increase with victory in it. Moreover, the long-term impact of wars on trust and social inclusion is devastating. Thus, a study in 39 countries showed that in societies that have experienced collective trauma, there is less proactivity in establishing interpersonal contacts, a lesser tendency to self-disclosure and generalized trust [28]. Another study of 13 post-World War II countries found that citizens who had direct exposure to war as children had lower levels of generalized trust even 60 years later than those who had no such experience. Moreover, this negative effect manifested itself with equal force both in the countries that lost the war and in the victorious countries [28].

During military conflict, feelings of threat and distress increase the need to reduce perceived uncertainty, restore a sense of control and security, and obtain social and emotional support, which in turn strengthens the justification of the social system - belief in a just order of society [23]. Today in Ukraine, this faith is undergoing noticeable destruction due to the large amount of public data, news and narratives regarding corruption in government structures and even military institutions, which reduces not only motivation in military service, but also the general resilience of the population, "cuts the ground out from under legs".

It should also be noted that social inequality in military conflicts, together with affective polarization, increases the likelihood of "cognitive vulnerability" to support extremist ideology. People who consider themselves victims of injustice, losers, or rejected seek to restore lost personal significance, need a certain group identity, and are characterized by high cognitive completeness, that is, feel the need for unambiguous answers to complex questions. This syndrome increases their commitment to radical views, and in the presence of appropriate role models in their personal network of contacts and narratives that justify violence, they quickly become radicalized [23]. A similar phenomenon is observed now, in conditions of war, also in Ukraine - this is a negative attitude towards Russian-speaking fellow citizens, condemnation of entertainment events and recreational activities taking place in the rear, and similar phenomena.

The experience of uncertainty and existential threat, especially when associated with feelings of anger, triggers psychological

defenses aimed at restoring a sense of control, which leads to a paradoxical increase in confidence in one's judgments about what is happening and the perceived certainty of the situation. For example, an analysis of millions of messages on social networks after mass shootings, terrorist attacks and during a pandemic revealed an increase of confidence in linguistic markers, such as "everyone", "nobody", "everyone", "always", "never", "everywhere", "definitely", "should", "necessarily", etc., and the use of such absolutist vocabulary was associated with markers of anxiety and anger [14]. Experiences of anger, characteristic of participants in a conflict, affect cognitive processes, provoking overoptimism and the illusion of control, an external attributional style when explaining events, underestimation of risk and a tendency to risky behavior. Tunnel thinking and confidence in a forceful solution as the only possible one can be combined with high creativity, which is confirmed by a number of experimental evidence [14].

In conditions of protracted military conflicts, political attitudes are determined by the "ethos of conflict" - a special syndrome of socio-psychological characteristics, well studied based on the material of the Palestinian-Israeli conflict and confirmed by research in the Balkan countries. Among the components of this syndrome, there are justification of the goals of war, the belief in the need to ensure the country's security through military methods, delegitimation and dehumanization of the enemy, a positive assessment of own group, the belief that representatives of own group have become victims of aggression, the importance of loyalty to own group, and the belief in the need to maintain unity in the face of the enemy and intolerance for expressing alternative points of view, as well as a low assessment of the likelihood of a peaceful resolution of the conflict [10].

Thus, one of the important components of resilience is the ability to critically comprehend such negative discourses and resist the formation in oneself of radical and, especially, extremist attitudes, psychological patterns of hostility and hatred towards fellow citizens and even close circles.

In times of military conflict, people with special needs are especially vulnerable. The problem of mental stability and social activity of these people is an open issue in social psychology, which requires comprehensive study and conduct of practically oriented scientific research.

Boyce and Weera [2] highlight that, in contrast to stable periods, motor impairments in communities are more widespread and encompass a wider range of issues during violent crises. Disabilities, impairments, and handicaps also change as a war progresses, from instability to open combat to rebuilding. It goes without saying that disablement measures must address a wide variety of impairment, disability, and handicap issues in the setting of conflict zones, where individuals sustain severe violent injuries. Nonetheless, an evaluation that determines the most important requirements and potential solutions from the community's viewpoint should be conducted before taking these disability-related issues into account. It is necessary to create disablement instruments and assess their validity and reliability in the field because none of them have been created specifically for use in armed conflict zones. Such an instrument has to be able to discriminate between those who have disabilities, impairments, or handicaps and others who do not. In order to help organize programs, the approach has to be culturally unique, responsive to different stages of conflict, sharply focused on individual and community interests, and capable of swiftly gathering and analyzing data.

Evidence, however, indicates that when resilience-based abilities are used and incorporated into people's life, they offer a variety of advantages. Among these advantages is the fact that resilience has a spillover effect, meaning that individuals who use it see good changes in other areas of their lives [31; 32]. Resilience is not something that has to be innate in a person; it can be learned and developed through deliberate practice.

The experience of security due to belonging to a significant social group and the acceptance of social support provide a high level of psychological stability [24]. Social support from the group is manifested in providing an individual who finds himself in a crisis or extreme situation with resources - instrumental, informational, and emotional. At the same time, emotional support is a condition for the manifestation of psychological stability, regardless of the genesis of psychological trauma, while the request for informational and instrumental support will depend on the context. Dantzer et al. (2018) emphasize that the confidence that people around will lend a helping hand and provide the necessary support to cope with the consequences of adverse life events makes a contribution to the formation of psychological resilience [4].

Outlining the prospects for research in this area, it should be noted that further research is needed into the factors of psychological well-being of various social groups, including depending on the attitude towards war and the traumatic nature of the experience, the expressiveness of universal-human identity, the level of trust in social institutions, and social optimism. We still know little about the dynamics of different defenses and coping styles during and after military conflict. Identifying the types of experiences of military conflict will help provide more effective psychological assistance.

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Primary Paper Section: A

Secondary Paper Section: AN, AO

PARTNERSHIP INTERACTION OF THE STATE AND CIVIL SOCIETY AS A MECHANISM FOR THE IMPLEMENTATION OF UKRAINE'S HUMANITARIAN POLICY IN THE CONDITIONS OF EUROPEAN INTEGRATION

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Abstract: The article represents an attempt to analyze the landscape of partnership between government and civil society within the implementation of humanitarian policy in Ukraine and EU. Theoretical provisions of such partnerships are presented, and real state-of-the-art in humanitarian space of the USA, EU, and Ukraine is investigated. Particularly, the phenomenon of precariat is considered through the lens of its role for civil society' stability and designing effective humanitarian policies to improve social capital.

Keywords: civil society; humanitarian policy; humanitarian space; European integration; state management mechanisms.

1 Introduction

Humanitarian policy is seen as an objective aspect of national security policy, spanning a broad variety of its domains. In particular, the stimulating factor for socio-design and implementation of the concept of state humanitarian policy (anthropopolitics) is the need for a fundamental reconstruction of the "economic-centric" model of state policy existing in Ukraine and the formation of a humanistic, socio-humanitarian, "human-centered" paradigm and a people-oriented model of political and administrative management, ensuring the transition from "human-consuming" type of development to "human reproduction", the formation, development and improvement of the quality of human potential, the formation of a human-centric model of a human-oriented state.

Meanwhile, the socio-design of the concept of humanitarian policy (anthropopolitics) as a multi-paradigmatic, systemic object and subject of research is complicated by the lack of a unified integral conceptual framework and theoretical and methodological foundations, which determines the use, integration, and complementarity of various consistent conceptual anthropo-paradigms and approaches, theoretical and methodological potential of many humanities, social sciences, the entire "sum of anthropology". Considering the maxim that no complex phenomenon can be described using any one interpretation or on the basis of one paradigm, one of the main methodological, research bases for concept design is interdisciplinary synthesis based on a metasystem approach.

At the same time, the state of "negative equality", which is not yet clearly understood by the world elites, means not only the equal significance of every human life, but also the pricelessness of such global goods and achievements as peace, humanity, sociality, and international legal mechanisms for the protection of human rights. Their presence and actual action in a number of states (especially highly developed ones) should not be misleading about their fragility [50]. Closely related to the idea

of "negative equality" is the thesis about the indivisibility of humanitarian security. It implies that it is impossible to isolate ourselves from threats in this direction. If somewhere in the world they have become real from potential ones, then no matter how local the area of their spread, such threats should be regarded as a serious challenge for humanity as a whole. The thesis about the indivisibility of humanitarian security can be supported by extensive empirical material and analysis of the problem of devaluation of the value of human life, which is escalating in a number of countries and regions of the world and has transnational and increasingly global consequences.

The EU's human-centered approach embeds essential values and concepts including trust, security, openness, and inclusivity in strong regulatory frameworks. Deep study of this policy and possible specific features of its gradual implementation in Ukraine seems to be highly relevant task in the conditions of the country' European integration.

One of the conditions for an effective humanitarian policy and encouraging humanitarian space on the scale of the country and its regions is the formation and development of civil society institutions, effective interaction between authorities and non-governmental organizations as representatives of civil society. At the same time, intersectoral interaction is based on the key principles of social partnership, social consolidation of various social strata and groups. The system of connectivity between state and local authorities and civil society institutions is not the conclusion of the consolidation process, but rather a dynamically growing set of socioeconomic and sociopolitical processes and technologies that demand further investigation at this time.

World and in particular European experience shows that the creation of clear, evidently defined, transparent, effectively working relations between the state and the public sector contributes to the involvement of the population in the process of creating and developing civil society, participation in the development and implementation of public and social initiatives, and building closer contacts and principles of feedback in relation to authorities [5]. At the same time, it is necessary to take into account the obvious diversity of the regions of Ukraine in terms of economic, social, and historical-cultural development, as well as take into account the changing social landscape of the country, changes in which became obvious even before the full-scale invasion of the Russian Federation.

2 Materials and Methods

The complex nature of the research subject required the involvement of interdisciplinary approaches. Both general theoretical methods and methods used in special sciences are used. The comparative-historical method, the method of institutional analysis, and the structural-functional method were of greatest importance for revealing the subject of the study.

3 Results and Discussion

One of the main tasks of public administration and humanitarian policy as one of its most important components is to build communication systems that ensure information interaction between government structures and society. This applies to all branches of government, both at the national, regional, and municipal levels. The effectiveness of socio-political communication largely determines the stability and development of various spheres of public life and the effectiveness of humanitarian policy.

The relationship between government and public associations is a rather complex and multifaceted process. Various researchers have proposed different typologies of models of interaction between civil society and the state [2; 3]. A model in a broad sense can be any image of an object or structure, an explanation

or description of a system, process or series of interconnected events. In the humanities, the modeling method is associated, first of all, with the construction of artificial, ideal, sometimes imaginary objects, situations, which represent relationships and elements similar to the relationships and elements of real social processes [54; 55]. Political research traditionally uses mainly conceptual (substantive) models, which are functionally divided into descriptive, explanatory, and predictive. In addition to conceptual models, index models are also used (although to a lesser extent), which operate not with concepts and theoretical generalizations, but with numerical characteristics (a set of specific indicators obtained as a result of observing the phenomenon being studied) [18].

In conceptual models, as a rule, three options for interaction between authorities and civil structures are distinguished: cooperation, ignoring, and confrontation. At the same time, cooperation can be either partnership, implying a certain equality of the parties, or dominant, up to the complete subordination of one party. Each of these options for building relationships between authorities and public associations can develop according to several scenarios, creating certain models of interaction [7].

In partnership interaction, researchers highlight the following models [14; 49; 50]:

- Model of supporting the development of NGOs, or “gardener model”. Bodies of both national and regional authorities adopt regulations that promote the emergence and development of independent public organizations and take specific actions to support the development of such organizations.
- A partnership model, in which government bodies do not try to manage non-governmental organizations, but participate in various forms of dialogue with NGOs, in the form of “negotiation platforms” and other forms.
- “The Architect’s Model”. Civil society organizations shape public policy, proposing an agenda, as well as solutions to certain problems, propose and participate in the implementation of reforms of specific institutions of government, participate in the creation of new government bodies, train and educate government officials.

In interaction based on the dominance of power, the following models are distinguished [14]:

- Paternalistic model. In exchange for political loyalty, government agencies provide certain support for the activities of obedient organizations - by providing free premises or preferential rent, through direct financing and other means.
- “Drive belts” model. The state apparatus views all public organizations solely as transmission mechanisms from the party leadership to ordinary residents of the country, and in this case there is no talk of any independence. “Public” organizations take their ‘rightful’ place as transmission belts under the complete control of the political system leadership.
- The model of ignoring, when the state does not notice the majority of NGOs, does not hinder, but does not help their activities. Such a model can be implemented in conditions of diverse non-state support for the activities of NGOs, on the one hand, and the concentration of power on a variety of political and economic problems, on the other.

Confrontation implies the following models [50; 56]:

- Model of “Fighting the Enemy”. Within the framework of this model, state representatives see independent non-governmental organizations that do not want to “fit into” the paternalistic model as a danger to own power, and try to complicate their activities or even close them down.
- Model of “Civil Disobedience”. In conditions of violation by the authorities of civil human rights and political freedoms, a number of public organizations choose the tactics of civil disobedience - participation in unauthorized

rallies, pickets, and other actions that cause repressive actions by the authorities, thereby actually moving into the plane of political struggle.

The second model - individualistic, liberal - has traditionally developed in Western Europe, the USA, and a number of other countries. It is characterized by the following: 1) recognition that a free citizen is the ultimate source of all state power; 2) priority of the individual in relation to the state; 3) limiting the independence of a citizen by the scope of his rights and freedoms; 4) limiting the state to civil society, minimizing its functions [57; 58].

Currently, according to experts, a third model is emerging - the participatory one. Its main position is the idea of the main function of the state, which is to create, within the framework of the law, a variety of social benefits for all members of society, taking into account the capabilities of each. It presupposes: 1) recognition of the inseparability and contradictory nature of the relationship between the state and civil society; 2) consideration of the state as an instrument for creating and ensuring favorable conditions for the free existence and development of a citizen; 3) compliance with the principles of solidarity and subsidiarity (the state is obliged to take care of the welfare of all citizens, including the disadvantaged) [7].

However, in the current turbulent socio-political environment in both the EU and Ukraine, these models can hardly be observed in their pure form - rather, they are combined, intertwined, and replaced from one model to another in a fairly short period of time.

It should be noted in this context that in reality there is not only a colossal gap in well-being and, accordingly, in the quality and degree of protection of people’s lives in the highly developed and least developed countries of the world, but also such a phenomenon as “devalued life”. The concept of “devalued life” comes from such concepts as “nuda vita” (“bare life”) of the Italian philosopher Giorgio Agamben and “precarious life” (“random”, “uninsured life”) of the American literary critic and feminist Judith Butler. This is a special condition that should not be identified with extreme poverty, although it can be generated by it [11].

The dynamics of social transformations, the labor market, technological changes, political crises, etc., which have accelerated over the past half century, are significantly changing the face of modern society and leading to the emergence of new social strata (groups, communities) [4; 6]. It is worth mentioning a phenomenon that has received critically little attention in modern sociological and political science, but which is nevertheless an integral characteristic of modern societies in many countries, and Ukraine is no exception. This is the phenomenon of precariat.

One of the characteristic features is that the precariat is characterized by specific regulators of social behavior: norms, needs, values, morals. This is expressed in the presence of values of freedom, independence, autonomy and interesting work that corresponds to abilities and inclinations. Another sign is the special way of life of the group [8-10]. This is reflected in the fact that flexible forms of employment are relevant for representatives of the precariat: temporary (seasonal) work, part-time, casual, self-employment (freelancing), etc. Often such non-fixed forms of employment are presented in the form of remote work. According to expert estimates, the group comprises from 30 to 40% of the working population, is limited and deprived of the rights that permanently working employees with guaranteed employment have [17].

The new realities of the second half of the 20th - early 21st centuries demonstrated the fact that in many countries of the world increasingly more people found themselves in a situation that began to be called deformed, shadow, informal (unofficial); in labor relations, for an ever-increasing number of people, not only in the sphere of production, the security of work with all the ensuing guarantees, protection, and confidence in today and tomorrow began to occupy an increasingly important place [15]. Currently, informal, precarious, employment in different

countries of the world covers from 30 to 60% of the working population, and not just the working class [16]. The question arose: can these people involved in different types of labor be defined by one concept? Some researchers have come to the conclusion that this new sociostructural phenomenon should be called "precariat" (from the Latin *precarium* - unstable, unguaranteed) and the word "*proletariat*", which at one time represented a class alienated from the results of labor and subject to exploitation in the interests of the ruling class - the bourgeoisie) [33; 34; 36]. The precariat is a fundamentally new formation, meaning a social stratum that personifies alienation not only from the results of labor, but also from the entire society of significant social groups experiencing special, sophisticated forms of exploitation of their labor, their knowledge, their qualifications, which ultimately affects the quality of their lives [59]. The main indicators for identifying those belonging to the precariat are: precarious, unstable employment of hired workers, regardless of the sector (formal or informal) in which they work, lack/reduction of social protection, job insecurity and, as a result, uncertainty about their own future [1]. Increasing economic turbulence and social instability creates precarious employment, from the employee's point of view, characterized by high risks of deterioration of working conditions, reduction or, on the contrary, an exorbitant increase in working hours and labor intensity, a fall in real wages, and, finally, the loss of the job itself. Thus, the instability of the position of workers in the labor market increases, the structure of labor relations and the labor market changes.

The emergence of the precariat is due to the historical development of capitalism, when a flexible labor market represents an opportunity to reduce social security costs and shift a significant part of the risks associated with labor relations to the workers themselves. The precariat is in a period of formation, as evidenced by the emerging self-awareness of the members of the new class [20-23]. The concept of the precariat as a class has political and social implications. Individual workers in similar working conditions can explain their situations in non-class categories, while class solidarity disappears, and together with it - the possibility of collective action. The class concept can allow workers with different professional, gender, and ethnic identities to join forces and fight for the realization of common interests and demands.

Hence, the question of political subjectivity, of the organization of socio-political movements by the precariat, is relevant and open. If to understand socio-political movements as "a social institution of the struggle for political power, constantly generated by the alienation of human essence and aimed at its removal" [19], and the precariat as the embodiment of the maximum alienation of a person, then the formation of movements (as spontaneous and unstable as and the precariat itself) is only a matter of time. Precarities feel much more acutely that most of the socio-economic problems of modern society are unresolved; therefore, the possibility of a catastrophic social explosion is completely real [52]. A number of experts have already noted that namely the populist revolt of the masses led to the success of many right-wing radical movements and parties in modern Europe [32; 35]. This often is mentioned as an explanation of the victory of D. Trump in the US presidential elections in 2016 and the success of Brexit in the UK in 2015.

The modern world is changing rapidly, and not only in the technical, technological, economic, and political sense. Its social structure is also changing. Marx's idea of classes, which is based on the attitude to property (the means of production) and the place of man in the labor process, does not fully characterize the modern structure of society [24-29]. However, the class structure has not disappeared anywhere - it has acquired a different form and different parameters. And since the previous guidelines disappeared, the search began for new definitions of the social state, which is characteristic of most currently existing societies. Real life requires answering a question that has not only theoretical but also practical significance - what is the social structure of modern society, including Ukrainian?

However, in any case, it is obvious that the growth of the precariat is a symbol of the crisis in the labor market. In this

context, it should be noted that the regional aspects of the implementation of social programs considered by a number of authors, which are, to one degree or another, capable of smoothing out the consequences of job instability and insecure labor relations in the United States for the period from 2007 to 2020, act as one of the explanations for the increasing processes of regionalization observed in the country [56]. The researchers identified two key components of social program execution at the subregional and individual state levels. The first indicates greater regionalization of federal relations in terms of social assistance for the people, which was done without taking into consideration the growing precarization of work in regions with the highest proportion of precariat among the employed [30; 31]. The second aspect, which considers the structural characteristics of the distribution of funding in the areas of education, health care, and social protection of the population, reveals the authorities' attempt to carry out balanced social programming in subregions that are potential centers of "new industrialization" of the American economy. This approach is aimed at preserving and qualitative development of the region's human capital by smoothing out the negative consequences of labor precarization [44].

Considering humanitarian policy in EU, aimed at improving social capital and covering precariat, one should note that, for example, in Poland and the European Union, there are similar trends in terms of employing people on temporary contracts. However, Poland differs from the average EU employment in each age group by up to 10%. An study of data depicting the proportion of individuals employed in the Polish sector on permanent contracts reveals an increased trend from 2007 to 2019. At the same time, there appears to be an increasing share of temporary contracts, mostly fixed-term contracts, in the employment structure [60]. The observed trend is consistent with the changes occurring in the current labor market. The examination of data on the number of people employed in the Polish economy with a contract indicates that between 2007 and 2019, roughly 55% of all workers had a permanent contract. Temporary work and civil law contracts mostly impact young individuals between the ages of 15 and 24. In Poland, at least 60% of employees in this age group work under this type of employment. The EU-28 average for this age group working on temporary contracts is 41% [12].

The overall data for EU are also alarming. Papadakis et al. [37] present statistics showing the risk for EU youth (15-24 years) to appear in precariat category.

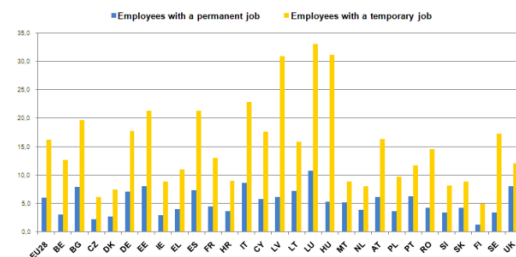


Figure 1. EU28 Member States, In-work at-risk-of-poverty rate by type of contract, 2018 [37, p. 10]

For Ukraine, the data are presented in Figure 2, on the graph showcasing the percentage of informally employed individuals in different sectors from 2019 to 2021.

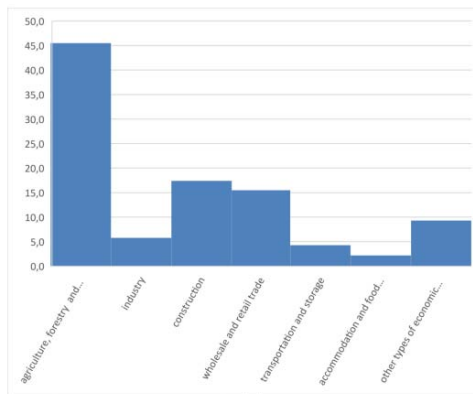


Figure 2. Informally employed population by type of economic activity in Ukraine, 2019-2021 [17]

The problems of precarization, which primarily affect employees working in flexible, lower-paying forms, exacerbate a growing sense of frustration due to the limited opportunities available to those involved to meet some of their needs, which are largely caused by changing society and current trends, the fashion for owning specific products and using certain services [40-43]. Young people have difficulty acquiring more costly flats, and their uncertain employment condition considerably decreases the probability of receiving a loan for real estate purchases.

Generation Y is the most precariat cohort in Poland and other EU nations. The fate of the young precariat is determined by a variety of factors, including origin, education, personality qualities, "misfortune", and life issues; yet, they have a common socioeconomic status, which results in fewer prospects to acquire a "permanent job".

With this in mind, it is widely acknowledged in Poland that, given these tendencies, the Polish government and other state governments should consider adopting steps to curb this problem. In light of these phenomena, the Polish government and its related agents operating in the labor market and social environment should improve how they conduct their information policy in terms of boosting access to information on programs and activities aimed at assisting the precariat change their professional and life situation [12]. Also, Czuba and Muster [13] note that in Poland, as part of the job assistance strategy, educational programs exist that teach the fundamentals of operating a business and securing loans to start one's own. However, survey results show a lack of understanding about the availability of such programs or difficulty in accessing such information. As a result, it would be prudent to propose the establishment of a government portal to promote this sort of information among the precariat.

Within the EU, national policy reforms undermined labor's ability to organize resources, while the retreat of public policy, with cuts in social protection and human capital expenditures, saw welfare transform into 'workfare'. Precarious work manifested itself as not only an increase in (often involuntary) temporary work, but also the imposition of reduced and increasingly unpredictable working hours, low wages, and less favorable working conditions - all of which workers, particularly the young, had to accept in order to remain employed [45-47]. Activation policies fostered in-work poverty among people pushed to engage in low- (or un-)paid precarious occupations, as a strategy to maintain their entitlement to a basic income given the rising conditionality of welfare payments. In this context, policies promoting labor-market arrangements that foster innovation and safeguard workers must not overlook collective bargaining institutions and representation rights, which are critical components of a decent (and non-precarious) work agenda. Such arrangements can guarantee that all workers are adequately trained and qualified, health and safety requirements are fulfilled, and workers are properly rewarded, with employment rights, acceptable working conditions, and

entitlements to maternity, paternity, and parental leave, sick leave, vacations, and pensions [39].

Bearing in mind the process of European integration, Ukraine should thoroughly monitor changes and implementations of EU humanitarian policy, to large extent concerning precariat, and develop own programs based on the EU' experience [51]. In particular, difference in the situation and approaches in the EU countries different by wealth and social structure, appropriate approaches for different regions of Ukraine could be designed.

Meanwhile, as far as Ukraine is concerned, it is becoming increasingly clear that paternalism continues to be an immanent feature of the public and personal life of Ukrainian citizens. Neoliberals categorically deny the role of the state in solving economic problems, central planning and regulation [48]. They characterize a market economy as a free space in which employment, profits, and investment flow without restrictions to where there are no restrictions on capital. They tried to prove that social guarantees for the working class and concessions to trade unions inevitably lead to a slowdown in economic growth, accelerated deindustrialization, and a decrease in production efficiency, that economic development and increased competitiveness are possible in conditions when market principles permeate not only the economy, but all spheres of life of society. Ultimately, this attitude implemented the main goal of the neoliberals - to shift the burden of risks and concerns about public and personal life onto the shoulders of the people themselves, which in the conditions of Ukraine turned out to be unproductive, erroneous, and unpromising. The social policy of the state represents a poorly coordinated set of activities that do not form a system or integrity, which is manifested in the social, labor, and everyday behavior of people (45.5% did not participate in any forms of public life; in a difficult life situation, only 2.1% will address to authorities; 24.9% experience a feeling of helplessness when trying to influence what is happening) [53].

The architectonics and institutional design of the concept of humanitarian policy have a complex polystructure, each element of which is systemic and is part of a "system complex", including: causal, theoretical-methodological, axiological, teleological complexes, as well as principles, main directions, mechanism for implementing the concept, complex high socio-humanitarian "human-oriented" technologies ("anthropotechnics") and a criterion-indicative complex (a system of qualimetry and quantification for assessing the effectiveness of the implementation of the concept and, in general, the humanitarian success of the country) [7].

The category "anthropopolitics" is not institutionalized and not nominated in political science discourse, theory and practice of political and administrative management, however, researchers offer the following formulations [50]:

- In the political and philosophical sense, anthropopolitics is a state humanitarian megapolitics (state anthropological policy), the practical implementation of which creates conditions for free development and self-actualization, self-realization of a person, sustainable, advanced human development, improving the "quality of qualities of the population," the formation of a harmoniously developed personality.
- In a narrow, state-administrative context, state humanitarian policy (anthropological policy of the state) is a purposeful, systematic, continuous and coordinated system of joint activities of national, regional government bodies, and local governments, civil society institutions for integrated and synchronous implementation a set of humanitarian, human-oriented policies (in their unity, interconnection, and complementarity), for the purpose of practical implementation of its strategic goal - creating conditions for the free development of man, the formation of a harmoniously developed personality, improving the "quality of qualities of the population", the development of human potential, the anthropological transformation of the country, forming the foundations of a socio-humanitarian,

human-oriented state, creating conditions for achieving value-target parameters for the success of the country's humanitarian development (the country's humanitarian success).

It should be noted here that the concept of human security occupies an important place in the EU's humanitarian policy. The United Nations Development Program publishes an annual Human Development Index (HDI), which provides a comparative analysis of international human development indicators relevant to human security. It suggests a comprehensive assessment of three characteristics of human development: living a long and healthy life (measured by life expectancy), receiving an education (measured by adult literacy), and having a fair standard of living (measured by purchasing power parity). On average, human development indicators tend to rise and fall with government income. A clear example within the EU is, for example, a comparison of the human capital development indicators of Sweden and Romania.

There is a fine line between keeping people safe inside and outside the EU. We increasingly see a trend in which security measures compromise the rights and freedoms of people who, according to the normative idea of the European Union, need to be protected. Over the years, the EU has developed liberal policies that can protect and ensure the security of individuals and communities within its borders, and the current financial and migration crisis has brought many political, economic, and social aspects of humanitarian security to the fore.

It is very important for Ukraine to study and project both positive and negative experience of the EU in the development and implementation of humanitarian policy, and to work on developing its own vectors of the humanitarian policy, taking into account national specifics on the one hand and the prospects for European integration on the other.

While Western models of civil societies have developed over centuries in an evolutionary way, in Ukraine the model is formed in a matter of decades, or even years. There is no model of civil society in the world that could be borrowed, copied, but it is necessary to form own one, in accordance with country's historical characteristics and national traditions. Consequently, the task of scientists and reformers of the modern management system and humanitarian policy is to find an optimal, harmonious relationship between the state's participation in public affairs and the creation of a set of mechanisms for the relationship between government and society that would not hinder, but rather promote the development of civil society.

In particular, for example, the development of the non-governmental sector leads to an increase in the number of professionally operating organizations that create jobs and attract investments in the social sphere, which can have a beneficial impact not only on the non-governmental sector, but also on the socio-economic situation in the region and municipalities, create more favorable conditions for the implementation of the strategy for the socio-economic development of the region, including within the framework of national projects, regional and municipal programs and investment projects [38]. In addition, the participation of non-governmental organizations in the provision of services in the social sphere can significantly increase the efficiency of using public resources allocated for these purposes, actively introduce innovative social technologies into practice, and attract extra-budgetary investments for the development of social infrastructure.

By examining the extensive material of scientific ideas on civil society, problems of practical interaction between authorities and civil society, the role of the "third sector", as well as intersectoral interaction [49], one can imagine several options for understanding its essence: civil society as an extra-state social reality opposed to the state; civil society as a private sphere of life of people, their associations, different from the state and public spheres; civil society as a public sphere that mediates the relationship between the private sphere (the behavior of individuals) and the state.

The essence of intersectoral social partnership is to establish constructive interaction between three forces operating in the public arena of a country, region, or municipality: state and municipal structures, commercial enterprises, and non-governmental organizations. Representatives of each sector have different opportunities and resources to participate in solving social problems. They have different ideas about the very nature of social problems. But, despite all the differences and the contradictions associated with them, cooperation between sectors is necessary: neither the state, nor business, nor citizens can "alone" overcome social injustice and conflicts. To achieve this model of management and solution of social problems, it is necessary to form such mechanisms of intersectoral social partnership that would correspond to the modern Ukrainian social context and would be effective. By emphasizing the real significance of the humanities paradigm that underpins human capital, it becomes possible to update its understanding through the annihilation of economic reductionism and the establishment of a focus on the completeness and harmonious integrity of human existence.

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DIGITAL TRANSFORMATION OF PARTNERSHIP INTERACTION BETWEEN THE STATE AND CIVIL SOCIETY IN THE IMPLEMENTATION OF UKRAINE'S HUMANITARIAN POLICY: THE EUROPEAN DIMENSION

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Abstract: The article shows that the idea of civil society at the present stage is undergoing serious changes, which determines corresponding changes in the mechanisms and vectors of partnership between the state and civil society. In particular, the object of the study is the socio-political interaction of government authorities and institutions organizing civil society in the landscape of digital transformation. The concepts of digital polyarchy and digital anarchy are analyzed, and the role of humanitarian policy in overcoming negative trends in the interaction between the state and civil society is outlined.

Keywords: civil society; humanitarian policy; humanitarian space; European integration; public management mechanisms; international economic relations; digital means.

1 Introduction

Civil society and the state are socio-political phenomena that are objectively interconnected and interdependent, a tandem in which the leading position should belong to civil society. If the institutions of civil society are insufficiently developed or there are no proper guarantees for the effectiveness of their activities, it cannot be said that there is a true democracy in such a state. The experience of developed countries proves the proportionality of the existence of civil society and the rule of law. Both of these elements create conditions for each other to strengthen interaction, rather than parallel development of society in relation to the state.

In a pluralistic democratic society, where opposing group and individual interests often collide, namely civil structures take on the functions of mediators. The number of organizations and people involved in this area is constantly increasing.

The organizational basis of civil society is the non-profit sector. Non-governmental non-profit organizations become a catalyst for the implementation of feedback between the government and citizens, which contributes to the development of their sense of patriotism, responsibility, civic solidarity, the formation of an active life position, the development of self-organization and self-government. Modern NPOs have occupied a niche related to the provision of social services [38]. They have accumulated significant potential, abilities, and a system of resources (intellectual, material, information, and human), which are used in daily work to increase the efficiency of social technologies, develop new methods of resolving social problems in those sectors of the social sphere where the state cannot fully implement its social function, in particular, the function of implementing humanitarian policy.

Now in Ukraine, at all levels of government, the attention of government bodies is focused on developing forms of ensuring constant partnership interaction with civil society institutions and their legislative consolidation. The state is trying to provide new and develop existing mechanisms for ensuring cooperation with representatives of the non-profit sector in order to effectively resolve issues of socio-economic development of the country and regions. The ideas of developing social partnership based on equal cooperation are becoming prevalent. To effectively implement the provisions of social programs implemented in Ukraine, relations between government authorities, business, and the non-profit sector should be built on the principles of solidarity, cooperation, and partnership in order to optimize joint efforts in this direction. Non-governmental non-profit organizations are not always ready to take on the role

that their foreign counterparts successfully perform in a number of countries. The catalyst for building true democracy with a developed structure of civil society institutions in modern reality is technical innovation and information and communication technologies. In the hands of people, they have become a tool for expressing their opinions on state policy and current phenomena, realizing the possibility of reporting to power structures and introducing civil initiative into life. There is a trend of transition to a new level of implementation by citizens of their constitutional rights. The spread of the Internet expands the rights of citizens by providing instant access to political and legal information, increasing the ability of people to participate in the political decision-making process and monitor the actions of governments. All these processes are aimed at increasing civic activity and legal culture of citizens.

At the same time, the subjects of social partnership are not the social groups or strata themselves, but the institutions that represent the interests of these groups - power institutions and civil society organizations. In accordance with this approach, social partnership is considered as one of the forms of interaction between state institutions and civil society [2]. At the same time, there are pitfalls here. Analyst Vladimir Litkevich talks about the so-called "Ukrainian paradox": "according to various estimates, of the number of officially registered public organizations, about 5% are truly socially active, 90% of whose budget is formed from funds from international donors. According to the Institute of Sociology of the National Academy of Sciences of Ukraine, 80% of Ukrainians are not members of any public organization. Although, according to the formal indicator of the number of public organizations, Ukraine almost does not lag behind the pan-European level" [43].

The interaction of state authorities and local governments with the public remains ineffective due to the lack of transparency of their activities, bureaucratic procedures for this interaction and the low level of mutual trust, which, in particular, is discussed in the national strategies. This leads to a lack of support and to the resistance from society, often - resistance even to urgently needed changes. In the conditions of European integration of Ukraine, this fact can become a serious obstacle. In this regard, first of all, theoretical understanding of the modern paradigm of partnership between the state and civil society in the digital landscape, using humanitarian policy tools to build or strengthen this partnership is an urgent task.

2 Materials and Methods

The fundamental basis for the study of civil society is theoretical and conceptual research. The work used various approaches, including systemic, comparative, institutional, and sociocultural. The methodological basis of the research is such general scientific approaches and methods of social cognition as historical, logical, systemic, comparative, and institutional. The theoretical basis of the work is the generally accepted principles of dialectical knowledge of social reality, processes of social development, fundamental principles of philosophical, political science and sociological sciences.

3 Results and Discussion

The key category for explaining the state of modern society is the concept of "network", which arose and is developing as a purely technical phenomenon. However, since the network permeates the entire social environment, its interpretation solely from the standpoint of computer science is not productive. The approach to the study of social phenomena should be at the intersection of computer science and sociology, since the subject of research is society [25]. The approach of the French structuralists Felix Guattari and Gilles Deleuze, who characterize a society covered by multifunctional connections in the categories of natural sciences, seems constructive [3; 4]. The

network society is compared to a rhizome - the structure of the root system, when the taproot is replaced by many chaotically intertwined shoots that are unpredictable in their development. The rhizome is an image of the modern world of the postmodern era - polycentric, asymmetrical, and disordered [1]. The task of a social theorist is to comprehend the qualitatively new state of social communication and the role of humanitarian policy as a connecting link in the partnership between the state and civil society.

Digital society is characterized by the development of interactions in networks, the transition to networks of institutions and practices, which leads to a global complication of the social system. Closed hierarchical structures are replaced by the network principle of organization, which is more flexible, open and mobile. While classical social institutions are based on a formal hierarchy and relative stability of role functions, their network organization is based on unfixed leadership, autonomy of parts, and creativity [19].

In turn, government agencies are actively involved in the digital environment through the creation of e-government, designed to fill the gaps of representative democracy, provide civil society with negotiating power and influence the political agenda, being informed about the state of affairs in government. Such a political model should ideally help achieve consensus between government and society [5-7]. Electronic participation goes beyond the political sphere and involves the use of Internet services to inform citizens and engage them in decision-making. Online mechanisms for dialogue with citizens allow authorities to take into account public opinion and dynamically respond to public requests [39-42]. Through online work with citizens, the state has the opportunity to develop a new agenda in public policy, as well as control lower levels of government. State Internet projects also have a symbolic meaning, since they help increase the legitimacy of the political regime and indicate that the latter "hears" society and takes it into account in decision-making [10]. Social networks objectively help to increase civil society's awareness of the state of affairs in government bodies and lead to a reduction in the information vacuum between society and government [17].

Meanwhile, information and communication technologies bring not only positive colors to the palette of relations between the state and society. Free communication challenges traditional power relations based on the idea of a hierarchy of social institutions and the desire to maintain this unification [9; 14; 21]. The connection between people, which it creates, lays the foundation for alternative social mobilization, expressed in protests and other forms that increase the conflict nature of the social system. As a result, free interaction in networks is combined with strict measures of control over civil society and the actions of its activists in the virtual space [11; 12]. Public authorities seek to control public discussions, supporting relatively "safe", and often not the most mainstream, topics, trying to stimulate economic activity, while limiting the political potential of the virtual space. In addition, technologies for transmitting information using social networks are often used to manipulate public opinion: there is a shift in emphasis in the perception of the surrounding world from scientific, educational, and cultural to entertainment and reference, which gives rise to a superficial perception of information [23; 24; 28]. In turn, this superficial perception often leads to the formation of a chimeric "enemy image" and the radicalization of public sentiment. In particular, alarming trends are observed in the EU and the USA in the wake of a sharp increase in far-right extremism (see Figures 1-2).

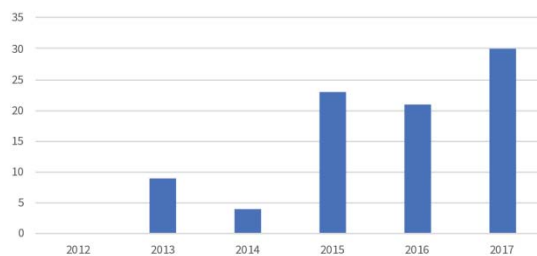


Figure 1. The rise of extreme right-wing attacks in the EU, 2012-2017 [26]

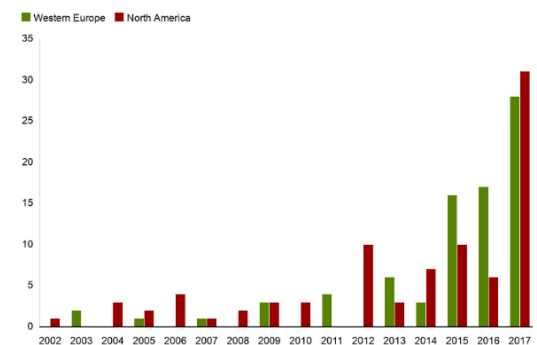


Figure 2. Far-right extremism incidents in EU and U.S. [13]

The concerns expressed by J. Habermas at the dawn of the digital society regarding the potential conflict of power-social relations are confirmed in research in recent years conducted by both social theorists and international organizations. They concern a new format of relations between government and society in the context of network interactions. In political science research, this phenomenon is called "digital (or electronic) authoritarianism" [31], the essence of which is that by developing network interactions and allowing relatively free communication online, government institutions strive to increase interference in these processes. In the Internet space, public authorities perform the function of not just a participant, but also a regulator. Not only authoritarian or conditionally democratic countries (China is recognized as the leader of digital authoritarianism), but also such well-known "flagships" of democracy as the USA and EU countries are trying to control network interactions, sometimes limiting them. Manifestations of digital authoritarianism include the fight against "fake news" by tightening national laws and blocking Internet resources, as well as creating systems for controlling personal data.

It is important that the creators of such digital authoritarianism view it not simply as the "all-seeing eye" of a new state, armed with technological innovations that actually destroy personal freedoms and the inviolability of personal life [32-37]. They offer a positive interpretation of this phenomenon, believing that the new state, according to the "top-down" scheme, includes certain groups of citizens in public and social progress. This ensures both economic growth and the involvement of outsider, lagging groups in the country's success [30]. The social rating is interpreted as a new social elevator, as an opportunity for citizens to gain access to public goods. This is a new interpretation of inclusive economic growth precisely through state control over the actions of citizens, based on new technological capabilities [8]. This is a kind of perverted form of humanitarian policy, humanitarian policy "with a minus sign".

According to the information from Freedom House, an American non-governmental organization used to compile the Internet Freedom Index, online freedom has been steadily declining throughout the world over the past decade. Thus, the Freedom on the Net report dated November 5, 2019 indicated that global Internet freedom has been steadily declining since

2010, and social networks, instead of providing equal conditions for civil discussions, are becoming a tool of social and political control. Of the 65 countries assessed in 2019, a decline in Internet freedom was observed in 33 countries. It has been most visible in Sudan and Kazakhstan, where the overthrow of presidents has led to widespread blocking of social media platforms, disrupted internet connectivity and widespread use of electronic surveillance to restrict freedom of expression. In 26 of 30 countries, evidence of interference in digital elections was found: manipulation of online discussions, restrictions on access, punishment of political opponents, etc [44; 45]. In 20 countries, social networks and communication applications were blocked in the run-up to elections or during periods of civil unrest. The report also showed a decline in Internet freedom in the United States, where, despite a dynamic and censorship-free online environment, there was increased public scrutiny by law enforcement and immigration authorities, increased monitoring of social media platforms, and manipulation of content. At the same time, Iceland is recognized as the world's best defender of Internet freedom, where almost universal communications have been established and user rights are protected [22].

In Ukraine, which is a candidate for joining the EU, not everything is going smoothly in this regard. In particular, after February 24, 2022, a significant part of the interviewed media professionals said that their employment had violated their right to free speech and information after February 24, 2022. Journalists most frequently reported censoring of prepared materials or prohibitions on publishing particular information (22%) and rejection of accreditation (17%) as well as authorities' failure to disclose socially significant information (51% of respondents). When journalists admitted the existence of censorship, they often claimed that media owners and different state or municipal authorities were responsible for it [20]. Even more surprising are recent statements about initiatives to legislatively prohibit the Telegram messenger, which has a huge audience in Ukraine.

However, technology provides fundamentally new opportunities for civil society. It is interesting that China, having set an example of building digital authoritarianism, also showed its direct opposite - how technology can serve the protest of civil society against the state. It is about months-long protests in Hong Kong (with all the significant reservations, this is still the territory of the People's Republic of China). Moreover, we are not just talking about resistance to technological innovations (such as the use of masks to block video recording capabilities); what is much more interesting is the use of technological innovations by society itself, primarily in the field of communications [47-51]. Social networks and instant messengers are actively used to organize mobile protest activity: a rally of several tens of thousands of people can be assembled in just a few hours. Social networks are becoming an alternative source of information and a way to quickly and efficiently deliver it to consumers.

It is not surprising that new protest movements are forming in various countries and regions and an anti-establishment agenda is emerging. New ways of fundraising and financing protests are emerging. In addition, if the state tries to control society with the help of new technologies, then society, with the help of the same modern technical means, seeks, in turn, to control officials. New concepts of the dominance of civil society are emerging. A number of experts call them "digital polyarchy" [15].

In its extreme form, "civil techno-optimism" manifested itself in the form of the concept of the uber-state. This is a model of public administration in which the state acts as an intermediary between the citizen and public services, while the citizen has the opportunity to control the progress of the process and evaluate the quality. In essence, "a citizen can "call" the state like a taxi in a situation where he needs government services. Otherwise, he simply "does not see" the state" [29].

This is a kind of "project" of digital anarchy, which has its own adherents. In the debate between digital polyarchy and digital authoritarianism, this third path of "digital anarchy" should not

be forgotten. It is no longer about the formation of a new civil society, but about the chaotization of political life, again, with the help of modern technologies [62]. Modern network movements set the task not so much to control the state but rather to organize protests and riots. A person becomes the object of unprecedented information manipulation. Fake news can be generated literally at home. Special technical solutions have appeared - Deepfake fake news generators, Telegram bot constructors, and other easily accessible new products. A person "processed" in this way is much easier to involve in protest activity. In addition, before our eyes, electoral technologies are radically changing. [52-56]. Targeted manipulations, the so-called data-driven campaign, computer psychotyping and psychometrics allow the most unexpected politicians to win elections. This becomes a challenge to both the state and society and works to chaotize politics, which, however, generates a demand for a return to the dominance of strong political structures, again spinning the spiral of social development. Thus, in each country the questions still remain open: in what direction will technology shift political development? Will the course towards digital polyarchy prevail? Will a new authoritarianism take over, or will the tendencies of a new anarchy become ever stronger?

Technologies theoretically make it possible to return even the topic of direct democracy to the agenda. Earlier, it used to be believed that direct democracy was impossible for technical reasons - it is difficult to hold permanent referendums in large countries if voting takes place using printed ballots. Today there is a technical opportunity to constantly contact society to find out its opinion [63; 64]. So far, technologies are being tested at the level of electronic voting, but this is already a question of the speed of technical progress. A much more difficult question sounds as follows: is modern society ready for such fundamental changes? Moreover, there is an increase in the number of human manipulations using the same new technologies. We have entered the era of fake news, online manipulation of political behavior, and digital populism, which implies the involvement of new participants in the political process through communication on social networks and sending campaign materials via instant messengers [65-67]. To apply digital populism, hierarchical political organizations are not needed; it is aimed primarily at situational participation in the political process.

Thus, there is an obvious need to revise the paradigm for integrating digital solutions into the processes of partnership between the state and society, as well as the very principles of this partnership. The "cement" of the partnership should be a humanitarian policy aimed at the comprehensive development of a person, each individual as an element, a "building block" of the country's social capital.

By expressing those private interests that have not fallen into the orbit of state policy or are not taken into account by it, civil society thereby opposes the state. But the meaning of this opposition is not to "annihilate" public power, but to force it to pay attention to these interests and express them in state, that is, public policy [27]. Consequently, the interaction involves not only opposition to the state, but also cooperation with it. Therefore, smart power is interested in civil society, because it signals to it that there are some private interest groups that claim a place in public politics.

Civil society, expressing the real dynamics of the "life world", constantly introduces elements of imbalance into relations with government structures. Namely this energy of real life does not allow the state to become isolated in its own bureaucratic virtuality. Due to this dynamics of interests and needs that do not fit into established norms, procedures and rituals, there will always be contradictions in the relationship between society and the state [18].

The constructive oppositional confrontation between the state and civil society does not at all indicate that civil society represents a positive pole, concentrating the democratic principle, while the state is a negative pole, burdened with

authoritarian-bureaucratic perversions [57; 60]. The illusion that civil society is always a “good society” must be abandoned. It is what citizens are like. Its condition and role in each country are determined by historical characteristics and traditions, the level of political culture of the population and elite. The appearance of civil society and the degree of its development depend on whether the country is democratic or has strong authoritarian traditions. In a word, civil society is an inseparable part of *socium* and therefore functions and develops as its component [16; 18]. Consequently, one should talk about interaction in which not only civil society becomes the basis of democratic statehood, but also the rule of law, representing public interest, protects human and civil rights from all kinds of deformations in the structures of civil society, in particular from the manifestation of anarchic aspirations.

Democratic social systems typically create space for legal forms of civil disobedience and develop mechanisms for constructive responses to acts of civil disobedience. When the framework of legality strictly limits the expression of protest sentiments in acts of civil disobedience, then conflicts arise that can undermine the political and legal stability of public life [61]. The important question is: How to prevent this? Of course, the formation of a mass political and legal culture that includes respect for the rule of law, including on the part of those who express civil disobedience, is of great importance. Of no less importance, however, is the civil responsibility of the authorities, their ability to keep its finger on the pulse of life and promptly capture the impulses emanating from it to improve existing laws and adopt new ones. Digital solutions are an indispensable tool here. To form an active civil society in the digital field, it is necessary to develop digital mechanisms for interaction between government agencies and non-governmental organizations.

The humanitarian sphere of society, being a strategic resource for ensuring the national interests of the country, creates and increases its spiritual, intellectual, and economic potential, in general acts as the cultural foundation of society, as a kind of genetic mechanism for transmitting accumulated social experience, thanks to which the full-scale implementation of the essential powers of man, originally inherent in him by nature itself, becomes possible. A change in the target component of the humanitarian sphere of society leads to the formation of a new type of integrity, focused on the assimilation of modern achievements of science and technology. The strategic goal of such integrity is to prepare and ensure the functioning of an educated and comprehensively developed intelligent person who knows how to improve himself, “build” harmonious relationships with other people, nature, and the world.

The implementation of a large-scale program to modernize the humanitarian sector in recent years has led to significant results. At the same time, the pace and depth of transformations in this area do not yet fully satisfy the needs of society, the state, and the individual.

We believe that these problems need to be divided into at least two large blocks:

I. Legislative support for the transformations taking place in the humanitarian sphere, the definition of mutual responsibility and relations in the triad “society - state - humanitarian sphere”, supplementing it with another link, which can be conditionally called the “consumer of services provided by the humanitarian sphere” in the broadest sense of this concept. In parallel, this structure should be supplemented by other system-forming ones (organization of personal life in accordance with democratic values, features of the new economy, modern scientific and technical achievements; ensuring the availability of high-quality modern education throughout life for all citizens, etc.) supporting (financing), accompanying and other elements, the role and significance, as well as the functionality of which must be uniformly ensured throughout the state.

II. The actual humanitarian component processes (updating the content of science, education and the base of elements of the humanitarian sphere, introducing information technologies,

introducing new economic and managerial development mechanisms and personnel training) today must proceed in accordance with the laws in force in the country, providing a unified legal field for activities. And the adoption of these laws is a task of a general political and national level, in the solution of which all citizens of Ukraine, public organizations, teachers, political leaders and economists, the scientific and cultural community, and local governments should take part [46]. Civil society should take the leading role in this process, and the state should become a real guarantor of the availability of humanitarian services for all citizens of the country while maintaining and improving their qualities. The formation of civil society in the country, a democratic and social state will consistently continue, which means we can confidently talk about favorable prospects for solving this problem in the humanitarian sphere [58; 59]. In such conditions, it itself becomes a guarantor of social cohesion, an effective factor of national unity and social partnership, a factor in the revival of spirituality and ethnic self-awareness with the simultaneous awareness of world identity and high civic qualities of the younger generations, that is an important factor in the positive movement forward of the social process, the enduring value of any society and civilization.

The implementation of these priorities can be effective only if to rely on ensuring the evolutionary development of the humanitarian sphere while preserving all the positive achievements of the previous stages. The humanitarian sphere, being a kind of “mirror” of socio-cultural processes and the most important sphere of social reproduction, acts as a transformative force, the sphere of formation of “human capital”. It not only records the nature of the changes taking place in society, but also determines its future appearance, defines it, while at the same time remaining in direct connection with social processes. Therefore, the nature of the socio-economic development of society naturally leaves its mark on the system of humanitarian values as a whole and on the activities of its institutions.

Humanitarian policy in this context takes on the character of a kind of “social goodwill” of the state - no less important parameter than welfare, economic power, and the level of digital transformation. Namely this goodwill determines the quality of the country’s social capital, and, therefore, its competitiveness and sustainability in today’s turbulent world. Social “goodwill” should be the result of synergy in the partnership between the state and civil society.

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DIGITAL TRANSFORMATION OF THE CONSTRUCTION OF PARTNERSHIP INTERACTION OF THE STATE AND THE IMPLEMENTATION OF HUMANITARIAN POLICY OF UKRAINE IN THE LANDSCAPE OF EUROPEAN INTEGRATION AND INTERNATIONAL ECONOMIC RELATIONS

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Abstract: The article makes an attempt to comprehend the place and role of humanitarian policy in today globalization landscape, in particular within the framework of economic diplomacy. The experience of EU in designing approaches to construction of state partnerships in development of social capital as the core of humanitarian policy is analyzed and prospects for Ukraine are outlined. The role of digital means (ICT) in humanitarian policy is considered, based on penta-helix paradigm.

Keywords: civil society; humanitarian policy; humanitarian space; European integration; public management mechanisms; international economic relations; digital means.

1 Introduction

The causal complex that determines the relevance of the design and implementation of the concept of modern state humanitarian policy (anthropopolitics) as an integral part of the concept of the country's humanitarian development strategy, its socio-humanitarian (anthropological) transformation, one of the most important mechanisms for the formation of a human-oriented state, has multiple causation. The humanitarian sphere of society, being a strategic resource for ensuring the national interests of the country, creates and increases its spiritual, intellectual, and economic potential, in general acts as the cultural foundation of society, as a kind of genetic mechanism for transmitting accumulated social experience, thanks to which the full-scale implementation of the essential powers of man, originally inherent in it by nature itself, becomes possible [12].

A change in the target component of the humanitarian sphere of society leads to the formation of a new type of integrity, focused on the assimilation of modern achievements of science and technology. The strategic goal of such integrity is to prepare and ensure the functioning of an educated and comprehensively developed intelligent person who knows how to improve himself, "build" harmonious relationships with other people, nature, and the world.

The actualization of the role of the state's humanitarian policy at each stage of development is due to ongoing socio-economic changes that are associated with the development of civil society with an effective economy in the era of the post-industrial information technology revolution. At the same time, the advancement of society is associated with fundamental, permanently present changes in all substructures of a given society. As historical experience shows, these changes concern, first of all, the person himself, and in connection with the entry of society into a new round of its development, the danger of anomie appears (E. Durkheim). In conditions when elements of instability appear, in some directions even leading to the risk of chaos, the role and significance of the elements that form the core of the humanitarian sphere (science, education, culture, etc.) as a complex and unique deterrent factor increases significantly.

New times pose new problems, old priorities become a thing of the past and new ones appear. The humanitarian sphere contains the core of priorities that do not change depending on political decisions and economic turmoil. Namely they determine its

strategic direction, content, forms of organization and dominant methods [47]. The experience of state development shows that the easiest to implement are those that affect the area of organizational and management policy, which, however, does not mean that they are problem-free. Often, the successful functioning of the modernized components of the entire system depends to a large extent on their implementation.

In modern conditions, the policy of the Ukrainian state in the humanitarian sphere should be based both on general trends in world development and analysis of the entire path traveled, and on the state of national experience in new and very unpredictable conditions of the country's socio-economic development, against the backdrop of the landscape of digital transformation of the construction of state partnerships in the process of European integration and international economic relations.

2 Materials and Methods

The methodological basis of this study is a set of modern methods of political science analysis: structural-functional, sociocultural, institutional, network, neo-institutional, comparative, etc. Modern concepts of international economic relations, in particular, economic diplomacy, were also used in the research process.

3 Results and Discussion

Interaction between civil society and the state according to the type of social contract is based on the division of spheres of activity. In a modern state, it is quite difficult to define the boundary between public (societal) and state spheres of activity. The need to increase the efficiency of government activities is one of the reasons for the combination of government and society activities in some areas of social relations, which in this case become areas of interaction between civil society and the state. Moreover, the boundary between the societal and state spheres of activity in a modern state is very dynamic. The dynamics are manifested, on the one hand, in the 'nationalization' of certain areas of activity, on the other hand, in the delegation of certain powers to society in areas of state activity. One of the most important connecting links in this case is humanitarian policy, partnership and stakeholder interaction of the state in the process of implementing this policy, including in the landscape of digital transformation.

In addition, the development and implementation of domestic humanitarian policy is impossible without taking into account the realities of international economic relations, due to the continuous processes of globalization and regionalization, and the growing interconnectedness of national economies. This is especially important for Ukraine in the context of European integration.

In connection with globalization, states are faced with the problem of determining their role in this new, increasingly interconnected world, and diplomatic services are faced with the need to adequately respond to these challenges. One of the pressing issues of modern diplomacy is the role of economic problems in it: business, trade, finance, information technology, etc [3; 4]. The ultimate goal is to create, through economic diplomacy, a global economic environment that is conducive to the international operations of domestic companies and helps strengthen the country's position in the world market. This, in turn, is hardly possible without a competent humanitarian policy creating strong social capital.

Thus, humanitarian policy acquires the features of a certain function in which independent but interrelated variables are the level of digital transformation, the country's place in the system of international economic relations, economic diplomacy, and

the progress of regional integration (for Ukraine this is European integration).

It should be noted that the more or less recognized formulation of the concept of "economic diplomacy" dates back to the last decades of the 20th century and represents a fusion of all components of international relations and diplomacy, including economic and social, legal, military, intelligence mechanisms for managing society, its international economic assets, as well as foreign assets admitted into the national economy [6]. It is also important to note that this period is characterized by the formation of a new quality of economic diplomacy, since only over the last quarter century the economic component of the world community has created conditions for the progressive acceleration of the global economic process: from direct servicing of current and partly prospective interests of national trade and other business sectors to management these processes at the national level, and through cooperation mechanisms - also at the international and even global levels.

It is about a new stage in the evolution of multilateral economic diplomacy, associated with an increase in the number of multilateral structures in the world, an increase in the number of countries participating in them, the expansion of areas of activity and the complication of their organization, the improvement of decision-making mechanisms and conflict resolution, and increased transparency and publicity of work.

The economic component in all areas of public life has grown immeasurably over the past decades, and the power, authority and, finally, the degree of activity of a particular state now depend on the scale and, what is especially important, on the efficiency of the national economy [55; 56; 58]. The economic factor has become an integral element of national interests and, accordingly, national security, and the way in which this economic component enters the structure of national interests and national security has largely begun to determine how viable the democratic system of a given country is [8-11]. Moreover, today the world is experiencing not only globalization, but also, as, its most important stage, economic regionalization, in the process of which countries subordinate their foreign policy activities primarily to joint economic interests.

At the same time, the strategic priorities in the development of the world economy are the reproduction of human potential, increasing investments in its development, as the most important indicator of ability of individual countries and the world community as a whole to respond to the challenges of modern production using the means and methods of economic diplomacy [15; 16]. Thus, humanitarian policy and its effectiveness become of great importance.

It should also be noted that the involvement of new participants in the process of economic diplomacy, which involve public entities, including private business, and also sectoral variations of economic diplomacy appear in accordance with "sectoral problems" that are global in nature: energy, environmental, food, etc. As for private diplomacy, on the one hand, it is constructive, since it allows private business to solve some problems most successfully (for example, the environment protection), but on the other hand, there is a danger that it can turn economic diplomacy into a 'hostage' to the conflict and therefore it is necessary to harmonize international mechanisms in the legal regime [5]. Thus, partnerships of the state with civil society, with various stakeholders, are characterized by a critical need. One of the mechanisms directly involved in building these partnerships is humanitarian policy.

As a result, the scope of economic diplomacy includes solving the following main tasks [52; 59]:

- Providing the best, most favorable conditions for the participation of the national economy in the world economy in order to increase the share of the country in the world economy;
- Political assistance to domestic business in its activities abroad;

- Compliance with national interests and ensuring national security;
- Creating the best conditions for the development of the human potential of the country.

When considering the essence of economic diplomacy, it is no longer enough to simply talk about the "economization" of politics and the "politicization" of the economy: both of these phenomena have been transferred to the area of managing social processes, including solving social problems and developing human potential.

In this context, we fully agree with the authors who claim that "it is important to turn the pyramid of determination over, move from a society of economic determination, which generates alienated forms of relations between people, human helplessness in the face of impersonal social structures, information manipulation, to post-economic determination, when the goal of social development will be the development of man himself" [2].

Expanding the control capabilities of society over government agencies is the most important priority in the tasks of civil society [31]. Already formed institutions of civil society in Ukraine need to: provide all possible assistance in ensuring transparency and openness of the activities of government agencies, and first of all, law enforcement agencies and courts; defend the rights and legitimate interests of citizens; contribute to the promotion of initiatives to defend public interests during the formation and implementation of public policy; use all forms of public discussion of issues of important public importance; identify negative trends; investigate facts of violation of the legal rights of citizens, which are established by the norms of international law and domestic legislation.

At the same time, attention should be paid to the existing real problems in the activities of civil society institutions: insufficient development of the legal framework; the obvious reluctance of many government officials to cooperate with public organizations; lack of competent personnel to support the activities of local organizations and insufficient funding.

Civil society, compared to the state, to a much lesser extent strives to be involved in globalization processes. This situation is determined by the fact that society is not always able to accept the cultural and legal standards that globalization brings with it, since society is committed to preserving sociocultural and legal values that have developed over many centuries. Meanwhile, an effective humanitarian policy should lead to the construction of an integral system based on the development of social capital and having appropriate inputs and outputs (see Figure 1).

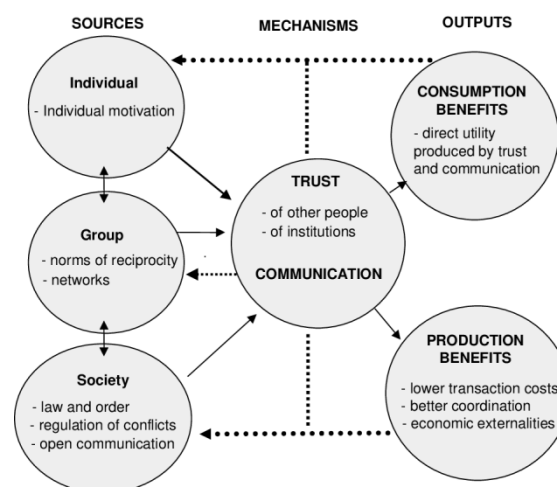


Figure 1. Sources and outputs of social capital [46]

Globalization is a two-way process. On the one hand, thanks to globalization, significant increases in productivity and production efficiency are possible. On the other hand,

globalization deepens social inequality and destabilizes existing relations in society. However, thoughtful humanitarian policies, harnessing the potential of digital tools and the inclusion of social capital in international economic relations can smooth out inequalities and contradictions.

It should be noted that today the role of social capital is significantly increasing [32; 33]. This type of capital is increasingly influencing the economic development of not only individual firms, but also regional structures, as well as the country as a whole.

The concept of social capital combines the advantages of neoclassical and neo-institutional approaches.

Within the framework of the neoclassical approach, the theory of social capital is a further development of the theory of human capital [19-22]. The analysis of social capital is carried out similarly to the analysis of physical capital. The dominant aspects of this approach are investment aspects, as well as the rates of return on the type of capital under consideration.

The neo-institutional direction considers social capital as one of the ways to develop the social structure of society in the paradigm of rational human behavior.

Social capital is one of the important components of the modern economy, including at the international level. In the economic sphere, social capital is a system of recognized norms, rules, beliefs, relationships such as understanding and trust, formed within local economic communities, contributing to more effective economic activity of subjects belonging to these communities [30].

Social capital is formed at all levels of society - at the micro-, meso-, macro-, and global level. In the context of globalization, social capital at the macroeconomic level plays a huge role, i.e., the one accumulated and used within individual countries competing on the world economic arena and mobilizing all internal reserves to maintain or strengthen their positions in the competitive struggle.

A country's ability to win competition with other countries in various areas directly depends, first of all, on the social capital of its business elite and senior government leaders [45; 49]. But it is determined (like any other capital) by the general level of socio-economic development, culture and traditions of the country as a whole.

Social capital formed in a country influences its economic development, acting as one of the important factors of economic growth and determining the country's position in international economic relations.

The foundation of the modern economy and society is digital communications, and we are living in the information era, sometimes known as the digital age. Beyond only digitalization, digital transformation drastically alters social structures and organizational frameworks [23; 24]. Digital transformation can only be implemented by individuals who possess the necessary information, abilities, and drive to use ICTs. When individuals utilize ICTs to live the lives they choose, human capital is considered as the key to effective digital transformation because it can drive sustainable growth.

Digital techniques are beginning to be recognized and applauded as useful instruments for outreach initiatives such as community involvement [53; 57]. Assessments of the effects of digital public engagement on social capital are still rare; yet, discussions on the effects of digital technology in various forms of communication on social capital highlight significant issues that planners should take into account.

According to Aghladze [1], FDI inflow is favorably impacted by the social capital of host nations, which takes the shape of trust and social interactions. We build these linkages on the idea that the investment environment is shaped in part by a society's endowment in social capital. Social capital is said to have

several dimensions. It is understood to be associative engagement, civic standards, perceived corruption, and trust. Since the social embeddedness of economic activities is the defining characteristic that can shape the perception and behavior of the economic agents, and since the regulative dimension is the key determinant of high quality-institution, it is particularly relevant to the primary concerns of foreign investors regarding rule implementation and legal protection of proprietary assets, the research interest in FDI inflow as an economic activity is focused on trust and associative activity as well as regulatory quality [1]. Drawing on the theory of social capital, we contend that, under other favorable circumstances, national markets would prove to be the best places for foreign direct investment (FDI) because they are surrounded by a friendly community that is based on associational activities and trust.

As a "manageable act of faith in people, relationships, and social institutions", trust is a fundamental element of social construction. It has long been believed to be necessary for the majority of social interactions. We identify two specific benefits of trust in its positive impacts on FDI: a cooperative business environment and a reduction in transaction costs [25-27]. These benefits are viewed from the research on the effects of social capital on economic development and the numerous lines of research documented in the international business literatures.

The most current study confirms earlier results that complex social issues cannot be solved easily by cross-sectoral cooperation [18]. The establishment of cross-sectoral collaboration among public managers and policymakers is primarily driven by the ability to disperse risks and offer more effective management when corporations, non-profit organizations, and governmental partners are involved. Nongovernmental partners can help design and carry out humanitarian policies by offering their skills, financial resources, and technical connections.

Foreign investors can profit from associative activity's good effects in a variety of ways. First, a national market with strong individual connection provides a useful substitute source of market data. Accessing market information is crucial for foreign investors because they often suffer from the "liability of foreignness", which means they endure the risks in foreign markets without having sufficient and timely access to local market information [28; 29]. In addition to other official channels of communication, a market with high levels of associative activity is appealing because it provides alternative, unofficial access to local market information. The value of associative activities as social resources is the second advantage. Higher levels of associative activity show themselves in a society's stronger relational capital. Due to the high degree of associative activity, international investors can profit from the simple access to this unique social resource, which may help in the identification of talent and verbal promotion of goods and services.

The effect of regulatory quality on the trust-FDI relationship within and across social systems, regulatory institutions are collections of resources and regulations that are maintained throughout time and place. It is one of the three main "pillars" that support social structures. A well-functioning, high-quality regulatory environment is created when laws and regulations are created and successfully implemented to guarantee the stability of business dealings and social order [40-43; 54]. By laying the groundwork for social capital to grow, effective regulatory frameworks have an impact on the social capital impacts on foreign direct investment. Economic exchanges are a part of reciprocal social ties, but they cannot be solely dependent on social resources since a lack of regulations creates the possibility of opportunistic conduct, which creates uncertainty for both social and economic exchanges.

Taking into account the components of the nation's sustainable competitiveness in global trade (natural capital, social capital, intellectual capital, and governance effectiveness), a framework known as Penta-Helix stakeholder management can be proposed,

which includes a flow chart for innovative social capital management as a first step (see Figure 2). According to the Figure, a value of 100% denotes an absolute requirement, whilst low values indicate the specific economic sector's reaction and technological capability (for example). In particular, the natural capital necessity is $\approx 41\%$, the social capital necessity is $\approx 41.6\%$, the intellectual capital necessity is $\approx 45.6\%$ and finally, the governance efficiency necessity is $\approx 44.25\%$ [13].

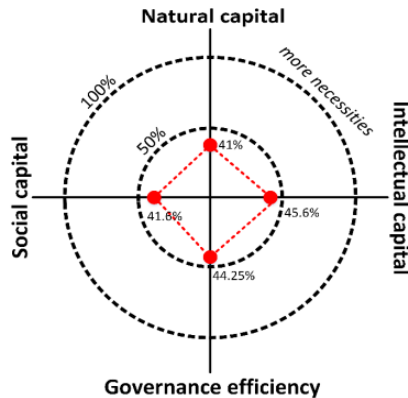


Figure 2. Necessities radar of the industry considering the elements of sustainable competitiveness [13]

It is also crucial to note that managing the penta-helix model is more challenging than managing the triple- and quadruple-helix Models. Nonetheless, it is the most efficient, as can be seen by following this model's development.

The triple helix theory and quadruple-helix theory are two fascinating stakeholder models that have been built upon and expanded upon by the penta-helix draft. The triple helix hypothesis is composed of government, business, and academic institutions. It is augmented by the interests of other stakeholders, including communities or society at large. The public sector, or government, gets revenue from the collection of taxes, and then companies that produce goods and services via innovation and research come in second. Two other partnership theories are the "iron triangle" theory and the "framework coalition advocacy", or AFC theory. The iron triangle theory is based on this concept. Legislative, executive, and interest group influence are three main variables that support the continuation of governments, according to Tonkovic et al. [51]. This theory's central tenet is that bureaucracies always aim to outperform other kinds of organizations in terms of strength. Currently, the most influential interest groups are business and industrial associations, which act as the party's executive and legislative lobbyists. The stakeholder model of interest has reached its ultimate form: the penta-helix. As science and technology approach the three-dimensional realm including previous models seen as having influencing potential and needing to be taken into consideration when stakeholder interests are at issue, the fifth area of attention is the media, which is well beyond the penta-helix [44; 48].

Partnerships are established by a series of actions leading to the mutually accepted values of accountability and trust. A common vision, values, objectives, risks, rewards, sources of contribution, power, control, and learning are the cornerstones of a partnership. It is an instrument or approach that must be used, requiring analysis of the institutional environment [50].

According to Björk [7], penta-helix models are a useful cooperative approach to social innovation. This kind of collaboration encompasses public and private sectors, educational establishments, nonprofit organizations, and individuals [7; 14; 17].

In this regard, it is particularly important to highlight the close relationship between the social innovation agenda and the social investment approach in humanitarian policy, as both suggest a shift in the way services are provided and policies are

formulated. ICTs play a dual role in this process, enabling and changing the game by presenting fresh and creative ways to provide services, putting the needs of the citizenry first, and providing a customized experience. Thus, cost effectiveness is increased and well-being and quality of life are enhanced, particularly for those groups most at risk of marginalization or exclusion from full participation in society [34; 39].

The EU-adopted model states that welfare systems really have three basic roles that they must fulfill as a consequence of competent humanitarian policy: 1) social investment; 2) social protection; and 3) economic stabilization. Creating new concepts (i.e., goods, services, and models) and solutions that outperform existing ones in terms of effectiveness, efficiency, and sustainability would better fulfill all three of these roles, especially when it comes to the context of international economic interactions. Said another way, social innovation is required to restructure European welfare systems [35; 37]. Therefore, while Ukraine is in the active process of European integration, this concept should be followed at the national level.

State management mechanisms implementing social investment in the humanitarian sector rely on social innovation to deliver solutions that outperform the status quo or current options. Finally, social innovation can contribute to economic stabilization by fostering interaction amongst various stakeholders and boosting social capital and social cohesion. It can also increase the productivity of social protection systems through organizational reform and procedural simplification (as it was mentioned above, predominantly based on penta-helix model).

The expanding array of creative solutions based on information and communication technologies (ICTs) also contributes to the potential of social innovation. The promotion of social investment policies benefits greatly from ICT-enabled social innovation because ICTs digitize social service processes, lessen the fragmentation and duplication of social services across organizations and nations, and help to make services more proactive and accessible at the point of need [36; 38]. Furthermore, ICT-enabled social innovation offers a chance to include individuals directly in the planning and administration of the entire social services process. Simultaneously, social innovation and social investment are distinct but connected ideas. Social innovation, and ICT-enabled (based on the use of digital means) social innovation in particular, represents the enablers and drivers for social change, more equitable economic development, and potentially shared prosperity, while social investment captures the longeries of ideas about the objectives, areas of intervention, and instruments [1]. Indeed, social innovations have the potential to enhance the efficacy of social policies in tackling societal issues and promote lifelong investments in human capital.

Analytical framework for development of integrative humanitarian policy in this case would look as follows (see Figure 3):

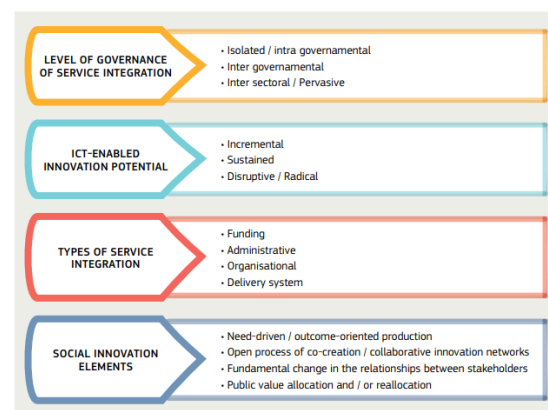


Figure 3. Analytical framework for ICT-based humanitarian policy – dimensions of analysis [34]

The entire ecosystem of ICT-enabled social innovation, or the complex relationships between the actors of social innovation, other players (individuals and organizations), and the environmental conditions (norms, markets, laws) that do or could potentially influence their ability to create and sustain the intended impact, is crucial to evaluating the potential of ICTs (overall digital means) to innovate social services. The “i-FRAME” can overcome the drawbacks of conventional policy assessment techniques by embracing the intrinsic complexity of the ICT-enabled social innovation ecosystem [34]. An initiative's direct and indirect impacts are intended to be captured by the meta-framework i-FRAME. In order to better understand how “initiatives” (i.e., policies, programs, projects, activities, etc.) affect beneficiaries, organizations, and potential intermediaries, as well as the social innovation ecosystem and the welfare system more broadly, this meta-framework seeks to capture the direct and indirect effects of “initiatives”.

In conclusion, one should note that social innovation is a distinct field of study with its own set of guidelines and, eventually, an established body of knowledge. This fact should be taken into account in the process of construction of partnership of the state in the development and implementation of humanitarian policy. Moreover, while in the EU the appropriate mechanisms are well-established and proven, and digital means are organically integrated in overall landscape, in Ukraine all the above considered elements often are of a patchwork nature, and integrating them into the single synergetic system is among the primary tasks of state management of humanitarian policy.

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Primary Paper Section: A

Secondary Paper Section: AD, AO, AP

THE ROLE AND COMPETENCES OF LOCAL SELF-GOVERNMENT IN ACHIEVING THE GOALS OF SUSTAINABLE DEVELOPMENT IN THE PROCESS OF STATE PARTICIPATION IN INTERNATIONAL ECONOMIC RELATIONS: DIGITALIZATION AND ARTIFICIAL INTELLIGENCE AS IMPORTANT TOOLS

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Abstract: In the article, it is claimed that successful SDG implementation requires a systemic approach, in particular, consideration of SDGs implementation at local level and in the landscape of state participation in the international economic relations. The role of international trade in achieving the UN's SGs is briefly investigated, and the role and place of cities and other territorial communities in implementing SDGs are analyzed. Also, "digital ESG" as a digitalization of sustainable development is described as one of the most important vectors in today sustainability agenda.

Keywords: international economic relations; sustainable development; artificial intelligence; digitalization; local self-government; competencies.

1 Introduction

The main idea of humanity today is socio-territorial development, in which human economic activity is carried out on the principles of rational environmental management and ensuring high standards of well-being of the population. The coherence of the economic, social, and environmental components of sustainable development within the framework of the interaction of man, the economic system, and nature at the global, national, regional, and local levels is determined by the effectiveness of management - the vertical integration of all levels of management and the consistency of policy development in achieving the goals of sustainable territorial development.

The role of local governments in promoting policies to combat climate change is critical. In order to play this role, local administrations must have different capacities that allow them to analyze, manage and transform their environment through public policies. An important step in defining the role of local communities in achieving sustainable territorial development was the creation, for the member countries of the Council of Europe in 1985 of the European Charter, of Local Self-Government (ETS N 122), which obligated in such countries the constitutional consolidation of legal norms regulating the independence of settlements. The fundamental principles of local self-government have become the constitutional regulation of the autonomy of local government, its political, administrative and financial independence, subsidiarity, as well as control of a significant part of public obligations in the interests of local communities. In 1992, the European Urban Charter established the principles of effective urban management as part of the implementation of the rights of local communities to safety, a "healthy" environment, employment, housing, mobility, health, sports, culture, and sustainable territorial development.

In 1994, the Committee of Ministers of the Council of Europe established the Congress of Local and Regional Authorities, the main role of which was the representation of local governments of the member countries of the Council of Europe, including in matters of promoting local democracy and strengthening local

self-government in accordance with the European Charter of Local Self-Government [50]. In the same year, in Aalborg (Denmark), the participants of the European Conference on the Sustainable Development of European Cities and Towns in the Charter "European Cities on the Path to Sustainable Development" updated the key role of local communities in achieving sustainable territorial development - the processes of changing the style of public life, models of consumption and production, spatial structure of production location and settlement. The signatories of the Charter, representatives of European cities and towns, have committed to engage in the development of local agendas for the 21st century by preparing their own long-term strategies for sustainable territorial development, based on the principles of economic, environmental, and social sustainability [3; 4]. The very concept of sustainable territorial development in the document was defined as a creative local process aimed at achieving a balanced urban development based on effective self-government, increasing the efficiency of use of natural resources, reducing the burden on natural capital, as well as the pursuit of social justice. The latter meant reducing the uneven distribution of material goods and services, meeting the social needs of the population, improving the quality of life and ensuring long-term employment.

The next step in defining the role of local communities in achieving sustainable territorial development was the Istanbul Declaration on Human Settlements and the Habitat Agenda (II UN Conference on Human Settlements, Istanbul, Turkey, 1996). The first document established the obligations of states and governments to achieve sustainable territorial development of human settlements (solving the problems of unsustainable patterns of consumption and production, demographic changes, homelessness and increased poverty, unemployment, environmental degradation), the second - a comprehensive action plan for the sustainable territorial development of human settlements (including issues of effective urban planning and strengthening the financial and institutional capacities of local communities).

In 2001, the UN report "Cities in a Globalizing World: Global Report on Human Settlements 2001" was presented to the world community, which contained the results of a study of the conditions and trends in the development of human settlements since Habitat II. In the course of the study, the authors substantiated the trends of worsening social inequality, spatial segregation and social isolation, namely: the uneven distribution of benefits and costs of globalization (declining real incomes of the population, rising costs of living, increasing the number of low-income households) and the unbalanced nature of globalization (imbalance of globalization goals with the role of governments, the private sector and civil society in cooperation mechanisms) [60; 61]. The overall result of the report was the conclusion that namely local communities are the link between globalization and human development: "the specific and functional characteristics of local communities are of significant importance in achieving sustainable territorial development, since namely on the basis of expanding opportunities for the participation of local communities in the management of territorial development, the chances of achieving social justice and environmental sustainability increase ... it is local communities today that should play the role of "agents of change" and the main "actors in achieving" sustainable territorial development" [59]. According to the authors of the study, special attention is required to the need to implement effective policies at the local level in relation to the poor in order to develop their untapped potential for the benefit of the whole society.

In the same year, at a special session of the General Assembly (taking into account the conclusions of the global report “Cities in a Globalizing World: Global Report on Human Settlements 2001”), the Declaration on Cities and Human Settlements in the New Millennium once again confirmed the particularly crucial importance of “development of settlements as a key factor in sustainable territorial development” [59].

In 2012, UN-Habitat introduced a toolkit for measuring urban sustainability, the City Well-Being Index, which was later (2013) transformed into the global Urban Well-being Initiative - a global platform for comparing the level of urban development and identifying problems in the well-being of local communities.

Today, the UN-Habitat programs include the following [19]:

- Agenda 21 localization program, implementing selected Agenda 21 activities in local communities;
- Disaster Management Program, which implements measures to eliminate the consequences of natural disasters at the local level;
- Program for the exchange of experience and methods of local government in order to improve the well-being of the population;
- Sustainable urban development program aimed at strengthening the potential of local communities.

Local governments are now required to take the lead in accomplishing the SDGs through situational analysis, resource and need identification, stakeholder partnership development, policy and project implementation, and partnership development. The significance of local stakeholders was emphasized in both the Sustainable Development Goals and the 2030 Agenda for Sustainable Development. It is acknowledged that local governments in particular are in a key position to carry out intermediation techniques for the localization of the global agenda [17]. SDG 11 – “Sustainable cities” - is one of the 17 Sustainable Development Goals, and it specifically addresses local communities. It is anticipated that local governments would take the lead in accomplishing the SDGs through situation assessment, resource and need identification, stakeholder partnership development, and project and policy implementation [48]. In their goals and objectives, they have already advocated for the reformulation of institutional frameworks, which reflects the 2030 Agenda. It is imperative that local governments play a more significant role in the implementation of the SDGs [39; 56]. While research is starting to recognize how important it is to talk about the many roles local governments play in putting the SDGs into reality locally, more study is still needed to understand how these roles really play out, in particular, within the landscape of state participation in the international economic relations, as well as digitalization and introduction of artificial intelligence tools virtually in all spheres of society’ life.

2 Materials and Methods

The interdisciplinary, multidimensional, and multi-level nature of the problem of sustainable development of regional socio-economic systems has necessitated the use of a set of theoretical and methodological approaches in the process of its study, in particular, neoclassical and institutional approaches that place different emphasis in the choice of driving forces of regional development, analyzing the diverse aspects of cause-and-effect connections.

During the study, general scientific methods of induction, deduction, generalization, classification, comparative and logical analysis were used. In the process of research work, the authors were guided by the principles of a systems approach, used a logical analysis of the processes of development of civil society, and a dialectical method for assessing empirical data. The work employs a sociological research method using theoretical and methodological analysis of systemic research concepts.

3 Results and Discussion

Particular attention of the world community in the context of achieving sustainable territorial development today is paid to the development of human settlements - administrative-territorial units that unite territorial settlements and produce the necessary changes at the regional, national, and global levels. In the system of legal categories, a settlement is a municipal entity, the core of which is the local community [5; 6; 57]. The local community influences the formation of municipal policy in the sphere of achieving sustainable territorial development and, as a social system, has such properties as compactness of residence on the territory designated by geographic, economic, and other boundaries; resource availability to meet the basic needs of life, the ability to reproduce a territorial population group and living environment, social self-identification, general needs for organizing living conditions, and the presence of elements of self-government [35].

Moreover, the role of international trade in achieving the UN’s SGGs is absolutely evident, in particular:

1. SDG 1. No poverty. Because it increases access to products and services, creates jobs, and promotes economic progress, international commerce is essential to the fight against poverty. Through the facilitation of nations' ability to specialize in areas where they possess a comparative advantage, commerce across borders fosters economic growth, draws in capital, and helps alleviate poverty. Along with facilitating the flow of technology and resources, trade may also help reduce poverty by fostering the development of sustainable livelihoods, knowledge transfer, and capacity building.
2. SDG 2. Zero hunger. By enhancing access to a variety of nutrient-dense and wholesome food alternatives and fostering food security, international commerce helps achieve the goal of ending hunger. Through trade, nations may take advantage of international markets to satisfy their food needs and offset seasonal differences in food production. It promotes sustainable farming practices, boosts production, and lowers food waste by facilitating the exchange of agricultural goods, technology, and information. By resolving disparities in local food availability and diversifying supply sources, commerce can also increase the resilience of food systems.
3. SDG 5. Gender equality. The promotion of gender equality can be accelerated by international commerce, as it presents avenues for the economic empowerment of women. Trade may help women enter new markets, increase their involvement in export-oriented sectors, and foster the expansion of women-owned enterprises. International commerce has the potential to promote gender equality, poverty reduction, and social development by mitigating obstacles to women's economic involvement, such as discriminatory trade rules or restricted financial accessibility.
4. SDG 12: Responsible consumption and production. Since it significantly affects patterns of consumption and production, international commerce is a key factor in the adoption of ethical and sustainable business practices. Trade may hasten the shift to more sustainable production techniques by encouraging the interchange of eco-friendly products and technology. It can promote resource efficiency, the adoption of circular economy concepts, and the decrease of waste and pollution. Additionally, customers may purchase a greater variety of sustainable products thanks to international commerce, which also pushes companies to implement ethical supply chain procedures.
5. SDG 13. Climate action. Due to its ability to facilitate the worldwide interchange of clean technology, renewable energy, and low-carbon commodities, international commerce is essential in combating climate change. It makes climate-friendly solutions more accessible to nations, lowering greenhouse gas emissions and advancing sustainable development. Trade may also encourage

international collaboration in reducing the effects of climate change, boost the expansion of renewable energy projects, and improve energy efficiency.

Kurt Schmoke, the mayor of Baltimore, Maryland, traveled abroad on many occasions in 1990 to further the city's interests in international trade. In 1990, Maryland Governor William Donald Schaefer also concluded trade missions abroad, representing his state to Taiwan, Hong Kong, Eastern Europe, and the Soviet Union. Foreign trade has quickly become the "in" fiscal planning method during the past ten years and is expected to stay that way long into the 1990s and beyond, as towns, counties, states, and the federal government have fought daily with an ever-shrinking fiscal budget. One possible way to inject new money and enterprise into local economies might be through foreign trade [12]. With the widespread use of digital technology and the accompanying digital revolutions, this is even more apparent in the second decade of the twenty-first century.

Historically, local governments have taken a somewhat passive approach to pursuing international trade projects. In order to draw in international companies, towns and counties would often advertise their "good business climate", which includes their labor and skill markets, infrastructure, and amicable labor-management relations [8-11; 54]. These towns frequently loosened environmental and zoning regulations to attract more international companies. Additionally, several municipal governments provided tax breaks to international companies that established operations within their borders [33; 67]. All of these efforts were designed to lure foreign businesses to particular localities, with the hope that the foreign business would generate revenue and jobs for the local economy. Although cities and counties continue to pursue these strategies, they have recently begun taking an even more aggressive stance in foreign trade.

Today, experts note that "modern politics is increasingly reminiscent of the times of the Hanseatic League, which included medieval cities. Global centers trade with each other and fight common problems together in a way that nation-states cannot. Lacking sovereignty, cities are becoming increasingly independent and pursuing policies that are driving change around the world" [43].

Indeed, cities have become the engines of the global economy. The contribution of the 600 largest cities to global GDP is more than 60% [7]. The top 20 cities are home to one in three major corporations, and these cities provide companies with nearly half of their total revenue. Tokyo leads in population, economic power, and number of corporate headquarters, ahead of New York, London, and Paris.

Cities occupy only 2% of the earth's surface. But they consume 78% of energy and are responsible for 60% of carbon dioxide emissions. While states debate what to do about climate change, major cities are joining efforts and taking real steps. An example of one such attempt is the C40 group created to combat global warming, which includes 75 major cities [44; 47]. They share information and coordinate actions to combat climate change in a thousand different ways, from energy-saving street lighting technologies to modernizing public transport.

Increasingly, global cities are even pursuing their own international policies. Shanghai has its own international affairs office. Sao Paulo has established diplomatic relations with several dozen countries [13; 14]. Their diplomatic missions in this city are in no way inferior to those in the capital of Brazil and even surpass them.

The largest capitals - such as London, Tokyo, Paris - are being integrated into the international policies of the governments of their countries. But non-metropolitan global cities like Chicago or Shanghai, which are not home to their respective federal governments, are increasingly gravitating towards pursuing their own international policies [15; 18]. They have to coordinate the international activities of their corporations, research centers, cultural institutions, civic institutions, and universities so that the

cities themselves and their residents benefit. Increasing participation in strategizing, coordinating and joining forces in the international activities of institutions operating in the city is becoming a hallmark of Chicago politics.

In other words, global cities are increasingly influencing international life, whether in economic, political, cultural, or social terms. Global cities are becoming leading players on the world stage.

However, not only large cities, but also territorial communities are becoming subjects of international economic relations. Pressure from above and from below has led to a growing emphasis on economic cooperation in international local government relations (councillors and communities demand the development of business and investments) [16; 20; 21]. Local government financing determines the extent of support provided to businesses in the community and the efforts made to attract investors to partnership units. Large cities can afford to host business marketing events, trade missions, and participation in trade fairs since they have large budgets. Smaller organizations are less equipped to co-finance events, publicize them, share connections, and support local goods [49; 51; 52]. Typically, supporting their business partnerships is more of an add-on to other operations rather than a clear component of their collaboration strategy.

Local governments working together internationally not only benefits the municipality and surrounding area, but also the nation as a whole. The majority of local government representatives, particularly in Poland, acknowledge that promotion plays a significant role in their interactions with foreign governments. The chance to showcase the most significant locations, landmarks, and local culture as well as share the biographies of notable historical figures is provided by cultural events, youth exchanges, and collaboration with other social organizations [22-25]. The majority of initiatives aimed at helping businesses also help to promote the region, Polish goods, and ultimately the nation as a whole. The major purpose of all business trips, trade shows, and investor information sessions is to showcase Poland's offerings. Through these initiatives, local governments are starting to be included in the national campaign to promote the brand "Polska", which aims to combine the efforts of both the national and local governments in influencing how the world views Poland. [53].

Szetey et al. (2021) [58] propose conceptual scheme depicting the process of localizing SDGs and driving forces to create local socioeconomic pathways (see Figure 1).



Figure 1. The process of localizing SDGs and driving forces to create local socioeconomic pathways [58]

Maria Spiliotopoulou claims: "Achieving the SDGs and other international goals (like the UN climate accords and the New Urban Agenda) is a complex undertaking that requires coordinated collaboration of actors at numerous scales. Yet effective action, as well as political will for meaningful, structural change, has been elusive, perhaps because these global issues must be primarily addressed at the local level" [55].

Furthermore, tourism has evolved into a tool for soft power in international affairs in recent decades. One example of leveraging tourism to exercise soft power is the signing of international agreements for tourism cooperation. Through these agreements, nations exchange their tourism experiences, technological know-how, educational opportunities, infrastructure development, and ability to create tourist products, new investment opportunities, and technical expert support for tourism sector stakeholders [40; 66]. The role of local communities and effectiveness of self-government appear to be crucial in these processes, both in plane of economic and political international relations. It concerns, in particular, Indigenous tourism – in Canada and Australia it is indeed a huge contributor to GDP and strong component of national image, in particular, within soft power efforts.

With over 1,875 Indigenous tourist enterprises operating across the country and employing little over 39,000 people, the Indigenous tourism sector in Canada generated \$1.7 billion in direct economic effect in 2017. Over a three-year period since the Indigenous tourist industry was assessed in 2015, the gross domestic product has increased by 24%, and the number of enterprises and jobs has also significantly increased by 23% and 18%, respectively [1].

With a 75% rise in gross domestic product over three years, from \$94.8M in 2014 to \$166.2M in 2017, Alberta has also witnessed a large boost in Indigenous tourism. As a result, Alberta now ranks third in Canada for both overall gross domestic product and growth. The Canadian government and Destination Canada have demonstrated a much higher degree of interest in assisting and advancing Indigenous tourism. In a December 2016 media release from Indigenous Northern Affairs Canada announcing funding to support the development of a national Indigenous tourism strategy, the Government of Canada stated the following: “This investment will ensure that Indigenous communities can continue to grow the tourism industry, which is shared and celebrated worldwide, differentiating Canada as a unique tourism destination while respecting and strengthening Indigenous traditions and cultures”. Destination Canada Indigenous tourism research in 2016 shows that international travel markets have the most interest in [1]:

- Rich, interactive, and immersive interactions with Indigenous people;
- Encounters with the natural world and education;
- Authenticity;
- Looking for advantages of ‘discoveries’ and ‘adventures’;
- Indigenous style of existence and connection to environment within the framework of spirituality and cultural traditions;

Naturally, this positively impacts the territorial communities and self-government, contributing to sustainable economic growth.

The two most often used phrases in the literature about national and international economic development are “sustainable growth” and “sustainable economic development”. Although these concepts have some relationship, their economic meanings are quite distinct. One of the most crucial phrases for describing the macroeconomic growth process of economies is “economic growth”, and “sustainable economic development” refers to a well-balanced transformation of the economy as a whole, encompassing social, cultural, and political aspects in addition to economic ones [26-32]. Compared to “sustainable economic growth”, which solely relates to measurable economic outcomes, “sustainable economic development” is a far more expansive idea. The literature examines the degree to which environmentally sound economic growth supports sustainable development and the degree to which it exacerbates environmental degradation and worsens living circumstances for people, despite the wide range of perspectives on the topic and the ever-evolving definition of sustainable economic growth. Without a strong economic development dynamic, it is without a doubt impossible to accomplish its goals. Achieving the SDGs is made more difficult or impossible by the need to decrease public

spending, budget deficits, and public debt as a result of the economic downturn [36-38]. Therefore, it would appear reasonable and methodologically sound to say that society as a whole cannot progress without a stable, contemporary, and competitive economy. Without extensive international commerce, macroeconomic factors cannot be stabilized and national income patterns cannot be changed to favor knowledge- and technology-based industries.

The UN SDGs include a wide range of measurability; these include totally measurable objectives like employment, growth dynamics, investment, consumption, and energy consumption, as well as simply qualitative, equitable, and legally secure aims like political trade agreements and migration. As a result, the metrics used to evaluate each exposure’s performance are suitable for tracking and assessing change; these metrics are often reported as percentages and considered in both short- and long-term trends [43; 46]. For instance, the goal of reducing poverty considers factors like the number of socially excluded or economically vulnerable population groups, the total number of persons who might be affected by social assistance transfers or poverty, and the proportion of the population that is very materially deprived.

A nation’s national revenue, standard of life, and population wealth are all significantly impacted by international commerce. The value of national income rises as a result of the positive trade balance, which also raises GNP. At the same time, the dominant majority of appropriate measures are taken namely at local level, under the condition of the effectiveness of local self-government [41; 42]. Thus, the role and competences of local self-government in achieving the goals of sustainable development in the process of state participation in international economic relations acquire continuously growing importance.

Stable and consistent government revenue is needed to fund the SDGs, and this can only be achieved by high levels of economic globalization, particularly at the local level, and sustainable economic growth [63-65]. Thus, it is clear that international commerce, a major driver of economic growth, is crucial to the development of a sustainable global economy.

Mention should also be made of the so-called “digital ESG”, that is, the digitalization of sustainable development. According to surveys, about 60% of companies globally are taking ESG into account as part of their digital transformation [62] (see Fig. 2). The scheme demonstrates how local socioeconomic pathways can contribute to achieving local sustainability goals from the bottom up in alignment with global initiatives.

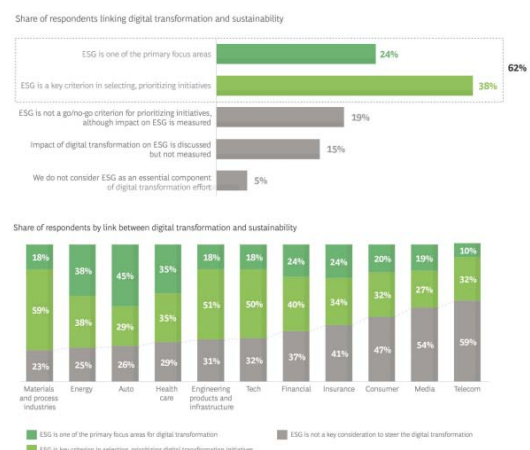


Figure 2. Statistical data on the link of digital technologies and ESG I business, according to BCG Global Digital Transformation Survey [62]

In the annual report of PricewaterhouseCoopers “Forecast for the development of artificial intelligence technology for 2022”, the ESG trend is highlighted as one of the key trends in the

development of artificial intelligence (AI) technologies, aimed at reducing the carbon footprint of companies, minimizing ESG risks, and using AI to increase inclusivity (by introducing a wider range of AI tools to enable people with disabilities to fully participate in the work of companies) [45]. In addition, the report highlights a trend towards determining the compliance of artificial intelligence with ESG principles from the point of view of the social component (artificial intelligence makes decisions that may be unfair in relation to certain groups of people).

The ESG agenda is becoming increasingly important in the field of artificial intelligence technologies. Disclosure of information on compliance with ESG criteria is a competitive advantage for many IT companies in the domestic and international markets and allows them to be more attractive to clients and investors. The latest IT developments help investors to process arrays of information and select the most promising objects for ESG investing.

The European Green Deal message, which lays out the blueprint for a dramatic overhaul of Europe, was released by the European Commission. A truly sustainable food system, as described in the farm-to-fork approach, is a key component of this program. Such a plan necessitates a systems approach that takes into account economic, environmental (climate, ecosystems), and social factors all connected to the production and consumption of enough and healthful food. Digitalization and artificial intelligence have a lot of promise to help with the shift to a sustainable agricultural system. The roles and relationships of all the participants in the value chain, from farmers to consumers, will be impacted by this change [34]. These technologies and systems are mostly deployed at the local territorial community level, while also falling within the 'orbit' of the global food trade and necessitating the improvement of local self-governance capabilities. There are several instances of this kind.

How to localize the new development framework, assess the local effect of the upcoming SDGs, and make sure the local component is emphasized and successfully implemented have been important topics of discussion and debate to date [33]. There is a strong opinion that the localization problem has to transcend beyond national, provincial, state, and regional implementation, and that the local execution of the new development agenda and its consequences for local government should be the main focus. According to the UN, localization denotes the "process of defining; implementing; and monitoring strategies at the local level for achievable global, national and subnational sustainable goals and targets" [2]. Utilizing various methods, procedures, platforms, strategies, and innovations, this approach would make sure that the development agenda is successfully transformed into firm action and tangible outcomes that benefit communities locally. It is intended to be a comprehensive procedure that extends beyond municipal boundaries to include pertinent parties and build a powerful local government. When considered in this light, localization plays a crucial role in the multilevel political system, particularly when it comes to achieving the sustainable development objectives that the world community will soon accept.

The 2030 Agenda's implementation calls for multilevel governance to encourage cooperation between many players operating in various sectors and at various levels as a manifestation of this problem. When it comes to methods at the international, national, and regional levels, the 2030 Agenda development recommendations and indicators are more specific than when it comes to the local level [46]. On the other hand, the realization of the Sustainable Development Goals has demonstrated that cities are now a crucial point of reference for the direction of climate change mitigation efforts and the advancement of sustainable policy.

The scholarly discourse postulates that local governments have the capacity to spearhead policies aimed at mitigating climate change and advancing sustainable development [50]. They may create interactions and management dynamics that have a significant deal of potential to implement sustainable development goals because of their distinct geographical focus,

close connection to residents, and diversity of competences [7]. Knowing how to create, put into practice, and assess management systems that can balance the three main goals of sustainable development - sustainable economic growth, (social, economic, and environmental) equity, and environmental sustainability in local policy management processes - represents the biggest challenge facing local governments. At the same time, there is a dimension which is frequently does not appear in the sight of researchers - the role of cities and other territorial communities in the international economic relations, as well as the development of digital ESG at local levels. These important issues should be the vectors of further research.

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STATE POLICY OF WELLBEING IN THE FACE OF GLOBAL CHALLENGES: PROBLEMS OF SOCIALIZATION, SOCIO-ECONOMIC TRANSFORMATION AGAINST THE BACKGROUND OF THE INTRODUCTION OF DIGITALIZATION AND ARTIFICIAL INTELLIGENCE TECHNOLOGIES

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Abstract: In the second decade of the twenty-first century, one of the most notable shifts in capitalism is how its digitization increasingly affects people's methods of living and producing. The article represents an attempt to understand the transformational realities of digital capitalism in the field of political economy. In particular, the phenomenon of the emergence and growth of a new class – the precariat – is considered. The key challenges of the digital era of globalism and their implications for state policy of wellbeing are systematized.

Keywords: state policy of public welfare; socialization in conditions of global challenges; socio-economic transformation; digitalization and artificial intelligence.

1 Introduction

Social protection levels around the world are higher than ever before and their coverage continues to expand. Backed by strong political commitment and high standards of administration, social security helps transform people's lives and shape societies in every region of the world. Although the prospects for social security and the development of the welfare state look positive, it is clear that solving present and future problems requires the state to further develop and share innovations, technologies, and good practices, which is associated with a change in the nature and structure of the global political and societal landscape, the emergence of new challenges and transformation of existing ones.

Significant recent progress shows that gaps in social security coverage are narrowing at the national level, but significant challenges remain. Therefore, expanding coverage is the responsibility of all states, as confirmed by the UN 2030 Sustainable Development Goals and the work of the ILO.

It should be noted that wellbeing-enabling and social security systems are important tools for increasing social cohesion, promoting active participation of population in society' life and eliminating social inequalities. Reducing income disparities is just one goal. Social security systems also help eliminate other types of inequalities, such as gender inequality, unequal opportunities in the labor market or in access to health and social services; they enable people to mitigate risks and implement their potential throughout their life course, including periods of socialization.

The economies of many countries have seen a rise in non-standard forms of employment, coupled with increased flexibility in working hours, changes in forms of work organization and a shift away from the traditional linear trajectory of working life. The transition to a digital economy, the so-called "Industry 4.0", is expected to accelerate these trends; at the same time, many professions are in danger of being completely replaced by modern technologies. Given this perspective, it is necessary to adapt the financing methods,

operating principles, and legal frameworks of social security systems.

As artificial intelligence, interfaces and communication protocols improve, new technologies become more complex and integrated; they are transforming the global economy. The results of the application of technologies - the fourth industrial revolution - are considered as breakthroughs in many fields, from genetic engineering to nanotechnology, from programmable robots to artificial intelligence, from renewable energy sources to quantum computers [3]. The proliferation of digital technologies and the increasing degree of interconnectedness in our world are often seen only in terms of technological progress that makes our daily lives and work easier and safer. If to look deeper, the picture does not seem so simple. Unlike previous industrial revolutions, digital technologies are spreading at an exponential rate. Because we live in a complex, multifaceted, and interconnected world, all this is leading to a rapid transformation of national economies and patterns of social interaction and wellbeing.

The economic and employment prospects associated with the expected impact of digital technologies are mixed. On the one hand, there may be opportunities to accelerate economic growth and improve the wellbeing of society, on the other hand, the results may be job loss, increasing fragmentation of labor markets, the need to adapt labor codes to new forms of work, further feminization of some sectors of the economy and standardization of the "atypical" employment [7].

The emergence and growth of the precariat class - a unique phenomenon of the post-industrial and digital era - has significantly modified and complicated the landscape of the welfare state, and, accordingly, the state policy of wellbeing.

In 2015, the United Nations claimed that just one in every four people worldwide has a stable employment [56]. The situation has worsened over the past decade. As artificial intelligence advances and grows more sophisticated, the talents and abilities that were formerly exclusive to the hired elite are increasingly in risk of being mechanized. Data analysis, decision-making, and complicated problem-solving were formerly regarded to be the sole realm of human intelligence; nevertheless, robots are already doing these tasks with worrying precision. "Even crap is handled with elegance, which is a disturbing sign for sales and confidence professionals [4; 18]. This is bad news for the paid elite, who have based their jobs and lives on these talents" [26]. They may have advanced degrees, years of experience, and great credentials, but none of these will shield them from the never-ending march of technological innovation. As a result, many of them are now classified as precarious workers. This socioeconomic class is defined by persistent uncertainty and fear about their economic prospects. They do not have consistent jobs, benefits, or regular revenue streams.

In addition, it is worth noting the generally special nature of the aggravation of contradictions in the development of modern society and the digital economy. M. Castells notes that modern global information networks are not able to understand and respect the historically established values of various communities, which gives rise to instability in the world and the escalation of fundamentalist sentiments [14]. Manifestations of such contradictions include: growing social injustice (increasing income inequality, reduction of social programs and commercialization of the social sphere, increasing the retirement age); worsening digital inequality ("digital divide"; increasing social exclusion (exclusion of people who have the least significance and value for network capital due to insufficient network and digital competencies, education, etc. from society); violation of the principles of collective labor protection (unstable

employment, shadow forms of labor activity, a decrease in the role of trade unions, etc.), which leads to a decrease in real incomes of the population and wellbeing in general, and the marginalization of society [8].

The pyramid presented by John Mullin clearly shows today challenges for state policy of wellbeing, laying in the structure of labor market (see Figure 1).



Figure 1. The structure of labor market in digital era [46]

However, in the structure of precariat, there is also quite polar differentiation (see Figure 2), and each segment needs specific state policy of wellbeing.

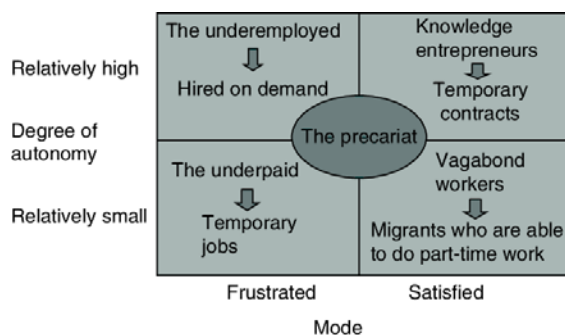


Figure 2. A typology of precariat [26]

Alexopoulou et al. [1] speak about “grey digital divide” in a comparative study of European countries, arguing that extensive variation in the digital inclusion of citizens between welfare regimes; the authors claim that considering regime differences improves the understanding of these variations. Their findings show that the age-related digital divide appears to be least obvious in countries with more universalistic welfare regimes and most evident in countries where seniors rely more on their relatives, highlighting the critical importance of state wellbeing policy.

At the same time, Alexopoulou et al. [1] warn that the literature identifies three levels of the digital divide, which was previously thought to be primarily a problem of material-physical access, such as an individual's ability to purchase a computer, establish a home Internet connection, or have a telephone line, i.e., the first-level digital divide [5; 6]. The study expanded its scope to include a second-level digital divide, namely the gap in digital skills. The proficiency disparity in using digital resources to attain online and/or offline results or opportunities was subsequently referred to as the third-level digital divide. A similar idea is digital effectiveness, which is the outcome of appropriately addressing user restrictions in terms of correct access, cognition, and behavior toward technology. The third-level digital divide, also known as the utility gap [22], explicitly links digital inequality to citizen involvement in public life by eliminating the binary distinction between the online and offline sectors of society. The third-level digital divide is essential in terms of the welfare state. It assumes that people who can utilize digital communication technologies will benefit more from their interactions with state institutions and will be able to exercise their rights (“digital citizenship”) more easily than those who are technologically disadvantaged [9-12]. This is especially evident in technologically evolved nations like the Netherlands, where

policymakers have pushed digital avenues of communication as a means of strengthening engagement between individuals and the government.

Millward [45] established the “grey digital divide” idea, which is more precise than the digital divide, to characterize older persons’ low Internet use and exclusion from this medium (cf. “ageing-related digital divide”). The concept’s name suggests that elderly individuals have a more difficult time using the internet or technology in general. The gray digital gap, like the larger digital divide, refers to the barriers that older people face in terms of access (first-level divide), skills (second-level split), and opportunity (third-level divide).

Although people’s access to and usage of ICTs are critical for digital inclusion, they may not be enough to bridge the gray digital divide [20; 21]. Digital skills are essential for maximizing the potential of ICTs to execute specific jobs and achieve desired outcomes. In the analysis described below, Eurostat statistics on seniors’ digital abilities are linked to nations’ welfare regimes.

Alexopoulou et al. [1] underline that the digital gap is context-dependent, and that a country’s welfare regime is an essential component of the context to examine. Policies and initiatives to address the digital gap, including the digital exclusion of seniors, should be established and executed in light of the national context, particularly the welfare system.

Thus, state policy of wellbeing in the face of global challenges should be the object of thorough research, including in the context of the problems of socialization, socio-economic transformation against the background of the introduction of digitalization and artificial intelligence technologies.

2 Materials and Methods

The theoretical and methodological basis of the study included the provisions of economic theory, as well as the work of scientists on the role of the state in the development and functioning of economic and social systems. When identifying and justifying the forms and methods of state welfare policy in the context of digital transformation, the dialectical method was applied, as well as a systematic approach, analysis, synthesis and generalization were employed. When analyzing social phenomena, we used the principle of unity of the historical and logical.

3 Results and Discussion

The wild capitalism of the 19th century was transformed into “capitalism with a human face” in the 20th century. Today, we are again witnessing a transformation – digital capitalism is emerging. The scale of socio-economic transformations allows talking about a kind of change of the socio-economic formation. The phenomenon of the emergence and growth of the precariat described above indicates that we have entered a period of “wild” digital capitalism, which threatens with social entropy if effective measures of state welfare policy are not developed and implemented [28; 29]. At the same time, a change in socio-economic formation also determines a change in the paradigm of wellbeing. For a person of the post-industrial era, it is much more complex than it was in the 20th century. The “share” of the needs of the higher levels of Maslow’s pyramid has increased significantly compared to the needs of the lower levels of the pyramid [30; 68]. In addition, the culture of post-industrialism and the economy of impressions (experience economy), generated by “karaoke capitalism” of the 90s, led to the emergence of another upper level of the pyramid of needs - the need for impressions, which is especially expressed in the behavior of representatives of generations Y and Z.

Understanding the historical context of wellbeing research is essential for defining wellbeing. Two approaches appeared: the hedonic tradition, which emphasized notions like as happiness, positive affect, low negative affect, and contentment with life (e.g., Kahneman, Diener, & Schwarz, 1999 [27]); Lyubomirsky & Lepper, 1999 [41]); and the eudaimonic tradition, which

stressed healthy psychological functioning and human growth (Waterman, 1993 [63]). Despite the diversity in approaches, most academics today feel that wellbeing is a multidimensional entity (e.g., Diener, 2009 [16]; Stiglitz, Sen, & Fitoussi 2009 [57]). As a result, the variety of dimensions has developed a 'confusing and inconsistent research basis'.

The core concept of 'more wellbeing' suggests that governments and policy-making organizations should publicly accept a real measure of wellbeing and make the wellbeing of the population the major goal of policy-making. [17]. Today, there is a process of transformation of "protective welfare state" to "investment welfare state" [23] (see Figure 3 below).

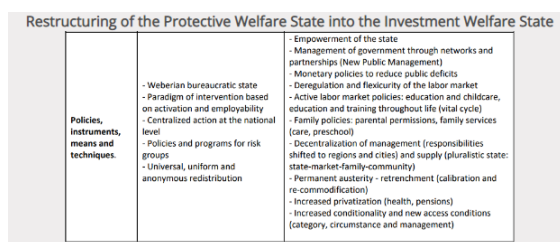


Figure 3. Restructuring of protective welfare state to investment welfare state [23]

In many respects, GDP now serves as a proxy for what we hope wellbeing will serve in the future. True, a greater GDP is known to be relatively beneficial to wellbeing, as are a variety of other outcomes that one would anticipate to improve wellbeing over time, such as health and education [64]. However, there is more to life than merely marketable products. A sole concentration on GDP ignores the harm that economic activity might cause to, say, social relationships or the environment. In this regard, a broader perspective is required, especially given that the fundamental material constraints that were so essential in earlier centuries, dominated by poverty and hardship, have now been mostly addressed, at least in many moderate to high-income nations and for huge segments of the population.

Life satisfaction is one of the most widely used indicators of individual wellbeing developed by the scientific literature. Since 2011, the Office for National Statistics (ONS) in the United Kingdom has included the following Likert-scale question in over 40 datasets, with hundreds more throughout the world incorporating a similar version: "Overall, how satisfied are you with your life nowadays?" 0 indicates 'not at all' and 10 means 'totally'.

This question, or similar variations on it, has been presented to millions of UK residents and tens of millions of people worldwide since the Likert scale was developed in the 1930s, at the same time that GDP measurement was adopted.

The question is subjective, and that is precisely the idea of moving toward wellbeing measurement: our lives are subjective, and what we value as individuals is subjective.

One interpretation of this question is that the responses represent individuals' votes on how well they are doing in their lives [31-34]. This may be interpreted as supplementing voting for political parties, which occurs seldom and provides only a broad indication of what the public desires. Having knowledge on how others evaluate their lives allows you to learn a lot more about what they value and how you might better your life.

Frijters and Krekel write: "Using subjective information alongside electoral information is normal already in the public service. A hospital does not ask patients which health policy they favour, but rather how their health is in order to ascertain their needs. This is also the central idea of measuring wellbeing - that we take seriously how people judge their own lives to ascertain how we might help improve those lives" [19].

Although each wellbeing measure and index contains information, these alternatives are frequently ineffective for

either central trade-offs or specific policy circumstances. Indices comprising hundreds of questions, such as the [35]. Sustainable Development Goals (SDGs), are just too complex to measure for many people in many situations, making them unwieldy for any small or medium-level policy scenario. For core trade-offs, each multi-item index must decide how to weight its components: how much, example, infant mortality is worth compared to literacy and numeracy rates? Weights are now assigned ad hoc [2; 24], but a more accurate weighting would necessitate a clear decision for what is considered the greatest indicator of what people genuinely desire. Many experts feel that life satisfaction is the best contender right now, but one should consider a process of challenge and updating when new metrics arise [69]. This point of view seems to be quite rational, since the range of parameters and dimensions of quality of life, life satisfaction is extremely wide in digital era - it concerns experience economy, attitude to health, needs for formal or informal education, children socialization vision, etc.

The process of socialization also undergoes changes. In the context of digital culture, the process of personality formation, the process of socialization is complex and ambiguous. Socialization in the digital global space involves not only the mastery of digital tools and the use of digital resources for social interaction, but also social attitudes, including expectations in the labor market [36-40]. Thus, the digital environment implements its function as a communicative sphere.

Socialization of personality in a digital society at the present stage of development requires new approaches. Digitalization (digital intervention) not only optimizes the spheres of socialization, expanding their capabilities, but also replaces, for example, real activities with imitation and gaming practices, real social communication with contactless gadgets, which is expressed in a decrease in the desire for self-identification and self-esteem. The digital environment and multiculturalism have become institutions of socialization [15; 60]. On the one hand, the increasing informatization of society, the expansion of the space of computer-mediated communication and high-tech interaction are expanding the space of socialization. The picture of the life of a modern person has been supplemented by a virtual space, which has provided new opportunities for personal growth and social activity. Social practices common in real social space have acquired a different character in virtual space. Social Internet practices have become widespread as alternative ways of implementing many real everyday practices, replacing and complementing them [42-44]. On the other hand, informatization has led to a decrease in the focus and orderliness of the socialization process as the transfer by society of social norms and cultural values to new generations [65-67]. Previously unknown, new socialization deviations have emerged, which requires a revision of state paradigms of socialization and education, taking into account new realities.

World globalization, digitalization, the Internet, super-powerful computers, data centers, new software, and the digital transformation of society have changed human behavior, including as an economic agent. In the era of digitalization, the theory of bounded rationality as the search and choice of a satisfactory solution and orientation towards familiar, established ways of behavior and decision-making ceases to be fully the only formal model of human behavior, an alternative model of maximum utility and profit [47-51]. A modern economic agent is becoming inseparable from the latest digital technologies and tools; the ability to use them has become a necessary part and advantage of its tactical and technological characteristics. The concept of bounded rationality is actively undergoing transformation, as new gadgets, computers, and powerful data centers make it possible to apply complex calculation formulas in practice and process a large amount of empirical data obtained via the Internet, which increases the likelihood of stable predictions in the choice of goals and economic behavior of agents and thus brings the theory of bounded rationality in the context of digital transformation closer to the model of maximum utility [52-55]. Under the influence of digital technologies, the subject's choice ultimately

turns out to be relatively independent of the specific situation and is largely determined by a set of computer-generalized large numbers of past successful behavior patterns of other people or the first lines of an Internet search.

It is rare to identify a single component of the welfare state that has not been affected by digital change in recent years, from online application forms to algorithms that profile applicants for specific types of help.

The growing use of big data and algorithms has resulted in the rise of 'digital welfare states' throughout the world. Digital welfare states are social protection and assistance systems that employ digital technology to automate, forecast, detect, monitor, and act [58; 59]. The realm of digital welfare states is fast expanding to include sectors such as juvenile care, social care, and welfare that serve society's most vulnerable inhabitants.

The question of whether the advent of a digital welfare state is a benefit or a disaster is still being debated. Proponents say that data-driven solutions will increase efficiency, minimize fraud, and provide more tailored services. Furthermore, data technologies are expected to address blind spots in the human judgments of street-level bureaucrats [61; 62]. Critics, however, are increasingly concerned about the unintended consequences of data technology. They warn against citizen surveillance, algorithmic discrimination, and human rights violations. Furthermore, they are concerned about the displacement of human judgment in assistance distribution, as well as Big Tech's growing role in planning, building, and even managing important sections of the digital welfare state.

Given the ongoing discussion, there is a significant need for in-depth and on-the-ground study to assess whether, when, why, and how data technologies are required in our welfare states, as well as how they influence - and are affected by - present regimes. The following study themes are key to the research line on digital welfare states [13]:

- Datafication inequalities. Where and how are digital welfare states experiencing inequities in terms of access, allocation, and support quality? How do citizens and street-level bureaucrats feel these disparities? What are their tales and living experiences? On the basis of this study subject, a Data Story Bank will be created to identify reoccurring issues and areas for development.
- The role of public-private partnerships in designing, building, and running the digital welfare state. This study area focuses on how PPPs change conceptions of duty and accountability in data creation and administration, as well as the implications for the existing 'Rule of Law'.
- The (re)valuation of good work and decision-making by 'screen-level' bureaucrats. How is automated decision-making integrated into the job of street-level bureaucrats who are progressively transitioning to screen-level positions? What kinds of (new) valuation procedures emerge from the usage of new data technologies? How are (ir)responsible data practices measured and valued?
- Designing and implementing acceptable data practices in collaboration with residents and street-level bureaucrats. This subject sheds light on what type of reflexive and corrective procedures are required to promote ethical data practices on the ground.

The trends and directions of socio-economic development observed today depend on the content of social policy, as well as on the effectiveness of public management and the establishment of intranational dialogue between the most interested parties: the state and the population. At the same time, it should be noted that the success of the implementation of social policy is largely determined by the uninterrupted and sufficient funding of social programs, as well as, as researchers rightly note, the effective functioning of the pension system, demographic trends and the success of the implementation of food security policy [25].

The modern crisis is gradually covering all spheres of society, causing a serious impact on its development. At the same time,

the development and course of the crisis is uneven in different countries and regions. In this regard, to solve such problems, as practice shows, economic, political and social institutions are created. But implementing these programs is time-consuming and requires a significant amount of resources. From this point of view, the ideal direction of social development would be the formation of an institutional environment and infrastructure that contributes to the formation in society of competencies and values contributing to the independent of the state and its policies formation of social benefits. In this model, the state is assigned the function of supporting the unprotected part of the population. Then the natural goal of state policy will be to reduce the number of people in need of subsidies, which will make it possible to change the vector of state policy by coordinating it with public non-state initiatives.

More wellbeing-based decision-making in government may and should occur at several levels. At the top, where enormous budgets are chosen, it makes sense to rate potential policies based on how much wellbeing is purchased for what net cost to the public purse. Many departments who have to decide on the budgets of other institutions, such as schools or hospitals, find it as reasonable to base an expenditure choice on some clear notion of how much wellbeing can be purchased for that level of expenditure. At a lower level, and inside each business, understanding what impacts wellbeing may enhance how companies operate and, as a result, the formulation and execution of policies.

The transformation of the socio-economic system of the state occurs in all directions, and correlation of the actions of all participants in the trend is necessary. It is necessary to create an integrated information system (cloud platform) to form a single digital space, which, in order to maintain national security, should be based on and use domestic software and computer protection tools preferably of national developers and companies. The main goal of the digital transformation of the socio-economic space is to build a strong state of wealthy and efficient citizens through global digital competence and knowledge-intensive production, which forces to reconsider the role of the state, business, and the individual in creating a new digital society.

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INNOVATION DEFENSE CLUSTERS - AN EFFECTIVE DRIVER OF DEFENSE AND NATIONAL SECURITY OF UKRAINE

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Abstract: Today, Ukraine finds itself at a stage where there is an understanding that we significantly lag behind leaders in terms of technological and innovative solutions. There is recognition that the existing innovation system is outdated, failing to foster genius or facilitate a formal process for generating new ideas. Even if it does foster innovation, it fails to provide adequate work and compensation, leading to a brain drain of talented youth and experienced professionals abroad. As is well known, any war serves as a driving force for progress; it was during periods of war that numerous ingenious modernizations, design decisions, and inventions were made. However, despite the aggression of the Russian Federation, in Ukraine, the innovation landscape, including the defense innovation system, operates with significant slowdown, encountering barriers leading to minimal efficiency, and fails to address both the acceleration of economic development and the provision of national security for the state. After a brief analysis of the experience of leading countries around the world in utilizing innovations, an assessment of Ukraine's innovative policies is presented. Key recommendations are provided regarding the establishment of innovative clusters for defense tailored to the specific branches of the Armed Forces of Ukraine. These clusters are designed to serve both the defense needs of the state and the broader national security interests of Ukraine.

Keywords: innovation; cluster; defense; national security.

1 Introduction

Innovativeness is a defining characteristic of modern scientific, technical, industrial, socio-economic, and all societal processes. The fate of Ukraine depends on mastering innovative development mechanisms: whether it will move towards joining the ranks of developed countries, or remain a stagnant country on the sidelines of scientific, technical, and social progress. This is associated with the general patterns of social development, according to which the world is transitioning from predominantly reproductive to innovative types of development. Those who timely understood this and built their economic system accordingly to this historical imperative, succeed, gain respect and glory, while those who did not, are left with problems, failures, and impasses.

Innovativeness is not only the key to dynamic development, prosperity, and personal success, but also a means of ensuring the sovereignty of the country and its competitiveness in today's highly complex world [43].

Innovations are newly created (applied) and/or improved competitive technologies, products, or services, as well as organizational-technical solutions of a production, administrative, commercial, or other nature, which significantly improve the structure and quality of production and/or the social sphere [25].

In the classical exposition, the concept of "innovation" is an idea, a cutting-edge product in the field of engineering, technology, management organization, as well as in other spheres of scientific and social activity, based on the utilization

of scientific achievements and advanced experience; it represents the ultimate result of innovative activity [15].

Innovative activity, in turn, is the activity aimed at utilizing and commercializing the results of scientific research and development, resulting in the release of new competitive goods and services onto the market [47].

Encompassing various aspects of market relations (production, entrepreneurial, social, scientific-technical, and marketing), the innovation process contributes to the growth of industrial production, increased labor productivity, and the mobilization of new reserves into the production sphere. Unfortunately, the realities of the current economic situation in Ukraine indicate that unlike developed countries, which provide up to 85-90% of GDP growth through so-called "intensive factors", including innovation, Ukraine underutilizes its innovation potential. The market for scientific and technical products continues to degrade due to low demand for innovative developments caused by the limited purchasing power of domestic consumers [14].

Meanwhile, innovative activity takes on special significance not only in high-tech sectors but also in traditional sectors of the economy and defense. The main threat to Ukraine's existence as a state is seen not only as external adversaries or domestic criminal terrorism but also as a sharp decline in the scientific and intellectual level of society, leading to potential complete dependence of the economy and population on the assistance and favor of stronger nations. A country that neglects and fails to support its own science falls into vassalage to the science and economy of other countries, thereby losing the ability to independently guarantee its security. Therefore, one of the main priorities of the state authorities in Ukraine should be the scientific and technical sphere. This should begin with the reform of the state management system, ensuring both the purposefulness of state policy in this area and the diversification of instruments to support and stimulate science [15].

Today, Ukraine finds itself at a stage where there is an understanding that the country significantly lags behind leaders in terms of technological and innovative solutions. There is recognition that the existing innovation system is outdated, failing to foster genius or facilitate a formal process for generating new ideas. Even if it does foster innovation, it fails to provide adequate work and compensation and leads to a brain drain. While any war serves as a driving force for progress (during periods of war numerous ingenious modernizations, design decisions, and inventions were made), despite the aggression of the Russian Federation, the innovation in Ukraine, in particular in the defense sphere, is slow, encountering barriers, showing minimal efficiency, and fails to address both the acceleration of economic development and the provision of national security for the state [11].

The issue of economic prosperity concerns every Ukrainian. However, equally important is the issue of national security, upon which prosperity directly depends. Therefore, in Ukraine, as in all advanced and developed countries worldwide, it is necessary to develop innovative activities. Innovations in Ukraine have not yet reached a decisive importance for economic development and ensuring the economic stability of the state [52]. The weak and outdated equipment currently represents the "Achilles' heel" of the defense complex, which requires modernization, including through innovative projects. Therefore, these issues require further discussion, development, improvement, and making of appropriate decisions at the state level.

2 Materials and Methods

The research implies application of methodological provisions of state management in the field of invention, rationalization, and scientific work, aiming to increase demand for national

innovations [48-50]. Provisions of public administration and national level economic efficiency are employed, which, along with general scientific methods of analysis and synthesis constituted a ground for formulating and substantiating of the creation of Innovation Defense Clusters for the branches of the Armed Forces of Ukraine in the interests of defense and national security of Ukraine.

3 Results and Discussion

Analysis of Foreign Experience

The experience of creating and operating innovative systems in advanced countries around the world indicates that its fundamental element is cooperation, which has found its solution primarily through cluster initiatives aimed at enhancing competitiveness and development. The majority of countries have initiated these efforts since the 1990s.

The issue of cluster formation and its impact on the economy has been addressed by numerous scholars, including American researchers such as J. Berkowitz, E. Glaeser, M. Enright, W. Kerr, J. Cortright, D. Audretsch, A. Saxenian, M. Storper, S. Rosenfeld, M. Feldman, J. Francis, and others, as well as domestic Ukrainian scholars such as Z. Varnaliy, M. Voynarenko, B. Hubska, O. Yermakova, V. Zakharchenko, S. Krymsky, S. Sokolenko, and such well known economists as M. Enright, P. Krugman, F. Cook, A. Marshall, M. Porter, R. Hasanov, and others. In particular, the question of clusters as a tool for development and competitiveness has been studied by I. Babenko and O. Varyanichenko. Scholars like R. Hlushanitsa, I. Kosach, O. Kuzmin, L. Levkovska, O. Mazur, and V. Melnychuk have investigated the impact of clusters on regional development. The main focus of these works is on analyzing the advantages and positive aspects of economic clustering.

According to some expert assessments, clustering encompasses about 50% of the economies of advanced countries worldwide. Danish, Finnish, Norwegian, and Swedish industries are fully covered by clustering initiatives. The process of clustering is actively underway in Southeast Asia, China, and Japan.

In the EU, the "Cluster Manifesto in EU Countries" (July 2006) and the "European Cluster Memorandum" (January 2008) have been approved, with the main goal of increasing the "critical mass" of clusters capable of influencing the competitiveness of both individual countries and the EU as a whole.

The development of innovative activities is also facilitated by the framework agreements of the European Union (one of the examples is agreement "Horizon 2020" and more recent projects).

In the USA, an important direction in the development of innovation systems is the creation of regional innovation clusters in priority scientific and technical fields. Since 2010, these clusters have been supported at the federal level by a special federal program (prior to this, funding was provided by regional authorities).

The most prominent example of the innovation system in the USA is the "Silicon Valley" - a leading innovation cluster that receives one-third of all venture (high-yield, but risky) capital investments made in the USA. In 2010, the US government established a special commission for cluster policy (the Federal Task Force on Regional Innovation Clusters).

An important component of the "smart innovation policy" of countries in the conditions of a post-industrial society is measures to address external economic integration issues, primarily related to significant growth in global and regional competition [1]. To achieve this, the role of innovation systems at various levels is being emphasized, enhancing the synergistic effects of innovative development both through direct state intervention and through principles of self-regulation and self-organization [2-4]. The network organization of such systems particularly promotes enhanced interaction between regions and

is characterized by the influence of interregional cooperation on ensuring their competitiveness.

If we are talking about an effective mechanism for creating innovations, following the DARPA experience, which is highly respected worldwide, it should be understood that in Ukraine, it should pursue one important component - namely, it should seek out individuals within its own country, create an environment where these individuals can implement their ideas, propose and create mechanisms for crystallization, and translate them into specific products needed either by the state as a whole or specifically in particular sector.

Innovative systems, crucial for the development of a country's defense and security, are possible and necessary to create in the defense sector as well. Analysis of innovative systems in the military sphere of advanced countries, primarily NATO member states, clearly indicates the advantages of the system established and successfully operating within the United States Armed Forces [5-7; 12]. This system includes branch-specific research centers and the interagency Defense Advanced Research Projects Agency (DARPA), mentioned above. The unique feature of the latter is the development of interdepartmental, high-risk projects with further prospects (2-4-year research programs), support for breakthrough research, bridging the gap between fundamental research and its implementation in the military sphere. Examples of DARPA-inspired counterparts exist in other countries, such as GDA (France), SASTIND (China), MAFAT (Israel), and DRDO (India). The Department oversees 24 Centers of Innovation, whose structural units are located both within and outside the United States. Each Center is assigned specific specialized tasks and areas of activity.

Analysis of the State of Innovation Policy in Ukraine

The main goal of Ukraine's state innovation policy is to create socio-economic, organizational, and legal conditions for the effective reproduction, development, and utilization of the country's scientific and technical potential, ensuring the implementation of modern environmentally friendly, safe energy- and resource-saving technologies, as well as the production and marketing of new types of competitive products, including those for military purposes.

The current state of Ukraine's national innovation system comprises scientific and industrial-commercial components. The scientific component includes institutions of the National Academy of Sciences of Ukraine, sectoral research centers and institutes, and higher education institutions [8-10; 13]. The industrial-commercial component encompasses production enterprises, regardless of ownership form. Due to the lack of competitiveness of the scientific potential of domestic research institutions in Ukraine, scientific-production structures have emerged, the most powerful of which are Design Bureau "Pivdenne" and Design Bureau "Antonov", which have independent scientific tactics and strategies, personnel potential, and oversee the process of training specialists in relevant fields at selected higher educational institutions in Ukraine.

The existence of scientific-production enterprises highlights a situation in which institutions of the National Academy of Sciences of Ukraine, sectoral research centers and institutes, and higher education institutions are essentially remnants of the Soviet system, which did not utilize innovation principles.

When discussing Ukrainian products, it is necessary to understand the criteria for innovativeness. For example, when domestic manufacturers started producing passenger train carriages at domestic enterprises, would this be considered an innovative product? From the perspective of the railway's needs and the absence of a saturated market, it is an innovative product [15]. However, from the standpoint of global trends, such carriages are not innovative products because Ukraine cannot sell them to a country that manufactures similar carriages but with greater comfort and using advanced materials and technologies than Ukrainian ones [53]. Nevertheless, among innovative projects, similar examples can be found among

private companies - they are significant and interesting enough. But it is also necessary for the state to create a mechanism that allows for the implementation of these products. And they, in turn, would then become the basis for economic progress [51].

A key element in ensuring the security of the country and fostering a high patriotic spirit among its citizens is a high level of science. Without it, a successful and secure tomorrow in Ukraine will not come.

For example, according to data from the State Statistics Service, back in 2015 industrial enterprises implemented only 3136 innovative types of products, of which 548 were new exclusively for the market, and 2588 were new only for the enterprise. Out of the total amount of implemented products, 966 were new types of machinery, equipment, devices, apparatuses, and so on [41].

Recognizing the necessity of innovative systems (innovations) in the defense sector, the creation of Innovative Defense Clusters by branches of the Armed Forces of Ukraine is proposed. Establishing an innovative cluster is a complex multi-stage project [16; 19; 21]. Each stage of cluster construction represents the solution of a certain set of priority management tasks, without the successful resolution of which the execution of the next stage becomes impossible.

A cluster is a geographically proximate group of interconnected companies and affiliated organizations, associated institutions within a particular industry or field linked by common technologies and skills, characterized by shared activities and mutual complementarity [17; 18]. They typically exist in a geographical area where communications, logistics, and human resources are easily accessible. Clusters are usually located in regions, and sometimes in a single city. Clusters should have active channels for business transactions, dialogue, and communication [20]. Without active channels, even a critical mass of relevant firms does not represent local production or a social system, and thus does not function as a cluster.

The innovation defense cluster may represent a comprehensive system of enterprises and organizations for the production and consumption of the final innovative product, encompassing the entire innovation chain from the development of fundamental scientific ideas to the production and distribution of the finished product, as well as a system of close relationships among firms, their suppliers and customers, knowledge institutions that contribute to the emergence of innovations.

The innovation defense cluster forms a certain system for disseminating new knowledge and technologies, ensuring the acceleration of the process of transforming inventions into innovations, and innovations - into competitive advantages; it implies the development of high-quality, sustainable relationships among all its participants [22-24]. The emergence of such clusters is a natural process when there is a common scientific and production base. The cluster includes companies that both cooperate and compete with each other.

It should be noted that Innovation Defense Clusters for the branches of the Armed Forces of Ukraine can work both independently (on issues related to the branch) and jointly (on issues concerning the Armed Forces of Ukraine as a whole, for example, the creation of armaments (military equipment) that can be used in all branches of the Armed Forces of Ukraine) [26; 27; 31; 34]. Now, in the conditions of full-scale invasion of Russian Federation and continuous process of weapons enhancement in Russia, creation of such clusters in Ukraine acquires not only important, but really crucial nature.

Structurally, the innovation defense cluster has a classic composition: a core, product engineering companies, two environments: scientific-production and infrastructural, as well as a cluster council and a management company.

Currently, little attention is paid to the prospects of creating and developing clusters in the state and in the defense sector [28-30].

Priority areas, such as defense, and especially national security, require further research in this plane. Appropriate research in this field may spark keen interest primarily among military scientists at various levels, government officials, individuals engaged in scientific and scientific-technical activities, inventors, and rationalizers, as well as representatives of private and state enterprises.

Taking into account the above, it is possible to outline the main proposals regarding the establishment of innovative defense clusters by types of the Armed Forces of Ukraine in the interests of defense and national security of Ukraine, namely:

1. To cover the entire spectrum of security, starting from space and computer systems and their software, new defense systems, communication, defense objects, and means of communication and transportation, and extending to applied research on ways of transportation and ocean depths, from new materials integrated into systems to household items in defense facilities and military equipment, it is necessary to create Innovative Defense Clusters by types of Armed Forces of Ukraine (following the example of DARPA or MAFAT).

The main idea behind constructing such a structure is that every citizen of Ukraine, whether military or civilian, can submit their innovative ideas, proposals, and inventions to the respective Center, which ensures their consideration, analysis, study, and, if necessary, implementation for defense purposes [32; 33]. Considering the number of personnel involved in military operations and their expertise in their respective fields, the primary proposals should ideally come from them.

2. To concentrate technologically interconnected organizational structures of defense and dual-purpose, which will interact and enhance the effectiveness of defense and national security of Ukraine, it is necessary to establish Innovation Centers (innovation clusters) for each branch of the Armed Forces of Ukraine. This will enable cluster participants to become successful entities capable of functioning outside the cluster [35-38]. At the same time, by voluntarily joining clusters, its members gain access to each other's resources, transforming into rapidly progressing technological alliances. As a result of such collaborations, each cluster participant benefits. Moreover, individual gains are obtained by the branches of the Armed Forces, and the region in which the cluster is formed, and this is leading to an increase in both defense and national security levels.

3. To optimize measures for improving the state defense procurement and utilize it as a driver for stimulating innovation processes, it is necessary to refine the system of state management of innovation activity within the public sector of the economy.

4. Providing the opportunity for every average citizen with a penchant for invention to obtain patent documents should be accessible to both individuals and legal entities. The exorbitant fees associated with intellectual property rights protection hinder this accessibility [39; 40; 42]. Ultimately, this will incentivize the talented population of the country to engage in scientific, inventive, and rationalizing work. It will also lead to a high educational and scientific potential capable of producing a variety of innovations in the form of ideas, scientific developments, and patents. Therefore, there is a need to review and repeal Cabinet of Ministers of Ukraine Resolution No. 496 of June 12, 2019, "On Amendments to the Resolution of the Cabinet of Ministers of Ukraine of December 27, 2001, No. 1756, and of December 23, 2004, No. 1716".

5. To incentivize talented citizens of Ukraine to engage in inventive, rationalizing, and scientific work, which will lead to a high educational and scientific potential capable of producing various innovations in the form of ideas, scientific developments, and patents:

- Enhance the prestige of scientific workers through explanatory work, advertising, increasing the number of informational events, and expanding their audience;
- Ensure real financing for inventive, rationalizing work, and scientific research;
- Create social programs targeted towards the population (by categories: children, students, workers, civil servants, etc.) aimed at engaging and popularizing inventive, rationalizing activities, and scientific work (utilizing mass media extensively);
- Make legislative decisions to incentivize innovative achievements (e.g., free education in universities for children, job placement or reimbursement of educational expenses for students, additional paid leave or bonuses for workers and civil servants).

6. To increase demand for national innovations both domestically and internationally, and to boost the country's economy, including in the defense sector, the role of demand formation factor is becoming more significant [44-46]. This necessitates appropriate conceptual development in the field of shaping and implementing state procurement. Therefore, it is necessary to develop a project for the Concept of Stimulating and Forming Demand for Ukrainian Innovations.

7. To conduct objective and qualified expertise within the decision-making system on scientific and technical matters and the selection of development priorities, promoting the broad recognition of the importance and prospects of innovative activities, and enhancing its role in addressing the dual task of enhancing the competitiveness of the domestic economy and ensuring national security, it is necessary to elevate the level of innovation culture.

4 Conclusions

The following conclusions can be drawn:

1. Innovations in Ukraine have not yet attained decisive significance for the development of economic activity, ensuring the economic stability of the state and defense, although innovative activity is today perhaps the most important condition for creating competitive goods and services as a factor in enhancing defense capability and economic growth in Ukraine. The state should provide direct funding for innovative projects, stimulate investment in innovative projects by private and state enterprises by creating favorable conditions for those enterprises that implement advanced techniques and technologies, as well as engage in scientific and scientific-technical activities.

2. Despite all the benefits of collaboration, innovation clusters do not emerge spontaneously and do not begin to integrate on their own. Very often, the initiators of cluster formation are their future residents, and launching cluster-forming mechanisms can only be done by the state (Ukraine), which, in turn, is capable of ensuring the acquisition of new developments by becoming a customer of innovative products and creating fiscal and other incentives to attract cluster residents. Therefore, one of the initiators of the creation of the aforementioned clusters could be either the Central Military Scientific Directorate of the General Staff of the Armed Forces of Ukraine, the General Staff of the Armed Forces of Ukraine itself, or the Ministry of Defense of Ukraine.

3. The need for defense innovations is more pressing today than ever before. This is due to firstly, the necessity to restore the defense and economy of the state, where innovations can become an effective means to achieve this goal. Secondly, it is about the change in the ways the economy and society function as a result of modern technological transformations, especially in the field of information and communication technologies (such as the implementation of artificial intelligence, blockchain, Internet of Things and Industrial Internet of Things, 3D printing, 5G communication, augmented and virtual reality, etc.), which fundamentally alter processes in manufacturing and construction, trade and logistics, education and knowledge accumulation, and so forth.

4. The country's system of governance should play its leading and significant role in the aforementioned issues and simultaneously ensure the coherence of state policy in the field of invention, rationalization, scientific work, and the development of national innovations, as well as the diversification of tools to support and stimulate science in general.

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Primary Paper Section: A

Secondary Paper Section: AD, AE, KA

HUMANE AND FREE-LOVING DISCOURSE OF TARAS SHEVCHENKO'S LITERARY ORIENTALISM

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Abstract: The article represents the study of T. Shevchenko's poetry from the standpoint of orientalism discourse and humanistic plane. "Hamaliia", "Caucasus", and some other poets' works are taken as examples in solving the set research tasks.

Keywords: poetry; Taras Shevchenko; discourse; literary; orientalism; heroism.

1 Introduction

The great Ukrainian poet Taras Shevchenko was formed as a creative personality not only under the influence of Ukrainian folklore and literature, but also the best examples of world culture. Shevchenko's creativity raised Ukrainian literature to unprecedented heights. According to literary scholars, he "belongs to the number of the greatest folk poets that the world history of literature knows" [4].

An interesting and original component of Shevchenko's work is orientalism. Shevchenko constructed Ukrainian literary orientalism in various ways. The poet introduced a humanistic internationalist perspective on understanding the motifs and images of the East, demonstrating the diverse possibilities of their "reproduction", thereby creating a high canon and laying the foundations for a refined culture of artistic Orientalism. The study of the humanistic discourse of literary Orientalism of Taras Shevchenko allows seeing his multifaceted image - a poet, writer, man, citizen, thinker, son of his people, to understand the features of his powerful intellect, to reveal the world of his feelings, character traits, worldview, and the dynamics of the formation of his personality.

2 Materials and Methods

The methodological basis of the study is determined by the principles of historicism, objectivity, and systematic scientific analysis. The heuristic tools used include such methods of historical research as comparative historical, historical-genetic, historical-typological, historical-systemic and historical-biographical, as well as complex source analysis of sources.

3 Results and Discussion

T. Shevchenko's innovative "proto-statist" ("Hamaliia"), anti-imperial and anti-colonialist reinterpretation of oriental realities ("Caucasus") became a certain mirror that revealed the shallow ideological and artistic provincialism of the previous sporadic attempts to return to literary circulation the plots of oriental origin and their predominant servile character working. Being a work of free genre-compositional form, "Caucasus" was the result of a worldview change and ideological and aesthetic evolution of the author, including in the understanding of the Orient, from his early work to the period of "storm and onslaught" of 1843-1847.

Taras Shevchenko's passion for the oriental world began even before his exile. In particular, the early period is indicative of the writer's inheritance, together with the artistic hypostasis of Kobzar, of traditions, for example, Kobzar Dumas in the depiction of Cossack campaigns against the Turks. Shevchenko recreated not the "letter", but the spirit of the era of the Cossack campaigns against the Turks. In the poems "Ivan Pidkova" and "Hamaliia", the key first became the disclosure of the zeal of the winners of Sinop and Tsargrad. Another, tragic, consequence of the sea expedition to the "Turkish land of Agarian" was given by Stepan in the poem "Blind". Therefore, in Shevchenko's poetry, orientalism first appeared in the coordinates of the fierce struggle of two worlds, the Western and the Eastern ("Ivan Pidkova", "Hamaliia"). These "hero-centric" works formed the

Cossack myth of the artist on a more or less historical basis, introduced heroic-romantic intentions, and with them - motifs of the Turkish East as an enemy power (the higher the price of Cossack victories), the country of slave torment.

Thus, in "...Pidkova" from the mouth of the chieftain, who conspiratorially concealed the route of the "visiting" expedition all the way to the sea - not to "Sinope", but to Tsargrad, to the Sultan - the command "Let the enemy die!" sounds imperative. The period of fierce competition with the Turks was conceived in the coordinates of a sad romantic reflection on the end of the Zaporozhian glory and will. The imaginative romantic thinking of the poet, which was based on two "myth-derived and mythogenic sources: Ukrainian folklore and the Bible" [8] in "Hamaliia", this, by definition of Yu. Boyko-Blokhin, "extravaganza-symphony", melted historical and literary sources - in particular, the stories "Expedition to Tsargrad" (this is also the first version of the name "Ivan Pidkova") and "The Rocktooth in the Castle of the Seven Towers" by M. Tchaikovsky, as well as thoughts about Serpyaga's campaign from "Zaporozhskaya Starina", thoughts about Ivan Bohuslavets, Marusya Bohuslavka, "Slaves in hard labor", and others.

The replacement of the brilliant Porta with the name of the previous - Christian - civilization, the Byzantine Empire, shows the conventionality of such characteristics in the age of romanticism. So Shevchenko, although he was familiar with the history of the Black Sea and the Mediterranean, generally did not care about historical authenticity. That is why Byzantium, and not the Ottoman Porta, appears in "Hamaliia". At the same time, he wrote the impetuous action in the specific coordinates of the city on the Dardanelles Strait, in a Cossack song he mentioned "the other side" of Turkey and the Istanbul suburbs of Galata and Scutar. Since the artist sought and found the universal in the other, he did not seek to reveal the images of the "alien, different" as deeply as possible. In other words, without striving for the accuracy of the reproduction of the realities of Eastern civilizations, the artist cared primarily about the representativeness of the national view of history with its bright pages of the exuberance of the spirit in skirmishes with the "busurmans" Turks and Tatars, naval liberation expeditions, and the acquisition of Eastern trophies.

The oriental locus of the poem is formed from the beginning. Thus, the song of the slaves certifies Porta as a foreign and distant country, where neither wind nor wave comes from Ukraine, from where it is impossible to hear whether there is still advice there, how to "stand against the Turk". The patriotic consciousness of the song-crying song, which touched the wide Bosphorus, originally, coloristically similar to a gray-skinned bugai, is reinforced by the echo of the liberating accents of the Cossack-derived song "In Turkish woman, on the other side...". It serves as a symbolic code of the natural protection of the Ottoman "house on the platform" by the stormy sea, the Turkish treasury, rich in "talars-ducats", powerful armed forces ("Ho, the Turkish janissaries, / Pasha, too, are snoring" [5, p. 235]) - but all this does not frighten the Cossack heroes. Moreover, in our opinion, the Cossack song "In Turkish woman, on the other side" is not just an allegory of Turkey, but it also serves as a certain domestic political blueprint for Ukraine, even Ukraine at the beginning of the 20th century. Thus, a strong house on a platform can be interpreted as a symbol of the state power of a financially rich country with a powerful army. This representative view of Porta, equal to which T. Shevchenko wanted to see his Motherland according to these characteristics, is not "removed" in "Hamaliia" even by pictures of brutal bloodshed in the spirit of the "horror romance" of that time.

The compositional and stylistic structure of the work is subordinated to contrasts of states, changes in tempo. By the time "Snoozes in the harem - "Byzantium is in paradise" - the Turk, the lazy sultan, by now Skutar is also dozing. Only the Bosphorus is depicted as disturbed in a romantic way, and the

sea "allied" to the Cossacks does not allow waking up Byzantium. The states of nauseous sleep and anticipation are suddenly interrupted by a call - a sign of the age: "Slash and fight! / Snub the busurman's disbelief!" [4, p. 236]. The battle culmination revealed the deadly struggle of two worlds in all the force of sound (the roar of guns, enemies), the dynamics of action ("...and the janissaries rolled" [5, p. 236]).

The cruelty of bloodshed in the spirit of the "romantic of horror" and "pre-naturalistic" writing (Byzantium "is rendered mute by knives in blood", Scutar burns like hell, blood flows through the bazaars and the Bosphorus overflows) to some extent is removed in a noble, liberating way. Hamaliia breaks the chains, "liberates the brothers" from Turkish captivity, while the Cossacks destroy the walls and collect war booty. The goal of the campaign to Tsargrad was achieved, significant trophies corresponding to the eastern direction of the campaign were won: the Cossacks took so much silver and gold with their caps that their cheery song sounds not as a promise, but as the reality, the perpetuation of the "swarm" mode of combat:

*«Будем жити, вино пити,
Яничара бити,*

*А курені килимами,
Оксамитом крити!»* [5, p. 238]

The final chord shows Byzantium, albeit mutilated, but still capable of chasing the winners. Shevchenko's emphasized fear of the Ottomans, already historically formed at that time, restrains it from the sea expeditions of the Zaporozhians, such as Sahaidachny: so that "the monk / did not light up Galata again / or hetman Ivan Pidkova / did not call to the sea for a ralets" [5, p. 238] (the last mention, like the sea campaign against the Turks of Hamaliia, is not a historical fact). However, despite all the conventionality of the plot facts of the works, they remain a sincere artistic and human document, a generalized historical testimony of the freedom-loving Cossack people, their military skills, acquired in opposition to the Turkish ruler of the East. In this manifestation of freedom-loving lies the answer to the non-rhetorical question of the poem "Chygyryne, Chygyryne..." – "Why did we slaughter the hordes?".

The reproduction of the Ottoman Orient in the stylistic manner of the Kobzar thoughts of the "slave cycle", into which Shevchenko as the author of "Hamaliia" so organically fit, found a continuation in the poem "Captive". In particular, in the "Duma" inserted into its text, it is at the same time a greeting of Stepan with his relatives and a "song of the fate" of the shacklers in severe Turkish captivity. This highly skilled stylization is combined with the realities of thoughts about the struggle of the Cossacks with the Tatars and Turks by the image of the Agarian Turkish land, whose prisoners become the survivors of the waves. In general, with the cooperation of the folklore and literary loci communes, the singing of a young sightless kobzar recreated the drama of the Zaporozhians, who were chained by the "Turks-janissaries" - three poods for common Cossacks, four for chieftains.

The depiction of the hard forced labor of the prisoners, who "break the stone underground" and its consequences – numerous deaths without confession ("they die like dogs") or the fierce Turkish pursuit of fugitives, the dynamic description of which is comparable to the thought of the escape of three Azov brothers. The brutality of the punishment of the disobedient appears in the poem in an authentic Ottoman language: "Already on the third field / The Turks-janissaries caught up, / They tied them to a stake, / They took out their eyes, / They baked them with a hot iron, / They forged them in chains, / They put them in prison / And they walled them up" [6, p. 298].

The Ottoman Porta appeared in the work as a military force that determined the fate of more than one generation of Ukrainians, because Yaryna's old father once "walked" in Turkish captivity. Stepan's story in the continuation of the Duma clarified the circumstances of the acquisition of freedom: the Turks, in accordance with the Eastern tradition, released the blind Stepan,

as the Byzantines had previously released the blinded Bulgarian soldiers. They did so for the following reasons, obviously: 1) Stepan ceased to be dangerous; 2) the blinded chieftain was a frightening example for others; and 3) it was possible to save a little on maintenance expenses. The hero's path from captivity lay through the Balkans and the quiet Danube, but in Ukraine, under Catherine II, such was the case that, as the poet writes, "even from your house / To a bad Turk / To the neighbors to seek refuge" [6, p. 301], as was the case with the Transdanubian Zaporizhia in Turkish possessions.

Shevchenko's oriental discourse included, in addition to Turkish-Tatar projections, Mongolian projections. Albeit sporadically, the message "Both the dead and the living..." represents one of the concepts of German science regarding the ethnogenesis of the inhabitants of Russia as "Mughals" ("Turans" in F. Dukhinsky's terminology). The speaker, let us emphasize, sympathetically characterized them with the contrasting image of "Golden Tamerlane's naked grandson", built on the same antithesis as the works on the history of Ukraine, "glorious past - needy present". Sympathy for the poor peoples of the East in Shevchenko, the poet and artist, later strengthened - after getting to know the ethnic groups of Central Asia in their places of residence. In the message, the image is used in the polemical-critical plane of rejection of fashionable theories, which, moreover, are mutually contradictory ("Mughals" – "Slavs").

Kobzar's large-scale topos "Siberia difficult to get around" ("Сибір неісходима") (in part "Caucasus", "Great Vault" and "Monk", as well as the "comedy" "Dream") is quite representative. This is in the image of the artist, who experimentally combined visual and auditory images, and not only in the sleepy vision of the narrator - deserted, snowy and frosty spaces, where there are only forests, swamps and fog. Siberia-desert is impressively associated with a close-knit home, from where the dead appear for a terrible judgment. The clang of shackles in the underground gold mines is the "sound track" that accompanies every movement of hardened criminals. And among them, the fighters against the Asian despotism of the empire, the Decembrist "first evangelists of freedom", the Polish nobility, driven to Siberia for the rebellion, are being punished.

Thus, for Shevchenko, Siberia is a prison of deported peoples, a prison for their countless best sons, including Cossack hetmans, koshovs and colonels, like S. Palii, and not only for criminals. It is also a place of deserved or not deserved punishment, a spiritual test of a person's strength, a reassessment of values ("Monk"). Subsequently, such literary connotations were enriched by P. Kulish, developed by I. Franko - in the comparison of Austria with despotic Russia, which sends villages to Siberia, as well as V. Mova-Lymanskyi, P. Grabovskyi - in the exile's poems, poems, the story "The Red Overcoat".

The real peak of Taras Shevchenko's literary orientalism was "Caucasus" (1845). The work took shape at the crossroads of geographical (in Greek mythology, the gods punished Prometheus by chaining him to the mountains of the Caucasus), military, political, and personal factors. The last two are the Caucasian War of 1817-1864, in which, in the year of writing the work, Ya. de Balmain died during the Dargin campaign. The "Caucasus" text actualized the myth of Prometheus in a new semantic field, which combined the oriental discourse with the anti-colonial one, glorified the struggle of the highlanders in its projections on the fate of native Ukraine.

"Caucasus" became the author's reinterpretation of the history of the conquest of the East by the West (more narrowly Dagestan, Chechnya, and the North-West Caucasus) by Russia, the connections between the present and the past, the relations between the colonial metropolis and the colonized suburbs, whose inhabitants were forcibly harnessed to the chariot of war, and a solution to the philosophical problem of people's and nations' destinies.

As M. Verkalets rightly wrote, "...T. Shevchenko was a witness to the formation of Oriental science in Russia, the task of which was primarily to prepare for the further advancement of Russian imperialism deep into Central Asia, and not to study the spiritual treasury of the Orient, which advanced scientists did a little later. Because of that, the poet-convict conveyed his aesthetic impressions of the East, expressed in poetic stanzas and numerous drawings, to his native people through the prism of tragedy, in gloomy tones. This is mainly the cry of the soul, and not the affection that caused all of Europe in Heine's time to kneel before the mysterious East" [9, p. 125].

The epigraph from Jeremiah, like a tuning fork, indicated the breadth of the universal human intentions of the poet and his "Caucasus" - mourning for the "victims" in the eastern war. In the beginning, he determined the tonality of the anaphoric image of the highlands, overshadowed by grief and drenched in blood. "Caucasus as a text" is expressively outlined as a land where God's truth and will surely prevail one day (a manifestation of T. Shevchenko's prophetic visionary), and for now "rivers flow, / Bloody rivers!" [5, p. 344]. The image of the Caucasian Orient is formed through a change in the subjects of the narrative. Parodying the official and etiquette formulas of the autocracy, the author "plants" them from the inside with ironic and sarcastic writing, showing the war as an attack on the "heartfelt will" of the highlanders.

The explosive temperament of the humanist's emotional experience of those events is accompanied by the opening of the military hecatomb - "Bones lay / A lot of people were drilled" [5, p. 344]. The picture of the Eastern world absorbed all the pains of the mountain people, personified by the fiery sea of spilled tears. The greatness of Shevchenko's internationalism in the oriental discourse is revealed by his opposition to the Russian chauvinistic narrative "Humble, Caucasus: Ermolov is coming" by O. Pushkin, partly by M. Lermontov, in which, along with sympathy for the devastated villages, there are notes of "historical necessity" "Humble, Circassian!" and a threatening prediction of the same fate for the rest of the countries and peoples of the East and the West.

Contrary to any glorification of the unjust war and its victims, Kobzar inspiredly poeticized the glory of the blue ice mountains, which was multiplied by the Caucasian "great knights" like Shamil, the defenders of the native mountains, the people, their traditions, faith, will, and truth. Although, it must be admitted, individual Russian writers nevertheless opposed the colonial and culture-tragery rhetoric of the imperial center - this is partly M. Lermontov in the poem "Izmail-Bey", O. Bestuzhev-Marlinskyi in "Caucasus" novels, O. Polezhaev in verses and poems, and especially L. Tolstoy in the story "Haji Murat" and other prose things. But even in this literary series, T. Shevchenko is unique in his Promethean upliftment of the spirit of the plannedly destroyed, but not mastered, few peoples of the Caucasus, in his imaginative artistic form, in his ideological dismantling of the Russian imperial myth. Since the methods of destroying foreign culture were well known to him from Ukrainian historical and personal experience, the artist nobly opposed this imperial practical policy.

"Praising" of freedom-loving Caucasus and untamed mountaineers acquires a basis in the next narrative of the narrator. He objectifies the realities of local color as characteristic of a different, oriental, space of the Caucasus with its own, historically formed civilization, not at all inferior, with its own traditions and customs:

*Чурек і сакля - все твоє,
Вона не проишена, не дане,*

*Ніхто й не возьме за своє,
Не поведе тебе в кайданах.* [5, p.344]

Addressing a mountaineer as "you" ("tu") meant not the superiority of a pseudo-civilizer from Russia, but an equal, fraternal attitude towards a free mountain man. The idioms "churek" for local bread and "saklia" for housing are perceived

in the context of the whole not as ordinary details of everyday life of Caucasian ethnic groups, but as philosophical symbols. They mark the spiritual and material foundations of the existence of the highlanders of the Caucasus, which differed from the world of the colonialists in that they did not have the lack of human freedom, all kinds of shackles and thievish appropriation of other people's goods, taking possession of other people's territories after exterminating the defenders of their land, family, and village.

At the same time, the same realities in the lyric-dramatic monologue of the not homodiegetic, as in the above quote, but intradiegetic narrator serve as self-disclosure and, imperceptibly for the speaker, self-exposure of all spokesmen of imperial-chauvinist thinking, which is embodied in life both in the Caucasus and in "Sub-Russian" Ukraine. So powerfully, in the growing gradation of rhetorical exclamatory sentences, no one conveyed the distorted worldview of the colonizers prior to T. Shevchenko: why, they say, those Caucasian saklyas stand "with you, / Not given by us"; Why do we not throw your "Churek" at you, / Like that dog! [4, p. 345]; in the end - why shouldn't "foreigners" "pay for the sun" to the greedy metropolis, having previously given it "their mountains / The Last... because they already took / Both the field and the sea" [5, p. 346].

The psychological and mental basis of such a big-state point of view is based on ignorance of the East, the mythologeme of the inferiority of other races and nations in comparison with the "God-chosen" Russian people, which supposedly gives the right to "pacify" the "wild" and violent highlanders, to bring them the "light of advanced culture" (decent Russian intellectuals also believed in such missionary work). In reality, in the Caucasus and the Transcaucasia, there existed an ancient and rich culture from ancient times, connected with the Persian, Hellenistic, Byzantine, and the culture of the Muslim East at a time when the actual Russian culture did not even exist. The violent implanting of civilization of the mountainous region actually turned out to be its destruction, a real massacre: the number of victims in the wars with the highlanders, according to the statistics given in I. Dzyuba's monograph "Taras Shevchenko", significantly exceeded the losses in the Russian wars of the 19th century with Turkey and Persia.

An analyst and "revelator" of imperial ulcers, Shevchenko invectively inferred the threat to the existence of peoples, particularly oriental ones, in and around the empire from long-term moral and ethical distortions of Christian morality in Russia. The motive of the Orthodox Church serving the invading plans of the tsars, consecrating its expansion to the East and other parts of the world in the name of God is highlighted in "Caucasus" by the alliteration of the lines about "tireless obeisances": "For theft, for war, for blood, / To shed brotherly blood, they ask / And then they bring you a gift / A veil stolen from the fire!" [5, p. 346].

Orthodox Christianity in its "Suzdal-Byzantine" version, as the author exposed, performed the task of "ideologically and spiritually asserting Russian dominance in the Caucasus. The dragoon squads were followed by an Orthodox priest... A special spiritual commission engaged in the baptism of mountaineers, resorting to deception: they were promised that the baptized would be freed from serfdom and taxes; when the deception was revealed and the highlanders rose up, they were suppressed by force. Tsarism did not object that religious rituals and the word of God... were used to justify and bless the bloody war, to sanctify the murder and wild fury of Orthodox heroes" [3, p. 37].

Therefore, the episode from the history of the East Caucasus, Russia's first war with the mountaineers in the humanistic reception of Taras Shevchenko according to the canons of romantic Prometheanism, which renewed Ukrainian literature and the entire world tradition, became a deliberately diverse debunking of the imperialism of the West, its aggressive efforts to master or eliminate the mountain peoples. "Caucasus" is also an excited elevation of the idea of national armed resistance to the colonizers on both sides of the Caucasus, the Carpathians, the Alps or the Andes, a historiographical affirmation of the

indomitability of peoples who inherited freedom-loving from their ancestors and the best traditions of their native land. It is difficult to overestimate such an unusual and comprehensive "philanthropy" (A. Shymanovskiy) of the Ukrainian poet, especially considering the Russian circumstances.

Quite rightly, modern researcher Myroslav Shkandrii recognized Taras Shevchenko's work as a "protest against the colonial war", and "The Caucasus" as the most powerful anti-colonial work: "The image of Taras Shevchenko as a national poet is closely related to the fact that he rejected the imperial paradigm of conquest and assimilation and affirmed instead a counternarrative legitimizing the local national struggle" [7, p. 219].

The orientalism of Taras Shevchenko's poetry had a Western (European) orientation towards understanding the mysterious and alluring East, which reflected even the "poetic nomenclature" (I. Gerus-Tarnavetska) of Kobzar. "In his works, there are a number of geographical names associated with Arab lands, such as Syria, Egypt, Palestine, Lebanon, Assyria, Jerusalem, Babylon, Palmyra, Sahara, Carmel, Nazareth, Yeleon", which had primarily the character of a pious attitude towards the Holy Land.

The biblical vector of orientalism in Shevchenko's pre-exile poetry also had a revealing pathos. It revealed in the direction of a critical edge against the cunning Pharisaism of those pastors who take from the "holy Bible" as examples for imitation stories about a certain king, once a swineherd, who "took a friend" woman to himself / And killed the friend. Now in heaven" (referring to David, the ruler of Israel's Judea). We also take into account here the reference at the beginning of the poem "The Blind Man" to moral aberrations in the story of the sale by the brothers "and gold / From flocks, oil and wine" [5, p. 207] of his own brother Yosyp in captivity to foreign tribesmen: under the artist's pen, the plot acquired a metaphorical, timeless depth. And "Psalms of David" are valuable for their philosophical development¹ of the semantics of captivity (Psalm 136 "On the rivers of Babylon" with the patriotic exaltation of the native Jerusalem), the concept of joy after liberation in Psalm 52, where Ukraine is thought of as an associative counterpart of Israel.

Adjacent to the anti-colonial pathos of "Caucasus", Shevchenko's anti-despotic discourse was fully outlined in the composition "Tsars". The work was preceded by the design of the authorial hierarchy of historical crowned lords in accordance with their deeds in "N.N." ("Oh my thoughts! oh glory of evil!"). Shevchenko was sure: glory should not be evil and equally crown the Eastern tyrant, called "Caesar-executioner", the Babylonian Sardanapalus or the Judean Herod, on the one hand, and the "good Greek" Socrates, on the other, the fratricide Cain on the one hand, and Christ on the other.

In the first - third parts of "Tsars", Shevchenko's temperament led to an invective protest against Amon's rape of his own sister Famar.

Another type is the explication of oriental realities in the poem "Rust" ("Irzhavetz"). It relates to the history of Ukraine in the 18th century, when Mazepa, Orlyk, and Gordienko found themselves in the sultan's Bendery, and the Cossacks founded Oleshkivska Sich ("new Zaporizhia") on the lands of the Tatar khan. The eastern theme of the work is a pioneer in the work of T. Shevchenko and in "Irzhavetz" by the artistic modeling of the protectorate of the Crimean Khanate over the Zaporozhians. The author's position is defined by an attempt to replay the history of the beginning of the 18th century in the work: what, they say, would have happened if Ukrainians had unanimously sided with Mazepa and Hordienko? Then, the narrator suggests, they would not have to live to be conquered by the Zaporizhia "Tatar". The

one that appeared in the Ukrainian literature of the 19th century, designated by the epithet "bad", still allowed "to become a new basket on the sands" [6, p. 44-45]. The emergence of the new Sich on the Crimean sands by the grace of the khan, however, was not accompanied by permission to build a church - the khan "ordered". Therefore, the descendants of the conqueror of Kafa and Istanbul Sahaidachny could pray to the holy image in a foreign land only in a tent and even then secretly.

For Shevchenko, who was in Pryluchchyna in the Cossack village of Irzhavets, saw a miraculous icon there, the khan's prohibition became an unacceptable humiliation in Eastern "receptions". Therefore, the poem creates a myth about the eternal tears of the Mother of God "and for the Cossacks", shed either from the Crimea or in the Hetman region. That is, the poet avoided any smoothing out of international contradictions, which was nevertheless felt in the opera "Zaporozhets beyond the Danube" by S. Gulak-Artemovskiy. Shevchenko, on the contrary, emphasized the plight of the Cossack grays in a foreign land, who suffered from the injustices of the Tatar Murz. It was precisely for this reason that the Mother of God of Irzhavets shed holy tears, and God looked down on this offense in the romantic work. He punished Peter I, "beating" him to sudden death when returning from the Prut campaign against the Turks. This was organically Ukrainian, designed with the cooperation of oriental "signs", the poet's sentence to foreign masters and unfriendly countrymen. Such as Palius in the poem "Monk", who took the side not of Mazepa, but of Peter, and learned for himself what is "Moscow. Forests, snows and Yenisei", having missed forever with good fame. Indeed, the Ukrainian Way of the Cross runs from Ukraine to Siberia in T. Shevchenko's poetry.

The fate that led another exile, Kobzar, to Kos-Aral, made it possible for the first time to depict the life of the eastern ethnic groups of Russia ("Kyrgyz-Kaysaks", as the Kazakhs were then called) from own experience and autopsy, both with a pen and a brush. Shevchenko's stay in the desert behind the Urals, among the "waterless and uninhabited steppe", as he described the dominants of the eastern landscape in a letter to Ya. Kuharenko dated June 4, 1854, appears difficult in the letter to "A.O. Kozachkovsky". After all, the exile's psychodrama unfolded among red steppes, so unlike the native greens. The Trans-Caspian landscape was foreign to the lyrical hero also because there was nothing to catch the eye on among the Kazakh steppes, unlike the Ukrainian steppes, which were littered with graves. The red field and stay in the "smelly house" of the barracks, the "disgrace" of the soldier's drill, and the uncertainty of liberation were blackened [1]. All this determined the ideological and aesthetic registers of Taras Shevchenko's literary orientalism.

In this psycho-emotional situation, a "Kazakh" work took shape, which in a way mediated the local layer of "folkloric" prose – "God had an ax behind the door..." (Kosaral, 1848). In the center of the work, which is unique in its fabulousness, there is a folk tale about a holy tree. It is honored by the "kaimaks" as the only survivor after God's punishment (of the seven-year fire) for stealing an ax. That fire was such that "from the Urals / Up to Tingiz (the author's emphasis is G.O., meaning "sea" in Kazakh) to the Aral / Water boiled in the lakes" [6, p. 79], and the beast hid from the fire as far as Siberia, in the snows of Tobol.

On the eighth summer after the fire, as the artist skillfully played with colors, the holy sun illuminated the desert, which was "blackened like gypsies". With the omnipotence of this color in the landscape, only the green of the surviving God's tree and "red clay and gravel" are dissonant. Shevchenko "humanized" the landscape of the clay desert with the figure of a kayaker on a camel; the sad look of the son of the steppes in the direction of the Kara-butak river corresponds to the cry of a camel [10]. As a note by a local ethnographer, a description of the Kazakh ritual around the holy "singychagach" is made (in translation, it means "one tree"), which testifies to its real cult: "And they pray and make sacrifices / They beg the tree, / So that the heathen will green / In their poor land" [6, p. 80].

¹ A luxurious example of the solemn oriental style of Shevchenko the psalmist can be found in the following example from Psalm 132: "Яко миро добровонне / З голови честної / На бороду Аарону / Спадає росаю / І на шиті омети / Ризи дорозі; / Або роси ермъвській / На святій гори / Високій сіонській / Спадають і творять / Добро тварям земноводним, / І землі, і людям, – / Отак братів благих своїх / Господь не забуде"

Therefore, the poet equipped the Kazakh legend in his own ideological and artistic processing with empathetic expressions of interest in the eastern region, its nature, life and customs of its inhabitants, creating a canon of Ukrainian writing regarding the aesthetic mastering of the reality of the Asian peoples of tsarist Russia, doomed to extinction [8]. This is evidenced not only by the artist's poetic, but also painting heritage, which depicted the figures and inner world of Baigush children, Katya Cossack, and others. Other writers were guided by Shevchenko's description of the Aral region when embodying exotic oriental themes, for example P. Grabovskiy in the poem "Tekynka", K. Bililovskiy ("Batyrbumbai"). It is worth stating the originality of Kobzar's Kazakh motifs, which is not only a "traditional example and a typical achievement of the literature of exile" [2, p. 29], but also the introducing new elements that turn them into a source of inspiration for others.

A sincere patriot and democrat, T. Shevchenko in the meditation "My thoughts, my thoughts..." sent his thoughts to the steppe to walk with the children of nature "the poor Kyrgyz. / They are already poor, / Already naked... / But they still pray to God at liberty" [6, p. 118]. Thus, the concepts of empathic thought, motives of the unity of the native inhabitants of the East with their native natural environment; overcoming existential loneliness through new communication with the stepsons of the eastern steppe and expanding the interaction of the lyrical narrator with the oriental world, which was unfamiliar to him, with Asian civilization, were evidenced by T. Shevchenko's humanism, his philosophizing and true internationalism along with Ukrainian patriotism.

Another exotic topos for the Ukrainian reader, the steppe "boundless beyond the Urals", is a space aesthetically mastered by the poem "Muscovite Well" ("Moskaleva Krynytsia"). Known in two editions, it, according to the author's framing of the later one of them, was based on a story heard from a convict-warnak above Elek². The hero of the work, Maksym, returned home from the Russian army crippled spiritually, which is hinted at by his Russian language, and crooked on crutches, having been mutilated in battle, when "Ochakov was taken by the Muscovites" [6, p. 239]. In this context, the "Muscovite well" dug by Maksym in the field can be read as a source of other people's spiritual values, the danger of joining which T. Shevchenko's strong national spirit warns against.

He also became a pioneer in the complete reproduction of the Central Asian "plein air". As an artist and poet, the Ukrainian for the first time recreated the distant Aral Sea, the Caspian Sea, the "Darya" (the Syrdarya River, where Butakov's expedition was anchored), the fishing wintering vessel "bataga" located near the mouth. In the landscape poem "And the sky is unwashed, and the sleeping waves..." the poet succeeded in this, ahead of the literary achievements of the time. We have a work of an amazing consciously de-aestheticized landscape, in which the wasted state of the natural environment - a "worthless" sea, yellowed grass, like a "drunken reed" - corresponds to the apocalyptic boredom of the exile's soul. In Russian poetry, an analogy to such a nondescript landscape can be found only in the poem "Farewell, unwashed Russia..." by M. Lermontov.

Finally, the farewell to the "blue wave" of "poor Kosaral" and the plague of the Syrdarya was the summing up of the post-Byronic motifs of "Kobzar" marina "Done! The sail was unfurled". The emotions of the work are not disturbed, there are notes of heartfelt friendship for the humanized "friend"-the sea, which entertained boredom for two summers. The text testified in the composition of the "exotic" whole the mobility of the "foreign - own" dialectic. Thus, in the penultimate period of his work, T. Shevchenko felt and reproduced those noble emotions, about which already in the 20th century Swiss philosopher-panidealist R. Holtsapfel expressed himself in the same spirit: there is, naturally, no foreign land anywhere, it is enough for a person to open his eyes and heart around him.

"Later" Shevchenko returned in the oriental discourse to the circles of his youth. The ballad poem "In that Kateryna..." gives the right to say so. His conditional-historical texture, if it diverged from the historical truth in details (it was not so much the Tatars in Kozlov-Evpatoria who impaled the Cossacks as the Lyakhs and their werewolves like Ya. Vyshnevetskyi), nevertheless recreated the real reason for the appearance of the Zaporozhians in the Tatar Crimea. Thus, the famous Ivan Yaroshenko managed to free from "fierce captivity" in Bakhchisarai that countryman whom he mistakenly considered the brother of the cunning Kateryna.

Thus, Taras Shevchenko developed Ukrainian literary orientalism in many ways, revealed even in his youth "why we fought with hordes...". The freedom-loving "trend" of Kobzar's orientalism in the following periods of his work underwent an ideological and emotional-aesthetic renewal, first of all, by the anti-colonial Promethean discourse of the "Caucasus", an individual interpretation of ancient themes, as well as modernity - an innovative painting of Central Asia and its inhabitants impoverished by tsarism. At the same time, Shevchenko's method is such that the narrator is the porte-parole of the author, his representative embodiment of an ethnographer, geographer-naturalist, culturologist and anthropologist in the artistic presentation of the oriental world. In the end, the poet introduced a humanistic internationalist perspective of understanding the motifs and images of the East, demonstrated the various possibilities of their "literaturazing", thereby creating a high canon and laying the foundations of the refined artistic culture of artistic orientalism, and found his own original forms.

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Primary Paper Section: A

Secondary Paper Section: AJ

² Elek or Ilek, as Shevchenko explained in a letter to Ya. Kukhareenko, is "the Togobi small river of the Urals, flowing into the Urals between Orenburg and Uralsk". Convicts were sent there to the "Yelets defense for breaking salt".

COMPARATIVE ANALYSIS OF MONOLOGICAL AND DIALOGICAL DISCOURSE

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Abstract: This article delves into the intricacies of speech dynamics, exploring the relationship between the speech producer, subject, and the unique role of pedagogical speech. Drawing parallels with physics, the text establishes that the speech producer stands outside the speech act, much like an observer in an experiment. It emphasizes the significance of the subject of speech as an intermediary, shaping the independent existence of speech. The discussion extends to the specific features of pedagogical speech, focusing on audience awareness, personal attitude, and the visual elements that accompany effective communication. The article concludes by underlining the pivotal role of speech culture in the overall professional and pedagogical competence of contemporary educators.

Keywords: speech culture; rhetoric; teaching process; language; communication.

1 Introduction

The speech culture is an indicator of the general culture of a person, his intellectual development. Possession of the culture of speech communication is an important condition for the future professional self-realization of university students. Currently, the labor market is in demand for a creative person who is able to carry out speech interaction effectively. Competitiveness, career growth directly depend on the organizational and oratorical abilities of a person, the ability to establish and maintain business contacts with partners. The speech culture is such a choice and such an organization of language means that, taking into account the situation of communication and observing the actual linguistic, communicative, and ethical norms, can ensure the greatest effect in achieving the set communicative goals.

Rhetoric was formed in Sicily. The concept of "rhetoric" comes from the Greek *rhetorike technē* (oratory), and covers the following fields of knowledge: the theory of speech — the art of speech — oratory. Rhetoric is understood — consciously or unconsciously — as the technique of speech, manifested in various forms, speaking by the individual [18]. The question arises: why turn to the past? But not knowing history means always being a child. All arts consist in the exploration of truth. It is impossible to know the essence of modern oratory if not to turn to history, just as it is impossible to understand the culture of a people without paying attention to its past [7; 18; 21]. Talking about the knowledge of the Greco-Roman world as a way of knowing selves and the universe, they do not mean the need to study vocabulary, grammar rules, passages in Greek and Latin, they mean: to know the Greeks and Romans themselves, their way of life [22].

In the 8th-7th centuries B.C., the migration of Greek tribes spread their culture throughout the Mediterranean, reaching even the shores of the Black and Caspian Seas. Because of the Macedonian expansion, they penetrated the East, including India and Central Asia. Somewhat later, contact with the original Roman culture arose, which began to develop as the second culture of the ancient world. The main source of our acquaintance is represented by ancient literature are the works of ancient authors, Greek and Latin. However, until our time, these works have been poorly preserved [6]. Bartoszewics wrote, "what can discourage from rhetorically is its apparent complexity and alleged interpretative empty spaces, which are left open by rhetorical methodology" [3]. The contemporary conceptualization of rhetoric is ambivalent and a phenomenon of polysemantic meanings is associated to the word [10].

The history of the development of the cult of eloquence is not over to this day. The importance of being able to clearly express own thoughts and influence the opinion of the audience is still vital for politicians, judges, and teachers [21].

2 Method

The methodological support for the research implied an analytical review of the stages of development of the doctrine of speech culture and research problems in the theoretical and practical aspects of linguistics and pedagogy, as well as a system-functional approach to the theoretical substantiation of the research problem, the theory of speech activity as a component of the social and mental activity of the individual as a whole. The organization of the study was carried out taking into account the requirements of systemic, holistic, and synergetic approaches to the analysis of social and pedagogical phenomena.

3 Results and Discussion

The formation of oratory

The objective basis for the emergence of oratory as a social phenomenon was the urgent need for public discussion and resolution of issues of social significance. A good speaker can only arise from one who wants to become a speaker, who strives for this, who works hard on himself. Already in the most ancient religious and philosophical teachings, correct speech was given a special place. The path to truth was divided by the Buddha into eight parts: right discrimination, right thinking, right speech, right action, right living, right work, right memory and self-discipline, right concentration. It is significant that among the first steps on the path to truth, there are right thinking and right speech. Without these conditions, correct action is also impossible. There are three categories of speakers: "Some can be listened to, others cannot be listened to, and others cannot be ignored". What we say largely determines whether we will be listened to or not, or whether we even be able not to be ignored, not listen. But it depends on our voice whether or not we can be listened to at all. The richness of the voice is closely connected with the richness of thought and imagination, with the emotional richness of the sounding word. Correct pronunciation, good diction, developed breathing and voice are necessary for an actor, director, teacher, reader in order to be able to act with a word, convince, excite, make listeners empathize [14].

The software developed by the R.Heydarov, A.Jafarov, and K.Habibova [11] is designed for conducting experiments involving recording, analysis, and interpretation of various aspects of monologic speech using modern computer technologies. Such tools can be useful for linguistic research, as well as for applications in language learning, speech therapy, and other fields related to the study and analysis of human speech.

Oratorical speech consists of five parts, the essence of which is an attack and a sentence, a division and presentation of the circumstances of the subject, arguments and refutation, a pathetic part and a conclusion. It is obvious that each part, depending on the topic and task of the speaker, may or may not be present. In one case, it will turn out to be a separate element of the structure of speech, and in the other, a component of other elements (for example, a refutation can be part of a speech, or it can be included in other parts in small fragments if not one global idea is refuted, but several less important ones). The introduction, the main part, and the conclusion should be present in every speech [2, p.37].

By nature, a person is endowed with a speech and thinking apparatus, without which speech activity would be impossible. To engage in speech activity, a person must have the ability to think and speak, must feel the desire to implement his thought, to transfer it to another. Eloquence is the light that gives brilliance to the mind (according to Vvedenskaya and Pavlova [23]). What a person is, such is his speech. Each statement, both in fact and in the mind of the perceiver, is an instant disclosure of the entire experience and character, intentions and feelings of a person [22].

Not only writers should have their own speech, their own peculiarities in speech. Everyone needs original, unconventional speech, especially those who write for others or speak to others. "Speech depends on geographical latitude, lips, home education, childhood friends, landscape, sky, nose, environment, nutrition, degree of exposition, school, language ... Speech is always colored, riddled with features ..." [18]. The correctness of speech is a mandatory, but not the only indicator of its culture. Along with the task of writing and speaking competently, correctly, as the given cultural environment commands and requires, there is another task — to write and speak skillfully, masterfully. Such features as clarity, accuracy, stylistic consistency, expressiveness, the absence of informatively redundant components, etc, characterize skillful speech.

Speech culture

The vocabulary of a person is enriched gradually. Therefore, in order to improve speech culture, it is necessary to replenish own vocabulary constantly, which is facilitated by reading works of art, literature in the specialty. A large vocabulary, knowledge of the meanings and shades is the key to a high speech culture. Being able to choose words and use them freely in speech is important for everyone. Lexical norms do not allow the unreasonable use of obsolete, dialectal, colloquial, professional, slang and vulgar words. Explanatory dictionaries help to determine the degree of literary word, its suitability, thus they should be referred to.

Speech culture is a culture of personality that develops on the basis of objectively existing links between language and cognitive processes, suggesting a sense of style, taste and erudition developed. Speech culture is connected closely with the literary language used in all spheres of human activity: in government institutions, in the field of science, production, culture, in the press, in everyday communication. The literary language, according to I.A. Fedosov, is a processed folk language. "Language is created by the people. The division of language into literary and non-literary only meant we have a "raw" language processed by masters. In terms of clarity and expressiveness, it is the perfect means of communication" [8].

Most scientists show overall level of speech culture and believe that it is necessary to conduct systematic work on the formation of linguistic and communicative competence. The speech culture is understood as its grammatical and orthoepic correctness, accuracy, lexical richness and diversity, logical harmony, expressiveness and figurativeness. Of particular importance for the culture of oral speech is the correct literary pronunciation, corresponding to the accepted orthoepic standards. The rules that determine the pronunciation of words constitute pronunciation or orthoepic norms. Compliance with them is of great practical importance, since their violation distracts listeners from the content of the speech. Everyone who appreciates the elegance and beauty of the language must observe orthoepic norms. Mastering the speech culture comes down to the accumulation of a large stock of words, knowledge of their meanings, shades and stylistic coloring, the ability to find the most accurate one from a number of synonyms, the assimilation of orthoepic norms, accuracy, imagery, and the ability to correctly build a phrase.

Developing the structure of speech is necessary to influence a specific audience. The speaker chooses the best way to deploy and justify the thesis, the most correct order of content components (and the order of thoughts in them): Every speech should be composed like a living being - it should have a body with a head and legs, and the torso and limbs must fit together and correspond to the whole. Logically consistent speech is understandable, facilitates establishing and maintaining contact with the audience: "If a thought jumps from subject to subject, is thrown, if the main thing is constantly interrupted, then such a speech cannot be listened to," A.F. Koni wrote. "The natural course of thought delivers, in addition to mental, deep aesthetic pleasure" [16, p. 178].

Speech as a process

Creating speech, its producer (as well as the addressee) is outside this speech, like an artist outside the picture he has painted, like a sculptor outside the work he has sculpted, i.e., the producer of speech is on a different plane, a different reality than speech itself. An analogy of this situation can be seen in physics. The researcher conducting the experiment is outside the process under study; however, the presence of an observer-experimenter can affect the process under study. Moreover, modern physics takes into account the possibility of such an influence. In the case of speech production, the addresser cannot influence the spoken (or written) speech. He can only create another speech work. In the same way, the addressee for the sake of whom the speech is made is outside it, although inside the speech situation and the speech act.

Speech, the primary mode of human communication, is a multifaceted process that involves intricate mechanisms of language production and comprehension. From the moment an idea forms in the mind to its expression through sound waves, speech encompasses various cognitive, physiological, and linguistic components. In this article, we delve into the fascinating realm of speech as a process, exploring its stages, underlying mechanisms, and significance in human interaction.

Speech production can be broken down into several distinct stages, each of which plays a crucial role in the overall process. These stages include:

1. **Cognitive Planning:** Before uttering a single word, the speaker engages in cognitive planning, formulating thoughts and organizing them into coherent linguistic structures. This stage involves higher-order cognitive functions, such as concept formation, idea generation, and intention setting.
2. **Linguistic Encoding:** Once the ideas are conceptualized, they undergo linguistic encoding, where they are translated into a sequence of phonological units, morphemes, and grammatical elements. This stage involves accessing lexical knowledge, syntactic rules, and grammatical structures to construct meaningful utterances.
3. **Articulation:** The linguistic representations generated in the previous stage are transformed into motor commands that govern the movement of the articulatory organs, such as the tongue, lips, and vocal cords. During articulation, precise coordination of these organs is required to produce the intended speech sounds.
4. **Acoustic Output:** As the articulatory movements produce sound waves, the acoustic output is generated, comprising the audible signals that convey the speaker's message. These sound waves travel through the air and are perceived by the listener's auditory system.

Speech is a dynamic and complex process that encompasses multiple stages, from cognitive planning to acoustic output. Understanding the mechanisms underlying speech production is essential for elucidating the nature of human communication and addressing challenges in speech-related disorders and technologies. By unraveling the intricacies of speech as a process, researchers can pave the way for advancements in linguistics, neuroscience, and communication sciences, ultimately enriching our comprehension of the human mind and its remarkable capacity for language.

Speech as a process, as communication is represented by speech acts - the minimum units of communication. The scheme of the speech act is known: addresser (speech producer) - speech - addressee (recipient).

The subject of speech is a necessary component of a speech act, the scheme of which will appear in the following form: Producer of speech - Subject of speech - Speech - Addressee. The speaker manifests himself in speech in a variety of ways and by no means always directly. The subject of speech acts as an intermediate link between speech and its producer. The producer of speech is present (explicitly or implicitly) in every utterance,

in every act of speech. The subject of speech is also a mandatory affiliation of the statement; it is the one on whose behalf the speech is being made. However, in the flow of speech, it can be explicit and implicit.

In reality, the producer of speech appears as its subject. They may or may not match: *I write. You are writing. He is writing.* In all three sentences, the speech producer can be the same. However, in the first case, the producer of speech and its subject coincide. The speech producer speaks about himself (this is his own speech). There are no gaps between speech and its producer. In the second sentence, the subject of speech is the one whom the speaker calls "you". The producer is somewhat removed from his own speech. Some gap appears: the speech producer and its subject do not match. However, the connection between them is very close: "you" and "I" are mutually coordinated: "you" mean "me". The greatest detachment of the producer of speech from its subject and from the speech itself is observed in the third sentence. There is no direct connection between the producer of speech and its subject. It is defined extra linguistically: he is a person, object, etc., which falls into the sphere of vision, understanding, knowledge, etc. of the speech producer. Here the greatest departure of the producer of speech from his own speech takes place. However, although the speech producer does not appear directly in the speech, it is implied. Thus, the producer of speech in speech itself acts as its subject. Namely through the subject, the speech producer, who is outside of it, enters into speech. As the speech producer, the subject of speech is just as essential component of it.

Teacher's speech

Between speech and its producer (author, speaker), there is necessarily an intermediary subject of speech. To produce a speech means to convey information to another person(s). However, in order to carry out the speech act, to move from the speech producer to speech itself, the alienation of speech is necessary. The subject of speech performs this function - the formation of the independent existence of speech. The professional speech of the university teacher is focused on being understood by others, with the aim of influencing their consciousness and activity, as well as fostering social interaction. In this regard, his speech in quality should satisfy the general requirements for speech activity [15, p. 27]. A modern university teacher should have an idea of the basics of sociological science in order to clearly understand the nature of social difficulties associated with social transformations, their consequences in the specific circumstances of education [4].

Publicity, the focus of pedagogical speech on the audience as its most important specific feature, necessitates:

- a) Good knowledge by the teacher of the individual properties and qualities of students, the characteristics of the classroom team, the ability to predict the impact of their words on everyone in general and on each student individually;
- b) Teacher's own attitude to what he is talking about, that is, the personal coloring of statements;
- c) Skills and abilities of organizing a dialogue (even when the teacher uses a monologue form of pedagogical speech). Dialogicity can be achieved by using statements-addresses ("let us imagine", "as you remember", etc.), emotionally expressive words, rhetorical questions.

Visually, in the process of the teacher's speech activity, students perceive the mimicry and pantomime of the teacher, the emotional expressiveness of his behavior, which accompany the statement (the kinetic sign system of pedagogical speech).

This feature requires the teacher to develop the ability to control his appearance in the process of speech activity, communication with students, and also adequately perceive the reaction of listeners (skills of social perception). "The work of the teacher is aimed at shaping the personality of a growing person, it contributes to the development of certain rules of behavior, provides intellectual development of a person. In order to be able

to interact correctly with other people, and especially with students, the teacher must possess not only special knowledge in the subject, but also professional communication skills" [1].

"Speech culture is also an important aspect of contemporary teacher's overall professional and pedagogical culture" [20, p. 106]. "Speech culture is not a private matter of the teacher, but social need" [19]. A high speech culture of a teacher usually means the ability to master the language perfectly, to choose and use words successfully, to express thoughts logically, expressively, vividly, eloquently. Exemplary speech is unthinkable without observing the grammatical, pronunciation norms of the language and the accuracy of word usage. It should not be forgotten that the teacher conveys to students not only scientific knowledge, but also a high culture of speech. The most important condition for the correct language design of a lecture, conversation, report, other types and forms of training sessions is the skillful selection of verbal material. Paying due attention to the scientific nature of the content, the relevance of the topics of the classes, one should at the same time improve their form, ensure that each lecture, conversation is lexically accurate, grammatically correct, stylistically expressive. A significant drawback of teachers' public speaking is often the poverty of vocabulary or, conversely, unnecessary verbosity, monotony or cumbersome syntactic constructions, patterns and clichés that make speech dry, dull, unnatural. While choosing lexical means, it is necessary to be guided by more or less fixed norms of word usage. When choosing words, one must take into account not only their inherent meanings necessary to express certain content, but also the environment in which the word falls - within the phrase and in a wider context. This means that the word must be used in full accordance with the meaning that is inherent in it. In each individual case, one needs to choose the word so that it most accurately expresses the concept. The inaccuracy of word usage in some cases is associated with a misunderstanding of the meaning of the word, in others - with an unsuccessful choice of a word (synonym) that is close in meaning, in the third - with a mixture of words that sound similar, etc.

As educators, teachers play a crucial role in facilitating communication and fostering learning experiences within the classroom. Their speech serves as a 'vehicle' for conveying knowledge, guiding discussions, and nurturing intellectual growth among students. In this article, we examine the distinct characteristics of teacher's speech in monological and dialogical discourse, highlighting their significance in educational settings.

In monological discourse, teachers typically assume the role of the primary speaker, delivering lectures, explanations, and presentations to students. This mode of communication is characterized by a one-way flow of information from the teacher to the students, with limited opportunities for active participation or interaction. During monological discourse, teachers utilize various linguistic and pedagogical strategies to engage students, clarify concepts, and convey complex ideas effectively.

In monological teaching, the teacher's speech is structured and authoritative, drawing upon his expertise and knowledge to guide students through the learning process. Teachers often employ didactic techniques, such as providing examples, using visual aids, and emphasizing key points, to enhance comprehension and retention of information. Additionally, the teacher's speech in monological discourse may incorporate rhetorical devices, such as repetition, analogy, and storytelling, to capture students' attention and reinforce learning objectives.

Conversely, dialogical discourse in teaching involves interactive exchanges between the teacher and students, fostering collaboration, critical thinking, and meaningful engagement. In dialogical teaching, the teacher serves as a facilitator, encouraging active participation, soliciting students' opinions, and promoting open dialogue. This mode of communication creates opportunities for students to express their ideas, ask questions, and engage in peer discussion, enhancing their comprehension and retention of course material.

In dialogical teaching, the teacher's speech is characterized by responsiveness, flexibility, and adaptability to students' contributions and inquiries. Teachers employ active listening skills, paraphrasing, and probing questions to scaffold students' learning experiences and stimulate intellectual curiosity. Dialogical discourse in teaching encourages students to construct meaning collaboratively, challenge assumptions, and develop critical thinking skills through reasoned argumentation and debate.

A comparative analysis of monological and dialogical discourse in teaching reveals the complementary nature of these approaches in promoting effective learning experiences. While monological discourse allows teachers to provide comprehensive explanations and convey disciplinary knowledge, dialogical discourse fosters student engagement, active participation, and deeper understanding through interactive communication.

Effective teaching involves striking a balance between monological and dialogical approaches, recognizing the unique benefits of each mode of discourse in different instructional contexts. By integrating monological and dialogical strategies, teachers can create dynamic learning environments that cater to diverse learning styles, promote collaborative learning, and cultivate critical thinking skills among students.

Understanding the distinct characteristics of teacher's speech in monological and dialogical discourse has significant implications for teacher professional development and pedagogical practice. Educators can benefit from ongoing training and support in developing effective communication skills, enhancing their ability to engage students, foster meaningful dialogue, and create inclusive learning environments.

By refining their speech techniques and instructional strategies, teachers can maximize the impact of their communication efforts, empower students as active participants in the learning process, and nurture a culture of inquiry, curiosity, and lifelong learning within the classroom.

In conclusion, the role of teacher's speech in monological and dialogical discourse is integral to fostering effective teaching and learning experiences. By understanding the distinct characteristics of each mode of discourse and leveraging their unique strengths, educators can create enriching educational environments that empower students to become critical thinkers, effective communicators, and lifelong learners.

4 Conclusion

The culture of oral and written speech shows that these questions are of a certain complexity and require close attention from every educated person.

The culture of the language is linked with the culture of speech inextricably. Language is an effective tool of education and one should use this tool skilfully, strive for a better mastery of it. The flowering of culture is linked with the development of the culture of the language in its written and oral form. A persistent and daily struggle is needed for the purity of the language, for a high culture of speech, for careful observance of language norms.

The teacher should speak quietly, clearly, and at a speed of about 120 words per minute. To achieve expressive sound, it is important to be able to use pauses - logical and psychological. Without logical pauses, speech is illiterate, without psychological pauses it is colorless.

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GENRE POSSIBILITIES OF GAMES IN AZERBAIJANI FOLKLORE

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Abstract: In Azerbaijani folklore, there is a diversity of ideas in studying, systematizing, and determining dramatic genres. The primary reason for this is the different approaches to dramatic genres by both folklore scholars and theater experts (art scholars). The second main reason is the lack of clear 'boundaries' between games and folk performances. The diversity of collected games and folk performance examples from various regions allows for their grouping together. Alongside entertaining, festive, and theatrical character games, there are also widespread musical-dance character games, ritual-religious character games, and competition-sports character games. Studying the genre-specific transformations within games in Azerbaijani folklore helps clarify how these folklore examples are categorized systematically.

Keywords: Azerbaijani folklore; identifying characteristics and genre-specific transformations of games.

1 Introduction

The genre characteristics of folklore are determined by the ethnic composition, religious beliefs, and mythical meanings of the population, as well as the geographical and climatic conditions of the region and agricultural life. The study, systematization, and determination of genre in Azerbaijani folklore's dramatic genres encompass a variety of ideas. The main reason for this is the different approaches to the dramatic genres by both folklorists and theater specialists (art specialists). The second main reason is the lack of a clear boundary between games and folk performances. This relationship is inherent in theater art; all games and performances are examples of theater for specialists, and therefore rely on acting skills. The relevance of the topic lies in studying the genre possibilities of games, including changes within genres. Folkloristics implements the exploration of this issue through a somewhat different approach. The main stages are preparation of plays and folk performances. Plays are diverse in structure, purpose, content, and performance style. The created situation sets the comparative analysis of the dramatic genre genres as the initial goal.

In Azerbaijani folklore, the dramatic genres (performance folklore) exhibit different characteristics. These genres differ in performance forms (play-song, play-puzzle, repetition, quibble-form transformations, etc.), performer composition (children's plays, adolescent plays, plays for girls, plays for boys, plays for girls and boys, etc.), performance context (ceremonial and seasonal plays, etc.), performance style (mimicry, chase-catch, dazzling, mockery, teasing, challenge, etc.), performance purpose (riddles-teachings, finger calculations), and structure (action plays, mental games, folk entertainment, etc.) [11].

The primary aim of research is to collect games and study it from structural and thematic perspectives. This involves grouping it based on assignment characteristics, linking it, and investigating it at a scientific level. The diversity of game and folk entertainment samples collected from various regions allows researchers to classify them. In addition to playful, festive, and theatrical character games, there are also widely spread musically-dance-oriented, ritual-religious, and competitive-sporty character games. There is also great interest in traditional horseback games. Additionally, the classification of games takes into account the age and gender composition of participants. Games for children and adolescents are characterized by simplicity, while games for adults are distinguished by their complex structure and the agility of participants. Games intended for women are enriched mainly with dance elements.

2 Literature review

While the history of Azerbaijani game culture can be traced back to ancient societal periods, the formal study of games based on

theater and folk performances is relatively recent. Folklorists, ethnographers, and theater specialists have studied folk performances and the games associated with them. The collection and classification of game samples are considered of great importance. Various theater specialists and folklorists, including Elchin Aslanov [5], Bahlul Abdulla [7], Fuzuli Bayat [8], Elchin Mukhtar Elkhan [9], Gazanfar Pashayev [12], Beytulla Shahsoyly [13], Ilham Rahimli [16], Farahim Sadiqov [17], R. Tahirzade, and Dzh. Gurbanov [19], have conducted collection and research activities in this field. Researchers studying games analyze their regional, structural, and thematic aspects. In my personal scientific research [1; 2; 3; 4; 10; 11] on this topic, I have explored the genre possibilities, identifying characteristics and intra-genre transformations of games for the first time.

3 Materials and Methods

In Azerbaijani folklore, the genre possibilities of games are analyzed based on the historical-comparative analysis method, and the collected materials are compared to the game culture of Turkic peoples. The research is based on folklore materials collected from various regions.

4 Results and Discussion

Studying and researching the game culture generally allows for an integrated examination of folklore, ethnography, and history. Economic and domestic life, communal living rules, and historical-social events are also prominent in folklore. Researching and sometimes restoring games, which constitute a part of Azerbaijani national cultural heritage, contributes to the preservation of Azerbaijan's spiritual wealth. Fully exploring games facilitates their scientific classification.

Examples of folklore performance forms, differentiated by performance style and performers, include the games-songs, such as "Hop-hop" and "A Yel Baba", as well as children's folklore examples in the form of games and puzzles with clapping and string instruments. Religious spectacles, usually involving a single curtain, are characterized by change, dialogue, dramatization, and ring games. They are staged in special arenas and courtyards of mosques, typically involving a large number of participants. Camels and horses are used to captivate the audience, and in some cases, canopy tents are set up [11].

It is possible to classify the genre-specific variations of games into several stages. The first stage includes:

- Descriptive games (including riddles and others)
- Kinetic games (including tag games and others)

In the second stage, games are divided into two groups:

- Intellectual games
- Rhythmic (entertaining) games

The third classification stage distinguishes games based on prosaic and poetic texts:

- Preparatory games for other games (such as warm-up exercises, counting games)
- Preparatory games for folk spectacles
- Entertainment-based games
- Folk spectacles (with prosaic and poetic texts).

Games are divided into two groups based on age composition: children's games and games for adults. Among children's games, there are widely spread games like "Moza-moza," "Mərəköçdü," "Beşdaş," "Bənövşə," "Dəsmalaldıqaç," "Gizlənpaç," "Gözbağlıca," "Qələndər," "Siçan-pişik," "Evcik-evcik," "Eşşəkbelixirç," and other similar games that carry an entertaining character. The purpose of sports-competition-themed games is to develop qualities such as agility, speed, and courage in children and adolescents. Games like "Cilingağac",

“Telbir”, and “Sürməğac” are organized for health purposes and enhance the athletic preparation of adolescents. The selection of winners based on physical and mental prowess indicates that these games are also at the center of attention for adults. Such games for adolescents were performed for the purpose of preparing them for professions that require courage and had a sequential character. For example, in ancient times, performers who played tag and fulfilled the role of a troubadour were prepared in this way [4].

Preparation games involve touching and tagging, where players are divided into teams and touch each other. Both tagging and touching serve as they select players and divide them into groups. When the game leader designates and saves the tagged player by touching them with their hand, that player joins the designated group:

Hap-hapı,

Harı sapı.

Beş barmağı,

Bir yarpağı.

Vur dirnağa,

Çıx qırağa [6].

Racing-themed games are determined by the results, winners are identified. Among the racing-themed games, obstacle courses differ in terms of rules and practical outcomes. These races can also be considered as part of physical training. Various games, including wrestling, horseracing, horseback riding, weightlifting, archery, and sword fighting, showcase the diversity of entertainment-based games. In the Mugan region, dog chasing, deceptions, donkey pulling, flying kites, stone throwing, hiding in the hills, running away, sulking, chasing, teasing are racing-themed games accompanied by special texts [6]. Game texts indicate players' preference for physical movements:

Text example for the game named as “İtqusdu”:

İtqusdu, ay itqusdu,

İtim dərədə qusdu.

Pəncərədən baxırsan?

Qapıdan çıxırsan? [6].

Text example of a calling:

Blindfolded person:

-Are you ready?

Players:

-We come staggering.

-Where am I?

-You stay and swaying [6].

Similar games are also held in other regions. Farahim Sadiqov, who studies the folklore of Masalli, writes that these games preserve spiritual qualities such as gaining a new worldview, achieving victory, celebrating joyfully, and competing by defeating others: “Games like ‘Shuppu-shuppu,’ ‘Mere-mere,’ ‘Diredoyme,’ ‘Companion, who brought you here,’ ‘Banovsha banda dusha,’ ‘Besh dash’ (five stones), ‘Ashuq-ahuq,’ ‘Ashuq tokhan,’ ‘Sichan-pishik’ (cat and mouse), ‘Blindfolded,’ ‘Gizlanpach’ (hide-and-seek). Some of the games are played by boys, while some are played by girls” [17].

Many children's games carry historical significance, distinguishing themselves from adult activities, household chores, and religious ceremonies with a mimetic character. Some of these games are referred to as “pretend games”. For example,

in games like “Throwing Rushes”, “Throwing Bones”, and “Head of the Horse”, adult equestrian games are mimicked. Equestrian sports games related to animal husbandry are widely spread in regions, particularly horse racing and tent-pegging games. These games consist of various competitions played on horseback during folk festivals and wedding ceremonies. They include acrobatic movements on horseback, throwing and catching a ring on horseback, mass games on horseback, and sports competitions such as placing the horse in several locations [5]. Horse races (known as yortma, yorğa, döndə, döndal, löhrəm, yanyanı, and others in Azerbaijan) are the most entertaining forms of sports competitions. The “Gər dəkqacırdı” horseback game is widely popular in the Yardmyly region of Azerbaijan. In the Mugan region, this game is also known as “Pərdəapardı.” On the wedding day, a group of young horsemen ride from the groom's house to the bride's house, grab the ribbon, and then deliver it back to the groom's house [3]. Children enjoy playing these types of games, imitating equestrian competitions. The difference is that children do not grab ribbons but instead grasp whips and run, and this game is called “Yaylıqaldıqac”. Another game that mimics equestrian sports competitions for children is called “Yortma”, resembling horse racing. One of the camel racing-inspired games is called “Lökləm”.

The girls are more interested in games like “Beşdaş”, “Yelləncək”, and “Xana-xana”. The game “Yotək” is performed by children to imitate adult games involving a circle dance. Within the circle, small girls playfully push each other and sing songs imitating adults. The circle dance celebration is related to gardening activities: “Küf” refers to the ring made by hanging ropes from tree branches. When we say “küfdibi”, the celebration around the ring (yelləncək) is implied, and the songs sung during this celebration are called “küyellilər” [1]. In various regions of Azerbaijan, ritual games related to tea cultivation, viticulture (wine-making), vegetable farming, apple and pomegranate cultivation have been held, during which songs related to these agricultural sectors have been sung [1]. The game songs of “küyelli” can also be seen in texts. The text “Bala, yellənə-yellənə” is sung in the game of gardeners.

Yarım gəlir biçindən,

Bala, yellənə-yellənə.

Keçir bostan içindən,

Bala, yellənə-yellənə.

Birini dərib gedir,

Bala, yellənə-yellənə

Qovunların içindən [2]

The games related to agricultural life hold a special place in “Tərəkəmə” games. These games preserve traditions, customs, and lifestyles from various historical periods. As an example of “Tərəkəmə” games from Karabakh, one can mention the “Papakh” game, “Dasmal” game, “Kechipapakh game”, and “Shepherd” game [11].

Girls' games in Azerbaijan folklore include “Cicibaci”, “Qaychidanchikhdi”, “Fal game”, “Qapipusdu”, “Gulumey”, “Yordu-yordu”, “Gelin-gelin”, “Findzhan-findzhan”, “Uzuk gizletdi”, and others. Typically, these games are performed during festive events and holidays. They would then imitate and reproduce these games. Teenage girls found musical competitions, dance performances, and entertaining shows captivating.

Performances beginning with puppetry, such as toy shows, are rooted in puppet theater. For example, during the eve of the Novruz holiday, the “Tekechi” ceremony is held. In some instances of this ceremony, goat horns placed on a tree stump would serve as a substitute for an actual goat. The folk spectacle “Tekechi” resembles the play “Kosa-Kosa”: in the “Kosa-Kosa” play, the goat represents an image, while in the “Tekechi”

performance, the goat symbolizes the arrival of spring. However, despite this similarity, the “Tekechi” play provides a distinct folk spectacle effect. In the “Kosa-Kosa” play, the image of the goat is created by the costumer. In “Tekechi”, the goat is a puppet. The “Tekechi” manipulates the puppet, causing it to speak the text itself. “Kosa-Kosa” is performed on the eve of the holiday, mainly where men gather. The “Tekechi” wanders around the courtyard. Then, it approaches the gathering crowd and recites a couple of verses, typically after the holiday feast is served [1]. The “Tekechi” ceremony has played a significant role in the development of puppet shows in Azerbaijan.

Additionally, in his research entitled “Folk Play Performances”, I. Rahimli divides Azerbaijani ritual and festive play performances into two groups: ceremonies and household rituals. “Furthermore, seasonal rituals are closely intertwined with household rituals. Seasonal rituals are related to the arrival of summer, the beginning of planting, the harvesting of crops, the migration of livestock to summer pastures, and the start of sheep shearing. Household rituals include engagement ceremonies, dervish weddings, mourning the deceased heroes, calling out at the gravesite, holding mourning (crying) sessions, and ecstatic-hal games” [16]. His research aims to identify and categorize the various types of play performances in the region.

A. Nabiyev has classified Azerbaijani folk games as follows and provided detailed information about each: “1. Dance games; 2. Ritual games; 3. Household games; 4. Socially significant games; 5. Children’s games” [15]. Starting with dances and continuing with wordless games, plays progress to the third and main stage, consisting of the unity of movement and speech. [15]. A. Nabiyev includes other games in the category of folk performances. His list of “Field performances” includes wrestling matches, acrobatic performances, entertainment games, puppet shows, and individual performances [15].

Researchers who approach games as a type of sports classify folk games into two groups based on their movement and sporting characteristics. Additionally, games can be simple or complex. Folk games are also classified based on the “degree of theatricalization” [19]. F. Bayat, who conducts fundamental research on the games of Turkic peoples, provides insights into historical, philosophical, and classificatory issues. In his studies, he conducts analyses, characterizing dervish tales, folk theater performances, field games, toy/puppet shows, and plays with figurines that have refined and plot-driven elements. It is possible to include wrestling matches, village entertainers, folk dances, children’s games, acrobats, and horseback games among games that do not rely on dramatization and lack theatrical elements [8].

F. Bayat, who examines the source of folk games, investigates the semantic function of field games, provides classification of children’s games, and analyzes games and festivals related to rituals. He also pays attention to genre and intra-genre changes. He examines the content, structure, purpose, similarities, and differences in how games are performed among Turkic peoples.

Some games feature texts in the form of prayers, curses, invocations, or blessings. For example, during the performance of the game “Kose Geldi” recalling the Azerbaijani variant the songs sung are rain prayers. These songs are commonly referred to as blessing prayers. Participants in the ritual pray to God for rain, sunshine, calm winds, and protection from earthquakes. Interestingly, during the game named as “Kose Geldi” provisions are distributed to the poor and needy through bags given to children, and after eating, these same children offer rain prayers:

Allah bir yağış ele

Dam duvarı yaş ele [18]

In Azerbaijan, one of the most famous games played before Novruz is called ‘Kosa-kosa’. One intriguing aspect of this game involves the ritual of inviting the Sun. This staged game sometimes resembled the Danatma ceremony. The Danatma

ceremony was held in honor of the AI Deity where “AI” is one of the early names for the Sun. The ritual of inviting the Sun typically began with the welcoming of the Sema Odun and continued with calendar games such as “Gundog’du”, “Yazguntani”, and “Danatma” [9].

In research, games that differ in performance form and composition (such as game-songs and word-games) are discussed as examples of children’s folklore. Meanwhile, performance-oriented games are considered examples of folk performances, shedding light on controversial outcomes. Various approaches are also employed to classify games. These folklore examples are categorized and studied by dividing them into descriptive and movement games, as well as intellectual and rhythmic (entertaining) games. Games with poetic and prose texts are also classified according to their content or purpose. In this regard, counting games, chants, and finger calculations are included in preparation games. Following this stage, preparation games for folk performances come into play, and these are distinguished from performance-oriented games. Poetic and prose (narrative) games form the basis of folk performances, leading to their transformation from game to performance on the stage. However, the genre category intended for written literature cannot encompass all genres of oral literature. Therefore, dance games, ritual games, household games, socially meaningful games, and children’s games form a suitable category for the genre classification of oral folk literature. Additionally, active games can be compared with games classified according to sports types. Ritualistic games, on the other hand, are of interest as part of customs and traditions, and the practical importance of research lies in determining the genre characteristics of games and understanding intra-genre variations theoretically. Studying games based on types and genres, clarifying inter-genre relationships, and comparatively exploring similar and different aspects increase the practical significance of research. Therefore, this research work is invaluable in compiling dictionaries related to literary studies, theater studies, and folkloric terminologies.

5 Conclusion

The sources we consider allow for the creation of a unified principle within the realm of games. Consequently, it is possible to divide games into three categories:

- Spectacle-oriented games;
- Entertainment-oriented games;
- Competition-oriented games.

Spectacle-oriented games consist of ceremonial games and religious play-spectacles, which are also studied as folk spectacles. Additionally, there are performance preparation games that constitute the preparatory stage for these events, involving activities such as recitations, mimics, imitations, finger calculations, and others. Entertainment-oriented games encompass a variety of forms, including toy games, word games, dance games, and dramatic play. Additionally, they may involve activities such as magic tricks, hypnosis, and other forms of amusement. Competition-oriented games encompass a wide range of activities, including fun sports games. Examples of such games include horseback games like jousting, sea games, and animal plays featuring dogs, monkeys, deer, pigs, and more.

By studying intra-genre variations of games in Azerbaijani folklore, we can achieve a theoretical clarification of the genre assignment of these folklore examples.

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THE CATEGORY OF TENSE IN ENGLISH: EVOLUTION, CULTURAL CHARACTERISTICS AND INFLUENCE OF TECHNOLOGY

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Abstract: The article examines various aspects of the tense category in the English language, ranging from the evolution of tense grammar to the influence of cultural characteristics and recent technological changes. The study explores a wide range of topics, including tense vocabulary, phraseology and changes in grammar. The article analyzes in detail how the use of time reflects linguistic aspects, cultural traditions, and emotional nuances. Additionally, it explores the influence of modern technology on language. The conclusions of the article emphasize the importance of the category of time as a key element in the formation and development of language, as well as its ability to reflect the dynamics of society in various historical and cultural periods.

Keywords: category; tense; linguistics; notion; evolution; lexis.

1 Introduction

The presence of time in the objective world is universally acknowledged. According to I. Tahirov [18] the regulatory function is the first and simplest feature that characterizes objective time. Time is essential for organizing the world; without it, chaos would reign, and distinguishing 'before' from 'after' would be impossible. This issue has been explored in fields such as physics, biology, and psychology. In addition to astronomical time, other types include physical, chemical, biological, genealogical, social, and psychological time.

The division of objective time into three periods - past, present, and future - exists in the mind during comprehension and understanding. This implies that the division of time into past, present, and future is a human construct. According to Akhundov [2], grammar does not create time by itself. In all three temporal contexts, the criterion for determining grammatical tense is based on an approximation to the objective flow of time. The grammatical tense of a sentence is determined by the tense of the event being described. This criterion serves as the starting point for determining grammatical tense and may or may not be explicitly stated by the speaker. Human perception of the world and time is through thoughts and consciousness. Throughout life, individuals are in constant contact with the objective world, experiencing it through their senses and cognitive processes. Each moment is considered the present time. However, human consciousness separates and divides real time into parts. This process is not spontaneous, but rather the result of the interaction between the physical and mental worlds. The physical world is transformed into 'acts of imagination' by the psyche, which serves as the basis for language creation. The present time for humans occurs when they are in direct contact with the objective world and its events. If the objective world and its events are expressed in written or oral speech during this direct contact, then the objective event and its expression in language belong to the same time - the present. Therefore, time attracts attention as a very broad, multifaceted concept, encompassing thought events, physical events, linguistic events, and subjective-psychological events. However, while various fields of study, including philosophy, physics, psychology, linguistics, and natural science, examine time from their unique perspectives, it is natural science, physics, and philosophy that provide the fundamental understanding of time. Linguistics studies time as it is expressed in language, but always in conjunction with philosophy and physics.

2 Method

The multidimensional nature of the study determined the use of cognitive and cultural approaches to analyze the material, as well as a variety of methods and techniques for its description. The study is based on contextual analysis, with the help of which the specific compatibility and associative connections of the

minimal units of division of time were revealed. Within the framework of the comparative historical method, an etymological and historical-lexicological analysis of the studied temporal vocabulary is given. The work also used various techniques of lexicographic and system-semantic analysis.

2 Results and Discussion

Initially, time was considered a philosophical category, with research related to time in linguistics emerging later. The term 'time' generally refers to three forms of temporal perception: past, present, and future. However, this approach does not meet the requirements of scientific, particularly linguistic, specificity. In linguistic scientific studies, time has been traditionally viewed through two models: the 'periodic model' and the 'linear model', depending on the approach taken. However, this approach does not meet the requirements of scientific, particularly linguistic, specificity. In linguistic scientific studies, time has been traditionally viewed through two models: the 'periodic model' and the 'linear model', depending on the approach taken. Notably, determining past, present, and future time is easier with the periodic model, whereas this distinction disappears in the case of linearity and binary approaches.

The significance of tense in language becomes apparent in various crucial aspects that impact effective communication and information transfer.

Firstly, time markers aid in organizing events in chronological order, facilitating comprehension of the sequence of events. Secondly, tense accuracy ensures precision in information transmission. The use of tense categories enables precise and clear communication of information. For instance, distinguishing between past, present, and future tenses help to avoid misunderstandings and uncertainty. Additionally, it is important to express attitudes towards events objectively. The speaker's attitude towards events, degree of completion, relevance, or plans for the future can be conveyed through the use of tense forms. Creating context is crucial for the correct understanding of messages, and the category of time adds depth and meaning to statements. Narrative design is another crucial aspect to consider.

Temporal forms play a crucial role in shaping narratives. They enable the creation of tension, emphasize important points, and add dynamics to the story. Additionally, the expression of time in language reflects cultural characteristics and attitudes towards time in a given society. For instance, certain languages may prioritize precise timing over events, while others may prioritize events over precise timing.

The study of the grammatical aspect of time provides ample opportunities for comprehensive analysis of this category. Time is inherently linked to movement and the change of events, which is reflected in the verb. The flow of movement through time, along with other time-specific features, is expressed both lexically and grammatically within the verb. In simpler languages, the grammatical category of time is less prominent. However, in more developed languages, it plays a crucial role and significantly influences the expression of time relations. It is worth noting that the ancient Yiddish language lacked a tense system for verbs, and the Indonesian language does not possess a grammatical category for time. Instead, the aspect of time is conveyed through lexical or situational cues in languages. M. Haspelmath demonstrates that the concept of time is deeply intertwined with the concept of space [9]. This connection is evident when examining the sources of tenses in languages. It is important to note that in many languages, tense is not expressed by verbs but by other parts of speech, such as time adverbs or nouns [23]. The tense category of the verb is a reflection of objective time and refers to the action relation of the speech moment or to any other speech moment which is taken as the basis of time relations.

Different languages express tense using a variety of grammatical and lexical mechanisms. For example, in English, verb forms and auxiliary verbs such as 'avoir' and 'être' are used to express time, including special tense forms such as *Passé Composé*, *Imparfait*, and *Futur Simple*. Similarly, Russian uses various grammatical forms of verbs to express tense, including the past, present, and future. Additionally, Russian has aspects (perfect and imperfect) that affect the expression of time in the language. When discussing tenses, R. Uusikochi employs specific markers, while other authors may opt to refer, for example, to tenses such as the Imperfect, which have a specific temporal reference, such as past temporal reference [20].

In Japanese, verb tenses can be changed using different endings and auxiliaries, with a clear division between past and present forms, along with the usage of future forms.

The German language employs various verb forms and auxiliary verbs, such as 'haben' and 'sein'. It also features different tense forms, including *Perfekt*, *Präteritum*, and *Futur I* and *II*.

Each language has its own unique way of expressing time. Studying these differences can help us better understand the linguistic structures and cultural contexts of each language. Tense describes how verbs change, and in English, there are two broad tenses: present and past. According to Thornbury [19], tense adapts to form verb structures in different tenses.

The evolution of tense expression in English has gone through several stages, influenced by different languages and changes in grammatical structure. This overview covers the following periods:

Old English (5th-11th centuries): During this period, Anglo-Saxons used verb endings and inflections to express time. For example, the verb 'sing' could change from 'sang' to 'sungen' depending on person and number in the Past Simple.

Middle English (11th-15th centuries): Under the influence of the Norman Conquest in 1066 and the Latin language, new grammatical structures began to appear. Additionally, words from French and Latin contributed to the English vocabulary.

During the Early Modern English period (15th-17th centuries), changes occurred in the system of verb endings, and auxiliary verbs, such as 'have' and 'be', were introduced to express tense.

In the 17th century, English underwent significant changes under the influence of the work of linguist and grammarian Lexie Thomas. During this time, the tense system became more standardized, and English adopted forms characteristic of modern language. The evolution of English has been influenced by literature, science, and technology, resulting in an enriched vocabulary and changes in tense expression in modern English. These changes reflect both internal factors related to its grammatical structure and external influences, such as contact with other languages and cultures, that have enriched vocabulary and altered tense expression in modern English.

Some languages have grammatical structures that precisely indicate a specific point or section in time by combining appropriate lexical elements. However, in other cultures, time intervals may not be as precisely defined. For instance, in Australian English, the words 'today' and 'now' cannot be separated lexically [Comrie, p. 7-8; 7]. According to Johnson [11], time is defined as the ratio of movement to the moment of speech. Weber [22] distinguishes between the verb and objective tense, noting that the verb reflects the perspective of the action and its appropriate point in relation to it.

The impact of foreign languages on the development of a language's tense system can occur through various cultural and linguistic contacts. One primary way in which foreign languages

can affect the tense system is through the borrowing of vocabulary. This occurs when a language comes into contact with other languages, leading to the adoption of new words and phrases related to the expression of time. The text should maintain a formal register and avoid biased or emotional language. This fragment of text discusses the potential impact of language contact on grammatical structures and cultural exchange. It is important to use clear and concise language, avoiding complex terminology and ornamental language. Additionally, it is crucial to ensure grammatical correctness and precise word choice. The content of the improved text must remain as close as possible to the source text, without adding new aspects.

Cultural interactions and exchanges may influence the perception of time, as reflected in the expression of time in relation to traditions, customs, and cultural characteristics. Additionally, technological and scientific advancements can impact language, including the introduction of new terminology related to time. These terms, originating from fields such as information technology and astronomy, should be integrated into the language with consideration for their appropriateness and relevance. Furthermore, the influence of great literature from other languages on a language's time system is notable. The study of foreign literary traditions and translations of literary works can lead to changes in how time is expressed and perceived. Globalization further complicates the relationship between language and time, requiring careful examination of its impact on linguistic and cultural practices.

Globalization and cultural contact in modern society can lead to languages influencing each other, including the time system. This is especially true in environments where people use multiple languages in everyday life. These factors collectively influence the language system, including its tense structure, resulting in changes that reflect cultural, social, and technological influences.

During cultural contacts between countries, languages influence each other, shaping the linguistic landscape and leaving historical legacies that serve as valuable resources for researchers. Cultural content holds significant importance for both its creators and consumers, contributing to community formation and the affirmation of cultural identity. Cultural institutions play a crucial role in fostering community cohesion, which in turn enhances organizational development. Developing a robust system for assessing the quality of cultural content, including the establishment of indicators and criteria, is imperative. The outcomes of this endeavor will significantly influence the types of cultural products produced and consumed, the values they transmit, and the cultural environment in which future generations will grow up.

The research concludes that the formation of grammatical tense is closely linked to cognitive processes, which are influenced by an individual's spatial experiences. In grammar, a tense verb indicates the timing of an action or existence, such as the present (something happening now), the past (something that happened before), or the future (something that will happen). Verbs take on different forms to convey information about their state, including simple, progressive, perfect, and perfect progressive. While the simple tense does not always denote completion or non-completion of an action, the progressive tense is used for ongoing and unfinished actions, while the perfect and perfect progressive tenses indicate completed actions. The verb's grammatical category of tense reflects the speaker's perception of time [3], although the term 'objective time' requires clarification. For instance, in the sentence 'I watched TV last night', the past tense verb 'watched' signifies an action completed in the past, while in 'I wish you would leave', the verb 'would leave' denotes a future action from the perspective of the speaker. English primarily employs two tenses: past and present, which correspond precisely to verb forms and indicate the relationship between the action and the moment of speech or a specific moment in the past or future. This relationship is

closely intertwined with the category of manner in linguistic analysis.

Tense is a grammatical category expressed morphologically through inflectional morphemes. Therefore, verb forms that lack inflectional tense morphology, such as the present perfect and the analytic will-future, are sometimes excluded from the definition of true tenses. Some scholars, like Finch [8] and Thornbury [19], narrowly define tense to include only present, past, and future tenses. However, others, including Crystal [5] and Declerck [6], argue that the analytic will-future should also be classified as a tense in English, bringing the total number of tenses to at least three. This topic remains a subject of debate among linguists. When discussing tense meanings, linguists often employ the timeline analogy, conceptualizing time as an unbounded line divided into past, present, and future segments. The crucial aspect of tense, as noted by Lyons [15], is its deictic nature, meaning it refers to a specific point or period of time relative to the moment of utterance. Many linguists maintain that English possesses only two tenses - present and past.

English tense grammar encompasses various tense forms that enable the expression of past, present, and future events. The past tense, also known as the Past Simple, is utilized to convey actions or occurrences that took place in the past and have concluded. It is typically formed by adding '-ed' to the infinitive form of regular verbs (e.g., 'played', 'talked'). However, it is important to note that some verbs form the past tense irregularly. For example, 'go' becomes 'went' and 'eat' becomes 'ate'. An example sentence using the past tense is: 'She visited Paris last summer.'

The present tense, encompassing the Present Simple and Present Continuous, is employed to convey general facts, habits, and regular actions.

The Present Continuous tense describes actions that are currently taking place. For example, instead of stating 'He works in an office', we can say 'He is working in the office'. Similarly, instead of 'She reads a book', we can use 'She is reading a book'. Future tense can be expressed through the Future Simple, Present Continuous, or the 'going to' structure.

The Future Simple, Present Continuous, and 'Going to' are all used to express future intentions, predictions, and plans. It is important to choose the appropriate tense for the specific context. For instance, the Future Simple can be used to make promises for the future, while the Present Continuous can describe planned events. Example of Present Continuous: Next week, they will be flying to London. Example of 'Going to': She is going to start a new job. According to Estling Vannestål [21], "There is no proper future tense in English due to the fact that there is no specific form of the verb to express future events. Future events are expressed by means of different constructions, with the two most regular ones being shall/will and be going to".

It is worth noting that other tense forms, such as the Past Continuous and Present Perfect, can more accurately convey attitudes towards time and the degree of completion of events. Understanding the rules and context for the use of these tenses helps English speakers convey time information correctly and accurately.

The vocabulary used to express time in a language may reflect cultural attitudes towards time in a particular society. Unique words and expressions can signify differences in how cultures perceive and organize their time. For instance, the use of precise time expressions may reflect cultural attitudes towards punctuality and precision.

Certain cultures may place greater importance on punctuality and precise timekeeping. Their language may include more detailed expressions for time, beyond basic terms like 'morning' or 'evening.'

Some languages may have words or expressions that convey an appreciation of time, such as 'time flies' or 'the day seems to

drag on'. These expressions may reflect the cultural perception of time.

In some cultures, time markers may be associated with specific events or ceremonies. There may be words in a language that indicate time periods associated with traditions or holidays. Additionally, the concept of time zones is relevant to understanding how time is perceived and measured globally.

In cultures where people live in different time zones, there may be vocabulary that reflects an understanding of the geographic distribution of time and communication across different parts of the world. Additionally, some languages may have a rich vocabulary for expressing evaluation of the past tense. For instance, some cultures may value punctuality differently, which can be reflected in their language through the use of words that express either respect for punctuality or a more relaxed attitude.

New vocabulary appears in the language, and words and constructions are borrowed from other languages. Vocabulary is thought to be more susceptible to change than grammar. However, these two areas of language are closely related, so changes often affect both. An example of the simultaneous updating of a language at the level of vocabulary and grammar is the new models of incorporated nouns in the English language, where a new way of life is reflected in the appearance of packaging events in a compact linguistic form. One of the ways of saving linguistic effort in this way is the process of incorporation, which involves, for example, the creation of nouns from two stems - a verb that designates an actor/activity and a noun that designates the object on which the action is performed. So, the whole situation is understandable and recoverable from one lexeme. Example: vase-breaker - someone broke a vase, car-driver - someone drives a car. The same model is used to construct all the above examples. The vocabulary related to time is part of the cultural code that is passed down from generation to generation. It reflects society's characteristics, including its history, values, and attitude towards time organization.

The understanding of the word as a cultural phenomenon can be illustrated by the following example: in English, the word backslapper is a person who treats people in a familiar way, not all of whom are considered his or her friends. The semantics are understandable to those cultures where a pat on the back is a demonstration of a friendly attitude, a gesture of greeting, encouragement. In countries such as Korea, Thailand, China, and the Middle East, it is considered bad manners to touch strangers. For example, a pat on the back may only be given to one's closest friends or relatives. In English-speaking countries, it is a possible greeting for strangers, but carries the connotation of showing cordiality. In Mediterranean countries, it is believed that if the person the one is talking to does not engage in physical contact, it may be interpreted as a sign of coldness. So, the word 'backslapper', if translated into Greek, for example, would not be understood without additional explanation.

The vocabulary of time in English includes many words and expressions associated with different time periods. Here are some examples:

1. Past tense: yesterday, last week, a while ago, in the past, previously, before;
2. Present tense: today, now, currently, at the moment, presently, at the moment;
3. Future tense: tomorrow, next month, soon, in the future, eventually;
4. Time periods: morning, afternoon, evening, night, midnight;
5. Seasons: spring, summer, autumn/fall, winter;
6. Days of the week and months: Monday, January, Friday, July;
7. Holidays and events: Christmas, New Year, birthday, anniversary;
8. Terms and periods: deadline, term, era, phase, period.

This represents only a fraction of the words and expressions related to time. The diverse range of tense vocabulary in English enhances the flexibility for articulating and precisely delineating various temporal dimensions in everyday conversation.

Incorporating phraseology into written communication can infuse it with depth and emotion, elevating expression and enhancing the conveyance of meaning. Here are several ways in which this enrichment occurs:

1. **Picture images:** Phraseological expressions can create vivid images and metaphors, making the text more visual and memorable. For example, using "black sheep" or "like two peas in a pod" can add an emotional tone to the text and describe the situation more colorfully.
2. **Expression of feelings:** Phraseology often contains emotionally charged expressions that help convey the feelings and mood of the text. For example, phrases like "ringing the bells" or "over the moon" evoke specific emotional responses.
3. **Language nuances:** Phraseological expressions can add linguistic nuance and sophistication to a text, enriching its vocabulary and style.
4. **Contextual understanding:** Phraseology can highlight contextual understanding and agreement within a text, enhancing the reader's comprehension.
5. **Humor and irony:** Phraseological phrases often contain elements of humor and irony, lightening the text and adding interest with the author's personal style.
6. **Character portrayal:** Phraseology can help create unique character profiles within a text, reflecting their communication style, personality, and character traits.
7. **Expressiveness:** Phraseology exhibits a high degree of expressiveness, enabling authors to vividly and emotionally convey their thoughts and feelings.

By incorporating phraseological expressions, the author can enhance their text, making it livelier and more attractive to readers, while also conveying a wealth of cultural and linguistic nuances.

The Swiss scholar Charles Bally is regarded as the founder of phraseology as an independent linguistic discipline. In his work "Traite de stylistique française" (1909), he emphasized the significance of phraseology. However, it's worth noting that not all linguists recognize phraseology as a distinct discipline. Slovak phraseologist J. Mlatsek and Bulgarian colleague Boyadzhiev consider it only a relatively independent part of lexicology. In contrast, Russian phraseologist A.V. Kunin not only advocates for phraseology as an independent discipline but also argues for the necessity of distinguishing it as a fifth level of language, opposed to lexicology, a viewpoint shared by German phraseologist V. Fleischer and Czech phraseologist F. Chermak.

The establishment of phraseology as a linguistic discipline in Russian science traces back to the 1940s, attributed to the work of academician V.V. Vinogradov. However, in the countries of Central and Western Europe, attention to phraseology began later. For instance, in Slovak linguistics, it gained active recognition only at a later stage.

In Czech linguistics, the initial studies on phraseology emerged around the 1960s of the same century. Initially, both phraseological and paremiological units were examined as a category of stable units. However, over time, the focus shifted to considering only stable phrases, which were not complete sentences but were regarded as equivalent to individual words. These were termed as 'true phraseological units'.

Time phraseology in English comprises numerous popular expressions and phrases used to convey various ideas and situations. Here are some widely recognized examples: 1. **Time Flies:** Used to express how quickly time passes. 2. **In the Nick of Time:** Indicates that something happened just in time, at the last second. 3. **Time is of the Essence:** Emphasizes the importance of taking action as soon as possible. 4. **Behind the Times:** Describes something that is not in line with current trends and technology.

5. **Killing Time:** Refers to spending time aimlessly or waiting for something to happen. 6. **Make up for Lost Time:** Involves increased efforts to regain time lost in the past. 7. **A Stitch in Time Saves Nine:** Warns that early intervention can prevent more serious problems in the future. 8. **Time Heals All Wounds:** Asserts that emotional or physical wounds heal over time. 9. **Ahead of One's Time:** Describes a person or idea introduced before it becomes popular. 10. **Time is Money:** Emphasizes the importance of using time effectively to achieve success and prosperity.

These phrases and expressions are part of the rich cultural heritage of the English language, reflecting various aspects of time in society. In the age of the Internet, when intercultural contacts have become more active, language modernization occurs at an elusive pace, making it difficult to determine the boundaries of new vocabulary. Isolated phenomena become trends, and words become historical 'artifacts'. Modern learning technology represents one of the most rational ways to organize the educational process, aiming to achieve learning goals with minimal time, effort, and money [1]. Key aspects of a young person's development, such as communication and learning, are increasingly shifting to a digital format. Consequently, global computerization has a profound impact, particularly on the linguistic awareness of future members of society.

The modernization of a language occurs gradually as part of its natural evolution. This updating is influenced by various factors, both external and internal. External factors encompass linguistic, political, economic, and cultural interactions between countries, as well as globalization and internal political developments. Technological advancements have also had a significant impact on language and the expression of time in everyday communication:

1. **Speed and instantaneity:** With the advancement of technology such as the internet and mobile devices, communication has become more instantaneous. This has introduced new phrases and expressions to reflect this speed, such as "send an instant message" or "receive real-time feedback."
2. **Social media terminology:** The advent of social media and online platforms has introduced new terminology related to the expression of time. For example, "online status" or "like" are now common phrases associated with the instant sharing of information.
3. **Changing the rhythm of work:** Technologies such as email, video conferencing, and cloud services have changed the way businesses work and interact. This has influenced language expressions such as "conducting online calls" or "extending deadlines via email".
4. **Terms in the field of information technology:** The development of information technology has led to the emergence of new terminology such as "software," "software update," and "coding". These terms have become generally accepted and reflect changes in the expression of time within the context of development and technical aspects.
5. **Electronic gadgets and time management:** With the advent of electronic gadgets and time management apps, new phrases have emerged such as "set a reminder", "schedule an event", and "set an alarm".
6. **Big data and time analytics:** The development of data analytics and big data technologies has introduced new terminology in expressing time, such as "time series", "time intervals", and "time trend forecasting".

Technological changes have not only expanded vocabulary but also influenced the perception and use of time in everyday life. Language now reflects the faster and more dynamic nature of modern society, with new terms and expressions becoming integral parts of communication in the digital age.

4 Conclusion

1. **Evolution of Temporal Forms:** The grammar of time in English has evolved from the use of simple tense forms to

- more complex ones, enabling a more precise expression of attitudes toward time and the completeness of events.
2. Influence of Culture on Time Vocabulary: The vocabulary of time broadly reflects cultural characteristics and societal attitudes toward time. Words and phrases associated with different time periods mirror the perception of time within cultural contexts.
 3. Phraseology of Time: Time-related phraseology enriches language, imbuing texts with richness and emotional nuances. Popular phrases and expressions pertaining to various temporal aspects create vivid imagery and convey emotional tones.
 4. Impact of Technology on Time Language: Technological advancements have significantly influenced the language of time. New terms and expressions, such as 'virtual meeting' and 'digital footprint', reflect contemporary realities and the dynamic nature of time usage in the digital age.
 5. Flexibility and Variability of Language: The study of time in language underscores the flexibility and variability of language as a reflection of cultural, social, and technological trends. Language continually evolves to mirror current societal and technological changes.

In conclusion, the category of tense in English is a multifaceted and dynamic aspect, reflecting not only grammatical rules but also cultural, emotional, and technological dimensions of society. It serves as a crucial element in shaping linguistic expression and facilitating effective communication across diverse contexts.

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THE STRATEGIC PLANNING OF TRANSPORT INFRASTRUCTURE AND MANAGEMENT OF LOGISTICS SOLUTIONS IN CONDITIONS OF WAR

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Abstract: This article examines the challenges faced by Ukraine, which is embroiled in a military conflict within its borders, particularly the imperative to ensure the efficiency of its transport infrastructure and logistics processes. It has been identified that military actions result in damage to transport networks, restricted access to critical resources, and alterations in logistics operations. It has been established that in wartime conditions, strategic planning of transport infrastructure and effective management of logistics solutions become particularly pertinent as they dictate the country's capacity to meet its own needs and accomplish strategic objectives. Furthermore, it has been determined that Ukraine's future integration into Europe necessitates reforming its transport and logistics system to align with EU standards. Strategic approaches to restoring the transport network and addressing logistics challenges during conflict are discussed, primarily focusing on alternative routes, the development of effective supply chain management systems, and enhancing system redundancy. Strategies for adaptation and response to changes aimed at ensuring the reliability and efficiency of transport and logistics processes in Ukraine have been explored.

Keywords: strategic planning; logistics; transport infrastructure; logistics systems; logistics management.

1 Introduction

Amidst hostilities within its borders, Ukraine faces significant difficulties in logistics development and ensuring the efficiency of its transport infrastructure and logistics processes. Military actions destroy and damage transport networks, significantly limiting access to critical resources and causing adverse changes in the logistics systems of both private enterprises and the government. Therefore, in wartime conditions, strategic planning of transport infrastructure and the search for effective logistics management become particularly relevant, as they determine the country's capability to address its needs and accomplish strategic objectives amidst wartime adversity.

Under significant military and economic pressure, Ukraine faces multiple challenges in planning, executing, and controlling transport and logistics processes. This highlights the necessity to optimize strategic planning and logistics management to ensure the reliability, efficiency, and stability of the state's transportation infrastructure. Military conflict necessitates swift adaptation and response to evolving strategic conditions. Consequently, changes in transportation routes, resource redistribution, and access restrictions to key transport hubs require an operational response from logistics managers and relevant government agencies. A lack of precise management methods and strategies in these conditions may exacerbate the country's economic and humanitarian crises.

At the same time, Ukraine's future integration into Europe necessitates the formation of a competitive market for transport services, while existing issues in the functioning of transport infrastructure highlight the need for strategic planning by state administration bodies in this area. Considering international trends towards transferring the functions of forming and commercially operating transport infrastructure to the private sector through public-private partnerships, this direction of

industry reform holds the most promise for financing its development. Furthermore, there are several issues related to increasing the environmental sustainability and inclusivity of transportation, aligning with EU standards. Finding solutions depends on strategic planning in infrastructure development management.

Thus, the aforementioned issues underscore the importance of studying strategic planning and management of logistics processes, considering the complexities of the military conflict, to ensure the stability and development of Ukraine's transport infrastructure, not only during the conflict but also in the context of its future European integration.

2 Literature Review

The study of strategic planning and management of logistics solutions has long attracted the close attention of researchers and practitioners. However, the scientific community is relatively new to considering the impact of military conflict on the country's transport infrastructure and logistics systems.

A key element shaping the strategy for managing logistics processes within the country is the strategic aspects of developing the country's transport infrastructure. It's notable that research by N. Antoniuk [1], M. Buryk [14], Y. Danshina [15], N. Hurzhyi [26], O. Laburtseva [30], J. Reitšpís [34], I. Sadlovska [36-37], I. Tofan [48], and S. Voloshyna [51] is dedicated to ensuring the effective functioning of the mechanism of strategic planning of transport infrastructure and related industries in the economic system. These studies provide insights for forming practical recommendations to manage transport infrastructure development planning amidst resource constraints.

Another critical area of research in this field is the study of strategies and technologies for managing logistics systems, with a particular focus on supply chain risk management. The works of I. Arakelova [2], M. Dziamulych [16-24], N. Khomiuk [27], M. Masl'an [31], T. Pertsovykh [32], M. Rudenko [35], I. Tymbaliuk [49], and A. Zaverbny [52] address this issue, focusing on strategies and approaches to ensure the sustainability of supply chains, mainly through sustainability and risk management.

In addition, it is worth noting that studies examining the adaptation and response of transport and logistics systems to external threats are evident in the works of I. Arutiunian [3], I. Britchenko [4-13], O. Fedorova [25], T. Kulinich [28-29], O. Ramos [33], T. Shmatkovska [38-44], R. Sodoma [45-47], and A. Verzun [50]. These authors explore methodologies for assessing the stability of transport systems and develop adaptable approaches, applicable even in conditions of military threats.

In general, amidst the constant threat of military operations and crises in modern times, examining the challenges related to effective management of transport and logistics systems in wartime conditions is essential for ensuring stability and efficiency for both governmental and commercial interests.

3 Materials and Methods

Several general and special scientific research methods were used to study both the strategic planning of transport infrastructure and the management of logistics solutions. These methods aim to analyze, synthesize, and compare available information, as well as to generalize and abstract data to develop practical strategies and solutions.

In particular, systems analysis was used to analyze the strategic management principles of transport infrastructure and logistics

chains. This method facilitated the identification of relationships between various system elements, assessment of their impact on system integrity, and the formulation of approaches to develop a management strategy aimed at optimizing the system's performance during wartime.

The synthesis method was used to develop new solutions and strategies by combining different approaches and techniques. In the research, this method facilitated the development of a scheme outlining the interaction of elements aimed at achieving economic results within the mechanism of strategic planning for transport infrastructure development. This scheme takes into account the unpredictability of the impact of military actions on the transport infrastructure.

Comparative analysis was used to compare strategies and solutions to determine their advantages and disadvantages. This facilitated the decision-making process to identify the most effective and optimal directions for improving the logistics solutions of Ukrainian enterprises during wartime.

The abstraction method was applied to generalize and simplify complex information to highlight key aspects and patterns. This method also aided in identifying the primary issues and factors influencing strategic planning and logistical decision-making in wartime conditions, thereby directing attention towards finding solutions.

Overall, the application of these methods in combination facilitated a comprehensive analysis and the development of approaches to formulate a strategy for strategic planning of transport infrastructure and management of logistical solutions in wartime conditions.

4 Results and Discussion

The modern problems of strategic planning of transport infrastructure and management of logistics solutions in wartime are complex challenges faced by the state or private companies in difficult times. Specifically, during hostilities, the efficiency and productivity of transport infrastructure can be significantly reduced due to the destruction of infrastructure facilities, closure of transport routes, restriction of access to critical resources, and alterations in transportation routes.

Furthermore, war creates instability, unpredictability, and increased risk for logistics supply chains. Moreover, the management of logistics decisions in wartime requires rapid adaptation and response to changes in strategic conditions. Hence, developing effective strategies to adapt to new situations and ensure an uninterrupted supply of essential goods and services poses a significant challenge. Additionally, consideration must be given to the humanitarian aspects of logistics management during wartime, such as supplying medical, food, and other critical goods to the civilian population in war-affected areas. In conclusion, the challenge in strategic planning for transport infrastructure and logistics management during wartime lies in establishing effective methods to ensure stability, safety, and reliability amidst challenging wartime conditions.

From a practical standpoint, the mechanism of strategic planning for the development of transport infrastructure encompasses technological procedures and rules for formulating a strategic plan, along with key elements that, through their interaction, embody the essence of planning and justify calculations to achieve necessary economic performance within a strategic timeframe. Additionally, the specified mechanism should account for the possibility of mitigating significant adverse effects, primarily from external environmental factors related to military operations, on the functional development of transport infrastructure. These elements of the strategic planning mechanism encompass fundamental and distinct functional strategies aimed at achieving the goals set for the transport infrastructure. Simultaneously, measures to implement these

strategies are executed within a specific timeframe, amidst the influence of an unstable external environment.

At the same time, the management system of transport infrastructure comprises a range of elements, including state management bodies, target strategic settings, principles, methods, functions, tools, technologies, competencies, and resources. These interdependent components form a mechanism that influences the development of the transport system, infrastructure, and reproductive potential, ultimately ensuring the competitiveness of the economy. The primary objective of strategic planning is to facilitate practical collaboration among stakeholders to gather information about the needs and goals of transport infrastructure entities, and determine the tools required for their achievement. Furthermore, general issues regarding demand forecasting for transport services and its impact trends necessitate an analysis of market supply within the framework of strategic planning activities conducted by public administration bodies. Strategic planning in this regard relies on forecasting supply and demand, assessing transport industry opportunities, and analyzing infrastructure capacity to support long-term goals [14].

In war conditions, it is objectively necessary to form and rationalize the interaction of elements within the strategic planning mechanism for developing transport infrastructure. This is due to the limitations of the extrapolation method, making it challenging to predict the specific timing of the negative impact of external environmental factors on transport infrastructure. Elemental interaction within this framework should ensure the implementation of the following components:

- obtaining the most significant amount of balance sheet profit, aligning with the interests of both the transport infrastructure and the national economy;
- establishment of equality and balanced development for all business entities involved in the formation of transport infrastructure;
- increasing the level of competitiveness of services, products, and the entire transport infrastructure;
- ensuring the objectivity of planning and calculation justifications, resource and organizational capabilities, based on which the necessary economic results will be achieved, subject to the negative influence of external environmental factors;
- promotion of internal economic and structural-organizational changes, driven by the rising level of innovation in both current operations and future development of the transport infrastructure.

Ensuring the effective functioning of this mechanism, based on the use of various forms of financing and combined implementation of innovative legislative, financial, administrative, and other measures, is able not only to preserve existing elements of the transport infrastructure but also to ensure its development in the context of European integration. Even in wartime, each enterprise bears financial, administrative, organizational, and other types of responsibility for strategic development and infrastructure within the limits of financial plans and strategic goals defined at the national level. This presents an opportunity to rationalize the interaction of elements within the strategic planning mechanism for developing transport infrastructure. This can be achieved through analytical justification and systematic analysis to define its constituent elements. Additionally, quantitative parameters of the interaction of these elements are included in guiding the orientation of transport infrastructure to achieve necessary economic development results and enhance transport production efficiency in a strategic period (Figure 1).

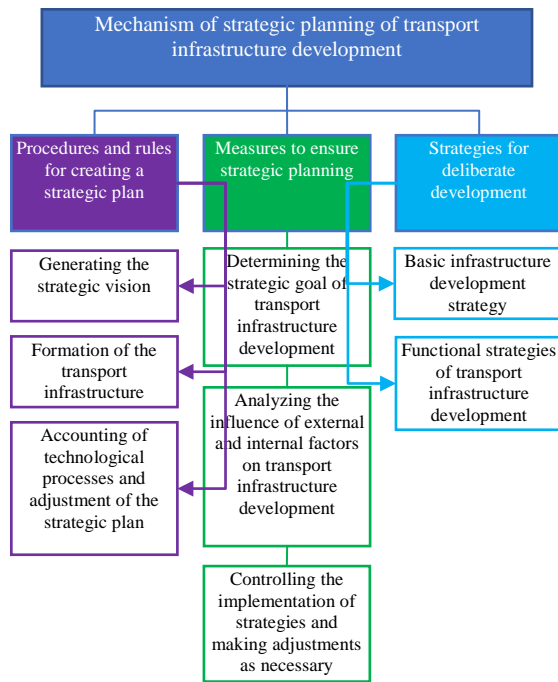


Figure 1. Scheme outlining the interaction of elements aimed at achieving economic results within the strategic planning mechanism for the development of transport infrastructure
Source: systematized by the author based on [36].

The effectiveness of implementing the strategic plan for transport infrastructure development can be evaluated using fundamental economic indicators adapted to the requirements of strategic planning. In particular, the following indicators are proposed:

1. Labor productivity of management personnel involved in the strategic planning process:

$$P_{lm} = \frac{\Delta I_{tc}}{N_{pm}}$$

where ΔI_{tc} is the increase in the volume of implementation of transport services;
 N_{pm} is the number of managers employed in the strategic planning system during the year.

2. Capital return on fixed assets in the strategic planning system:

$$E_r = \frac{\Delta I_{tc}}{A_f}$$

where A_f is the average annual cost of fixed assets involved in the strategic planning system.

3. Material yield of material elements of working capital in the strategic planning system:

$$M_r = \frac{\Delta I_{tc}}{R_m}$$

where R_m is the average annual cost of material resources consumed in the strategic planning system.

4. Profitability of the strategic planning system:

$$P_{sp} = \frac{\Delta P \times 100}{A_f + C_w}$$

where ΔP is the average annual profit growth in the process of implementing the strategic plan for the development of transport infrastructure;

C_w is the average annual cost of working capital involved in the strategic planning system.

5. The overall efficiency of resource consumption in the process of strategic planning:

$$E_{rc} = \frac{\Delta P}{A_f + C_t}$$

where C_t is the average annual total cost of consuming all types of resources in the strategic planning system [37].

The efficiency of logistics systems is closely related to the technologies they employ. These technologies not only assist enterprises in implementing new logistical solutions and introducing new equipment during wartime but also enhance the efficiency of their activities by enabling the implementation of procedures that were previously inaccessible. This necessity is particularly evident in the need to improve the quality and efficiency of transportation management. Domestic enterprises are increasingly adopting innovative network production and logistics concepts to meet the requirements of the integral logistics paradigm. However, the non-standard business conditions caused by martial law have compelled enterprises to pay more attention to improving and adapting logistics systems to ensure the necessary level of competitiveness.

There are also certain aspects of logistics operations that, in wartime, prompt companies to widely adopt the latest technologies to ensure the efficiency of their operations. In particular, in wartime conditions, there is an absence of simple rules of the game, usually defined in the regulatory and legal fields. Therefore, logisticians are forced to seek alternatives to maintain the integrity of logistics chains. Some of these chains exhibit elasticity, while others do not. Consequently, optimizing these processes becomes challenging without the introduction of specialized databases that take into account new restrictions for the logistics system.

Logistics specialists also need to know the exact characteristics of products, including their physical attributes, value, and flow characteristics, alongside understanding material flows. Otherwise, products may be damaged during transportation due to improper handling or conditions. To ensure the continuity of material flows, modern warehouse complexes equipped with specialized equipment are necessary. This can be achieved by regional logistics enterprises, forming the basis for logistics systems in crisis conditions. The information flow in the field of logistics is dynamic, requiring constant monitoring of transportation development stages, market analysis, logistics innovation implementation, and tracking of transportation tariff dynamics. Considering these elements can significantly reduce logistics operation costs and further optimize processes, essential for enterprises in wartime conditions to reduce costs while achieving desired results.

Therefore, reorganizing storage, warehousing, risk forecasting, and route diversification are priority directions for forming an effective logistics system during the war. The optimization of logistics supply chains in such conditions, characterized by a high level of uncertainty, should be implemented based on monitoring the main logistics operations (Figure 2).

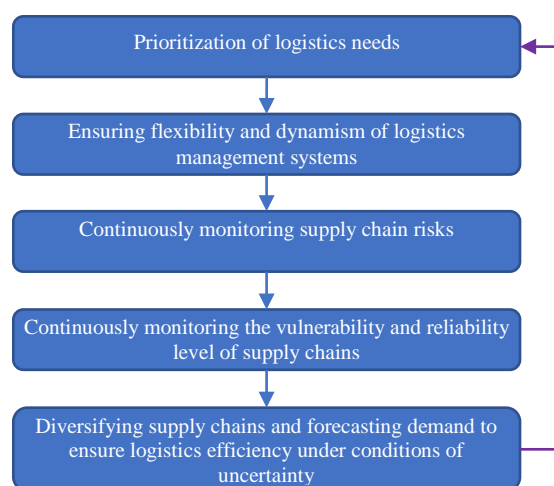


Figure 2. The optimization sequence of logistics supply chains under conditions of uncertainty

Source: systematized by the author based on [52].

Based on the determined principles of optimisation, it is possible to determine the main directions of improvement of logistics solutions of Ukrainian enterprises during the war, to which it is appropriate to include the following:

- refusing to accumulate and store commodity stocks in significant volumes;
- ensuring a high level of dynamism in warehouse conditions;
- systematically complicating logistics operations by extending and diversifying supply chains;
- maximizing focus on consumer needs through effective demand forecasting and appropriate planning of sales and logistics operations.

During wartime, strategic decisions aimed at optimizing logistics processes, prioritizing efficiency and adaptability in conditions of instability, became crucial for Ukrainian enterprises. Consequently, understanding market needs, planning, and forecasting emerged as critical components of a successful logistics strategy in these circumstances.

5 Conclusion

We conclude that during wartime, which resulted in significant damage to Ukraine's supply chain system, it is imperative to diversify these chains, especially for critically important groups of goods. The primary cause of existing problems in logistics systems is a policy aimed at reducing logistics costs, which has increased the overall risk level at all supply chain stages. One effective solution to this problem is to utilize a sequence for optimizing logistics chains amidst uncertainty. Specifically, critical directions for improving the logistics systems of Ukrainian businesses during wartime should include refusing to accumulate stockpiles, increasing warehouse dynamism, and meticulously planning logistics operations.

In addition, strategic planning for transport infrastructure in Ukraine during wartime requires a comprehensive approach and careful analysis. Military actions pose significant challenges for transport systems, necessitating the development of strategies for adaptation and response to changing strategic conditions. Key priorities in this regard include enhancing the stability and reliability of the transport infrastructure, developing alternative routes, optimizing logistics process management, and ensuring transportation safety. An essential component of such a strategy should also involve cooperation with international partners and adopting innovative solutions to enhance the stability and development of Ukraine's transport system during wartime.

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MEDIATION IN CRIMINAL PROCESSES IN UKRAINE

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Abstract: The article examines the essence and significance of mediation in the criminal process of Ukraine. The peculiarities of using mediation to resolve conflicts between parties involved in a crime are analyzed. The role of the mediator in facilitating the achievement of a compromise and restoration of cooperation between the participants of the process is investigated. Special attention is paid to the advantages of mediation compared to traditional court procedures. The article examines the potential of mediation to reduce the burden on the judicial system and improve the satisfaction of the needs of the participants in the criminal process. It has been proven that in modern Ukrainian criminal justice, mediation is an essential element of alternative conflict resolution. The article considers the role of mediation in criminal cases and investigates its influence on improving the efficiency of justice. Mediation facilitates mutual understanding between parties, reducing court cases and restoring harmony in society. The positive aspects of the use of mediation in comparison with traditional court procedures are identified, such as efficiency, economy and preservation of relationships between participants in the criminal process.

Keywords: mediation; criminal process; alternative settlement; justice; effectiveness of justice.

1 Introduction

Like many other countries, Ukraine faces several challenges in the criminal law system that require systematic and practical solutions. One of the most urgent issues at the moment is ensuring the functional improvement and effectiveness of criminal justice and the satisfaction of all the participants' needs in the criminal process. In this context, the issue of using mediation in the criminal process has become the subject of particular research and discussion. At the same time, one of the main problems currently stems from the high workload of the judicial system and delays in the consideration of criminal cases, which often lead to overcrowding of court sessions and delays in resolving cases. Traditional methods of conflict resolution, such as court proceedings, can be time and resource-intensive.

On the other hand, a natural obstacle to the effectiveness of the criminal process is the feeling of dissatisfaction and alienation on the part of its participants. At the same time, participants often experience stress and tension during court procedures, which can affect the quality of their participation and perception of justice. Additionally, the objective problem is restoring harmony and mutual relations between the parties to the conflict. Traditional judicial procedures are often focused on punishing the guilty but do not always contribute to resolving disputes that form the basis of the process and the restoration of interaction between participants.

It should also be noted that an additional problem that needs attention is the lack of awareness among the public about the possibilities and benefits of mediation in criminal cases. Participants often lack adequate information about this alternative method of conflict resolution, leading to misconceptions about its effectiveness and procedures. Consequently, this can lead to mistrust of mediation and misuse of judicial resources. This necessitates carrying out informational campaigns to raise public awareness of the benefits and possibilities of mediation in criminal cases.

Therefore, mediation in Ukraine's criminal process can serve as an important mechanism for overcoming these problems.

However, to achieve this, it is necessary to carefully study its effectiveness, advantages, and disadvantages, as well as to establish the necessary legal framework and provide professional training for mediators.

2 Literature Review

In recent decades, the issue of using mediation in the criminal process has gained significant development and active discussion at the international and national levels. A wide range of research and publications is devoted to analyzing mediation's role, effectiveness, and benefits in criminal justice.

Thus, one of the significant studies on this topic is J. Blad's work, which examines various aspects of the introduction of mediation in the criminal process, in particular, the interaction of victims, the accused, and the public, as well as the effectiveness of this approach in the practical resolution of conflicts [1].

In addition, R. D. London's work made a significant contribution to the study of this issue. He compared the traditional criminal process with the concept of restorative justice and identified the potential advantages of using mediation in the rehabilitation of criminals and covering the damages from the crime [4].

It should be noted that the issues of mediation in the criminal process, its problems, and prospects of implementation in Ukraine are revealed in depth in Yu. V. Merkulova's study of implementation [7].

In addition, Yu. P. Krysiuk's research on this topic makes a significant contribution. It systematizes and analyzes the experience of developed democratic countries regarding the peculiarities of the practical use of mediation in criminal justice. Based on the conclusions drawn, the author also proposes practical principles for the application of mediation in the Ukrainian context [6].

It is also necessary to note the study of specific aspects of mediation in the system of processes related to economic security, which are considered in the studies of M. Dziamulych [2] and T. Shmatkovska [12].

In general, the existing developments in mediation in the criminal process confirm the importance and relevance. At the same time, various studies point to mediation's potential to ensure justice and restore harmony in society. Still, the key obstacles to its effective implementation need to be investigated.

3 Materials and Methods

Various methods of scientific analysis were used to study the problems of mediation in Ukraine's criminal process, which allowed to consider the essence, effectiveness, and prospects of implementing mediation in the context of criminal justice.

In particular, the abstract method was used to summarize and systematize information about mediation in the criminal process. This method helped determine the main principles, concepts, and theoretical foundations of mediation and establish their compliance with the requirements of Ukraine's criminal justice system.

The comparison method was used to analyze different models of mediation implementation in the criminal process, particularly in the context of other countries' experiences, which made it possible to identify the advantages and disadvantages of different approaches to mediation and determine the optimal strategies for implementing this tool in Ukraine.

The analysis and synthesis method were used to examine in detail various aspects of mediation in the context of criminal justice. With its help, the theoretical and practical aspects of

mediation were considered, key problems and prospects for their solution were identified, forming the basis for a proposal for improving the legislation and practice of mediation in Ukraine.

In addition, it is worth noting the importance of reviewing specialized scientific literature. This stage of research allowed for the examination of previous studies and publications on the issue, facilitating the identification of its most relevant aspects, the development of a conceptual approach to problem analysis, and forming the basis for determining the directions of further research.

In general, the utilization of various scientific research methods facilitated a comprehensive analysis of the challenges associated with applying mediation in Ukraine's criminal process. This analysis contributed to the formulation of well-founded conclusions and recommendations for further development.

4 Results and Discussion

The modern world is characterized by processes of globalization, the interpenetration of cultures and economies, the growing influence of information technologies, and, consequently, a significant complication of social relations and the emergence of conflicts. To address and regulate these conflicts effectively, appropriate approaches and solutions are necessary. Restorative justice can be considered a relatively new phenomenon in the criminal process that aligns with contemporary realities, prompting a reevaluation of criminal justice through a fundamentally new paradigm.

As practice shows, mediation is the most common form of restorative justice in criminal proceedings. Mediation in criminal cases is a voluntary and confidential process aimed at resolving legal conflicts between victims and accused individuals (defendants), facilitated by a neutral mediator. It is a relatively independent and optional procedure within the criminal process, available at various stages before the case proceeds to court for sentencing. However, it cannot constitute a separate stage of the criminal process; rather, it is intended to supplement existing procedures.

As M. Kolesnikova notes, mediation is a voluntary process of reconciliation between parties, facilitated by a third party - a mediator, who assists in resolving the dispute. Importantly, the mediator is not responsible for the decisions reached by the parties; their role is solely to organize the process. This stands in contrast to a court setting, where a judge renders a decision. The primary objective of mediation is for all parties to achieve satisfaction with the outcome of reconciliation, ensuring that the resolution of the dispute reflects the desires of the participants [5].

Directive 2008/52/EC of the European Parliament and of the Council of Europe defines mediation as a structured process. Regardless of its name or reference, it involves two or more parties in a dispute attempting independently and voluntarily to reach an agreement with the support of a mediator [3].

As practice shows, no judicial system can adequately resolve all categories of criminal offenses, and Ukraine is no exception. The main driving force behind the development of alternative ways to resolve criminal disputes is the insufficient efficiency of the judicial system, particularly in the consideration of specific categories of cases. These inefficiencies may manifest in various forms, including court overload, prolonged proceedings, inadequate case handling, and other inherent shortcomings. Moreover, in the current stage of the criminal process development, the issue of differentiating criminal procedural forms is being considered through several lenses:

- specific method (global and local)
- method of legal technique
- particular form of specialization (functional and structural)
- principle, among others. [8].

The Institute of Mediation has been incorporated into Ukrainian legislation for several years. However, there remain unresolved issues of organizational and procedural nature regarding the application of mediation procedures within Ukraine's criminal procedural law. Drawing from the experiences of countries with longstanding mediation procedures is of great theoretical and practical significance for its effective implementation. It's important to note that not all provisions effectively applied in the practice of mediation institutions in developed countries can be directly adopted and implemented in Ukraine. The economic, political, and socio-cultural contexts of each state play crucial roles in this regard.

Mediation can be employed to resolve criminal-legal conflicts irrespective of the severity of the crime, although the legal consequences may vary depending on it. When discussing the theoretical and legal regulation of mediation processes in Ukraine, Professor Y. Prytyka's perspective is noteworthy. He proposes the primary condition for systematizing legislative norms regarding mediation regulation is the presence of distinct, institutionalized normative legal acts establishing mediation's legal existence and the extent of its normative and legal support through specialized legislation. Y. Prytyka suggests dividing the legal regulation of mediation in foreign legal systems into several categories: integrated legal support, where regulations occur at the level of unique integrated normative legal acts such as laws; differentiated regulatory and legal provision, where regulations are included in normative and legal acts, primarily procedural in nature; informal legal provision of mediation; and prohibitive legal systems, characterized by the absence of both legal norms regulating mediation and corresponding prohibitions [11].

Nevertheless, the primary barrier to effectively legalizing mediation in Ukraine is the lack of information surrounding this alternative dispute resolution method. Despite numerous publications, most sources provide general information without the necessary specifics. Therefore, the legal community requires a clearer understanding of mediation's essence, its procedures and tools, and, most importantly, its application methods as defined by Ukrainian law on mediation.

It is essential to determine how mediators can assist in resolving disputes. There are various approaches, perspectives, and proposals regarding mediation mechanisms. While mediators should operate within the limits of the Constitution and legislation, it becomes evident that much depends on the mediator when we examine the root causes of the conflict. Qualities such as understanding and respect must be inherent in the mediator. Mediation serves as a resource aimed at facilitating conflict resolution and uncovering answers to questions such as, 'Why did the conflict arise, and what are the interests of each party in a given case? Is a mutually agreeable solution possible?' It is crucial to emphasize that mediation is not the sole tool but an additional one utilized alongside primary legal processes, complementing various judicial means of influence. The tool we are implementing should be deployed in situations characterized by pressure and tension within the case, where mediation can serve as an appropriate means of conflict resolution for both parties [5].

Considering that mediation is a form of restorative justice, defining its principles becomes particularly important. These principles should be based on universally recognized legal values such as humanism, legality, dispositiveness, equality before the law, and respect for human dignity. Additionally, specific principles are crucial, including voluntariness, consensus, restoration of the victim's condition, full compensation for damages, and participation of community representatives.

It's essential to note that the 2019 Recommendation of the Committee of Ministers of the Council of Europe outlines the main principles of restorative justice. These include the active participation of interested parties (Article 13), correction of harm caused to individuals, relationships, and the public (Article 13), equal consideration of the needs and interests of all parties

(Article 14), emphasis on compensation for damages, reintegration, and fostering mutual understanding through dialogue (Article 14), voluntariness (Article 16), confidentiality (Article 17), and independence and impartiality (Article 20) [10].

It is necessary to remember that the final result of the mediation procedure is the conclusion of an agreement between the parties, which is subsequently approved by the court and subject to execution. Therefore, the conclusion of the agreement by the parties is evidence that the mediation process has taken place. Mediation aims to conclude and implement an agreement between the parties to resolve the conflict (dispute). Therefore, it is appropriate to fix the definition of the concept of mediation agreement at the legislative level in Ukraine. A mediation agreement is a written agreement reached by the parties due to a mediation procedure regarding a conflict (dispute) or separate disagreements regarding a conflict (dispute).

In our opinion, mediation offers several advantages compared to court proceedings: accessibility, as it provides a less formal and often less expensive alternative; decisions reached through mediation tend to satisfy both parties; there are guarantees of communication security, with each party having the option to withdraw from the process at any stage, confident that confidentiality will be maintained; mediation saves resources such as time, money, and energy; it upholds the principle of individual freedom, as decisions are made voluntarily rather than imposed; mediation can be adapted to unusual situations and allows for better planning; and finally, it provides an opportunity for personal growth for participants.

The main principle governing the mediation process is voluntariness. Confidentiality is also paramount, as everything that occurs during mediation remains between the parties and the mediator. The mediator cannot represent any party; instead, parties select a mediator from a list provided by the Center for Mediation, ensuring independence and neutrality. Additionally, the mediator refrains from making assumptions or judgments, adhering to the principle of impartiality. Furthermore, mediation is guided by principles such as the activity and self-determination of the parties, ensuring equality and fostering cooperation [5].

We should also note that according to Council of Europe Recommendation No. R(99)19 on organizing mediation in criminal cases, mediation should occur only when all parties voluntarily agree. The parties may also withdraw their consent at any stage of the mediation. Any discussions during the meeting are confidential and may not be used in the future except with the parties' permission. Mediation in criminal cases should be an affordable option and admissible at any stage of justice. It is independent and autonomous within criminal justice [9]. Thus, mediation, which concludes with the resolution of a criminal legal conflict, involves the agreement of reconciliation. This agreement is approved by a court decision and can serve as the basis for making procedural decisions and applying the consequences provided for by the substantive norms of the Criminal Code of Ukraine.

Therefore, the application of mediation in criminal proceedings in Ukraine, based on the Law of Ukraine "On Mediation," must clearly define its scope and indicate the category of criminal proceedings where mediation can be used. In light of the above provisions, it should be noted that the conclusion of an agreement concerning criminal misdemeanors, low or medium gravity crimes, and criminal proceedings conducted under private prosecution between the victim and the suspect or accused is voluntary. Hence, no one can force the victim to agree to reconciliation. Furthermore, one of the primary duties of the court, tasked with approving reconciliation agreements, is to verify whether there are reasonable grounds to suspect that the agreement was not voluntary or if the parties still need reconciliation. If the involuntary nature of the agreement is established, the court refuses to approve it.

In general, mediation is not intended to replace the court; it

operates alongside the court system, providing assistance where needed. Especially in the modern conditions prevailing in Ukraine, mediation can play a vital role in improving the judicial system and, ultimately, in realizing the human right to access the courts. Mediation is not an alternative to the court; rather, it helps resolve simple disputes, thereby alleviating the burden on the court system. It involves creating conditions for the parties to reach a mutually satisfactory solution. Mediation will only become popular and valuable when conducted by professionals with thorough training.

5 Conclusion

Thus, we conclude that the institution of reconciliation in Ukraine needs to become more popular, akin to leading countries worldwide. As Ukraine is a young nation where the concept of mediation is gradually emerging, it would be beneficial to draw from foreign experiences and further refine its legislation based on the existing law on mediation. The judicial practices of foreign countries demonstrate that most conflict situations are resolved voluntarily before reaching the courtroom, leading to significant savings in time and financial resources. Additionally, mediation offers numerous advantages, including accessibility compared to court proceedings, satisfaction for all parties involved, resource savings, and respect for individual freedom, as decision is made voluntarily rather than imposed by external entities, etc.

In general, mediation can facilitate conflict resolution by fostering mutual understanding among the parties involved and contribute to restoring societal relations. It is crucial to highlight the potential benefits of integrating mediation into Ukraine's criminal justice system, emphasizing the necessity for developing an appropriate legal framework and providing professional training for mediators. Moreover, it is worth noting that mediation has the potential to alleviate the burden on the judicial system and enhance the satisfaction of participants' needs within the criminal process. Thus, the integration of mediation into the criminal justice system has the potential to enhance the quality of justice and foster a fairer judicial process in Ukraine.

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OPERATIONAL MANAGEMENT OF SERVICE FIELD ENTERPRISES UNDER THE CONDITIONS OF DIGITALIZATION IN THE SYSTEM OF SUSTAINABLE DEVELOPMENT

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Abstract: The article explores the unique impact of digitalization on the operational management of service enterprises, underscoring the importance of strategies and tools for optimizing business processes. These tools empower enterprises to effectively use digital technologies, increasing productivity while reducing negative environmental impact. The study also highlights the crucial role of innovative solutions in ensuring sustainable development and how digital technologies can enhance service quality, meeting consumers' evolving needs. The article concludes by emphasizing the necessity of involving the audience in implementing digital innovations into the management system of service enterprises, aligning with the contemporary demands of efficient and sustainable development.

Keywords: digital economy; digitization of business processes; service sector; digital platforms; artificial intelligence.

1 Introduction

The specifics of the modern globalized world economic system show that digitization is pervasive across all spheres of activity, and operational management issues are becoming essential for enterprises in the service sector. This is due not only to the need to remain competitive in the market but also to the urgency of ensuring the sustainable development of economic entities. Operational management, as a component of strategic management of the enterprise, requires managers to continuously improve and adapt to new conditions. A critical challenge in digitalization is integrating new digital technologies and corresponding tools into business processes. This creates new opportunities to optimize and enhance the efficiency of enterprises' operational activities. However, it also presents them with the challenge of adapting to rapidly changing technological conditions.

One of the problems associated with the digitization of business processes is a significant increase in the volume of data and the need for their analysis to make informed management decisions. Therefore, in the conditions of digital transformation, enterprises receive a tremendous amount of information about their business processes, customers, competitors, etc. However, analyzing and interpreting such data can be challenging due to its volume and complexity. An important aspect of digitalization is ensuring sustainable development. This involves not only balancing resource usage and minimizing environmental impact but also addressing social aspects of business. Consequently, responsible consumption, development of human capital, and interaction with the public are becoming integral parts of sustainable development strategies for companies in the service sector.

Therefore, the problem of ensuring the effectiveness of operational management in the conditions of digitization within the framework of sustainable development is becoming particularly relevant. This requires deepening existing scientific research to develop a comprehensive approach to its solution.

2 Literature Review

The problems of operational management and the service sphere in the digital transition attract sufficient attention from researchers and practitioners worldwide.

In particular, it is necessary to note the research of N. Antoniuk [1], N. Khomiuk [13], T. Mishustina [18], and A. Verzun [34], that examine the impact of digital transformation on service management. The research results include the principles of forming strategies for implementing digital technologies in the service sector and the method of assessing their impact on the efficiency of enterprise operational management. Authors also highlight the importance of sustainable development in the context of digital transformation.

It is also worth paying attention to the study of operational management problems, considering the aspects of sustainable development and supply chains, which are highlighted in the works of I. Arakelova [2], M. Khutorna [14], M. Rudenko [19], and O. Timinskiy [31]. In particular, the authors analyze strategies that allow enterprises to ensure efficient use of resources and minimize the negative impact on the environment due to introducing innovative digital technologies into their business processes.

The works of such practitioners as I. Britchenko [3], O. Kiliar [15], T. Shmatkovska [20-26], and I. Tofan [32] are devoted to studying strategic and operational aspects of service management. In particular, they consider the importance of innovation and digital technologies in improving the quality of service and optimizing business processes. In addition, the authors examine various aspects of sustainable operational management, based on their analyses of the tools and methods that allow enterprises to implement sustainable development strategies effectively.

The works of M. Dziamulych [4-12], T. Kulinich [16-17], R. Sodoma [27-29], and I. Tsybaliuk [33] are devoted to the study of the peculiarities of implementing digital innovations to ensure the effectiveness of service management, including strategic planning, designing, and implementing business processes. Additionally, the authors emphasize the importance of adapting business processes to dynamic market conditions and implementing digital innovations.

In general, we can see that operational management in the field of service in the conditions of digitalization requires a comprehensive approach that would consider the efficiency of business processes and their impact on sustainable development. This determines the need to deepen the existing scientific developments in this field.

3 Materials and Methods

In studying the principles and approaches to the operational management of service enterprises in the conditions of digitalization, various materials and methods were used to analyze information and form logical conclusions.

In particular, the method of analysis and synthesis was used to develop scientific articles, monographs, and journal publications on operational management, digitalization, and sustainable development. These sources provided generalized information about modern trends and approaches to management in the service sector and identified digitalization's functional impact on enterprises' operational activities.

Theoretical concepts and operational management models were utilized to apply the abstract method, facilitating the reflection of the basic principles and operational processes in the service sector. As a result, they facilitated the understanding and

generalization of critical aspects of enterprise management in this industry.

The method of logical generalization was employed to analyze research results and formulate conclusions regarding the impact of digitalization on operational management in the context of sustainable development. This approach facilitated the systematization and summarization of the acquired data, as well as the formulation of recommendations regarding optimal management strategies for enterprises in the service sector in modern conditions and the application of the “three horizons” method for the transformation of operational management of enterprises.

In general, the application of the specified materials and methods enables the formulation of reasonable conclusions regarding the operational management of enterprises in the field of services under digitalization.

4 Results and Discussion

In modern business conditions, the impact of digitization on the operational management of enterprises in the service sector is manifested in several specific features that reflect changes in the technological, organizational, and strategic spheres. In particular, digital technologies enable automating and optimizing many business processes in the service sector. For example, the use of customer relationship management systems (CRM), online booking and ordering of services, and intelligent services for analyzing customer data enabling such enterprises to effectively optimize their operations, resulting in an improved quality of service. Furthermore, the emergence of new business models and services is promoted by digitalization. As evidenced by practice, the introduction of various mobile applications for ordering services, cooperation with online platforms, or the development of cloud technologies enables enterprises to change their strategies and respond to consumer requests.

In addition, digital technologies allow enterprises to increase the personalization and individualization of services. By analyzing customer data and using artificial intelligence, businesses can provide more accurate and visualized offers, taking into account each customer's unique needs. At the same time, introducing digital technologies might require changes in the organizational culture and structure of the enterprise. Consequently, the intensive development of digitalization often involves introducing new technologies, appropriate training of personnel, changes in business processes, and management strategy.

In conclusion, digitalization significantly transforms the approach to operational management in the service sector, changing not only specific business processes but also avenues and functional models of customer interaction. Thus, it opens up new opportunities for enterprises to achieve sustainable development and ensure competitive advantages.

The distinctive feature of the models and methods of digitalization of business processes of enterprises in the service sector is their focus on optimizing and improving service quality, as well as on the use of digital technologies to transform traditional approaches into more effective and innovative ones. That is why digitization models in the service sector aim to form digital platforms and ecosystems that unite customers and service providers in a virtual environment. This requires the development of mobile applications, online platforms for booking services, and virtual assistants and chatbots for customer support.

On the other hand, digitalization methods include implementing automated management systems that allow enterprises to optimize their business processes and ensure faster and better processing of orders. Recent trends in this field show that digitalization involves using more advanced analytical tools and artificial intelligence to forecast and optimize demand for services, inventory management, and resource planning.

This enables enterprises to accurately respond to market changes and efficiently utilize resources. In object-oriented organizations, the specificity of digitizing business processes lies in the high level of integration of technologies and processes. This requires the development of complex systems that provide convenient interaction between objects. These systems simplify data analysis and management, and increase the efficiency of their operation.

In conclusion, a specific feature of the models and methods of digitizing business processes in the service sector is their functional focus on the comprehensive improvement of interaction with clients, ensuring service efficiency, and using innovative digital technologies to achieve the strategic goals of the enterprise (Figure 1).

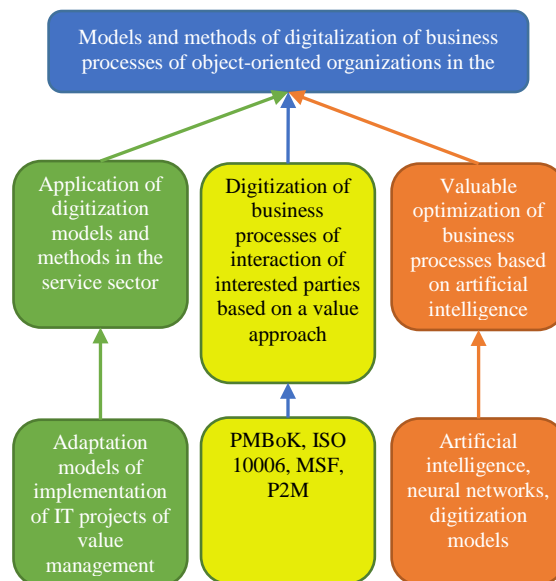


Figure 1. The specifics of the formation of models and methods of digitalization of business processes of organizations operating in the service sector

Source: systematized by the author based on [31]

As shown in Figure 1, each option has its strengths and weaknesses. Therefore, the most suitable models for practical use are the digital networks and artificial intelligence model and the life cycle model of the digitization project. However, to use such models in digitization projects of enterprises in the service sector, they will still need to be adapted to the specified industry. Given potential gaps in the application of digitalization models and methods in service sector projects, specific directions for further research on developing new models and strategies tailored to the industry can be identified.

In practical terms, it should be noted that service companies use a variety of strategies and tools to optimize business processes and utilize digital technologies to improve productivity. A key strategy involves implementing digital platforms and ecosystems connecting customers and service providers. This strategy involves creating mobile applications, online booking platforms, and virtual assistants and chatbots for customer support. Furthermore, the rapid adoption of artificial intelligence in customer interaction since 2022 has transformed the underlying approaches of this strategy, significantly reducing company costs and improving commercial efficiency.

Another effective strategy can be defined as the automation of business processes with the help of digital tools, such as customer relationship management (CRM) systems, electronic order and transaction processing systems, inventory management systems, and individual elements of digital systems used in logistics. Automation allows businesses to reduce the time and

effort required to complete routine tasks and improve the efficiency of data processing and order fulfillment.

At the same time, using analytical technologies and artificial intelligence for data analysis and making informed management decisions is an essential tool for such a strategy. Data analysis can help identify trends, forecast service demand, and identify opportunities to streamline processes and improve efficiency.

Furthermore, companies often employ a specific strategy of personalization and individualization of services. This includes sending personalized offers, recommendations, and targeted promotions to customers. This strategy is well-suited to the service sector and is frequently employed as a standard business process by enterprises.

Finally, an important strategy is to ensure functional integration and communication between the enterprise's various digital systems and platforms in its operational activities. This integration facilitates smooth data exchange between different systems, prevents data duplication, and ensures the unity of management processes. This approach enhances the efficiency of operational management for service companies, making it particularly suitable for this business environment.

In general, effective utilization of digital technologies to enhance productivity in the service sector demands a comprehensive approach, involving the implementation of various strategies and the use of diverse tools to optimize business processes and secure competitive advantage.

At the same time, we note that the automation of business processes implemented with the help of digital tools to ensure the effectiveness of operational management in the service sector has several functional advantages. These include reducing the time and effort required to perform production tasks, increasing the efficiency of data processing and order fulfillment, and so on.

At the same time, automation allows you to reduce operational management costs, increase staff productivity, and make business processes more transparent and predictable. The sequence of digital automation involves: the identification of processes to be automated, the selection of appropriate digital tools and platforms, the development and implementation of automated solutions, and constant monitoring and optimization of these processes (Figure 2).

Thus, we can see that introducing digital innovations into the management systems of enterprises in the service sector is critically important. This is because digital technologies make it possible to optimize and automate business processes, leading to a decrease in operating costs of economic activities and a corresponding increase in the enterprise's efficiency. In addition, digital innovations contribute to improving service quality, leading to increased customer satisfaction and loyalty. This, in turn, contributes to the rise in turnover and profitability of the enterprise.

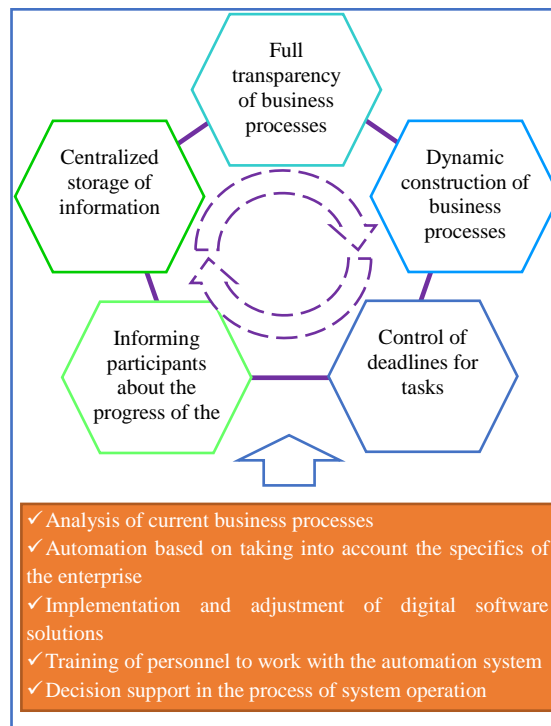


Figure 2. Optimization of processes of operational digital automation of business processes of service enterprises
Source: systematized by the author based on [30]

Ultimately, digital innovations allow businesses to ensure a higher level of transparency and control over their activities. With the help of digital analytical tools and extensive data management systems, business entities can conduct a deep analysis of their activities, identify problem areas, and make strategic decisions more effectively. This allows them to provide high operational flexibility and adaptability to market conditions and changes in customer needs. Therefore, introducing digital innovations into the management system of service sector enterprises not only reduces costs and increases efficiency but also improves service quality, enhances customer loyalty, and boosts market competitiveness.

The practical transformation of the operational management system of enterprises in such conditions requires not only the intensive introduction of digital tools and systems into business processes but also the implementation of a complex of organizational measures aimed at ensuring the smoothness and efficiency of the transition from traditional systems to management based on digital systems. Applying the 'Three Horizons' method of business growth from the McKinsey company is quite effective for such a transition. This approach specializes in solving tasks related to strategic business management and development. The main idea is to understand the features and differences of the three progressive horizons and determine which approach will aid in the business's future development (Table 1).

As we can see, according to this approach to management, the management system must be different at each of the horizons (from traditional planning and control in the 'understandable' horizon 1 to complex experiments and models in horizon 3). The degree of departure from the conventional approach to doing business depends solely on the boldness of the company's management. In the digitalization era, enterprises have the opportunity to quickly change their horizons to maintain market positions and survive. At the same time, in the process of operational management transformation, it is horizon 3 that should be based on system digital technologies and tools. This stimulates businesses to search for methods of quick management decision-making based on the search for new

opportunities, creative approaches, and the application of adaptive management techniques. As practice shows, the most tremendous success is achieved by enterprises that can quickly transition to the 2nd and 3rd horizons while maintaining their market positions.

Table 1: Vector directions of business development according to the “Three Horizons” approaches

Approach	Direction	Task	Management
Horizon 1	Traditional business	Protect and multiply what we have	Traditional planning and control
Horizon 2	A growing business	Accelerate the development of precise capabilities	A strategic plan with an investment budget and several developed options for the development of a specific opportunity
Horizon 3	“Subversive” capabilities	Find fundamentally new opportunities for growth	Small-scale experiments with venture capital approaches (small investments in many projects at early stages with a large degree of freedom)

Source: [15]

Accordingly, it can be argued that in order to achieve the efficiency of operational management of enterprises in the service sector, it is essential to introduce digital technologies to automate their business processes, optimize internal procedures, and focus on the general improvement of service quality. Establishing effective communication between different departments and implementing monitoring and control systems helps identify and solve problems promptly. Constant data analysis and consideration of changes in customer needs contribute to the adaptation of enterprises to changes in market conditions.

5 Conclusion

Thus, we conclude that in modern conditions, when digital technologies are becoming necessary to ensure the competitiveness of economic entities, the operational management of enterprises in the service sector requires integrating innovative approaches and strategies. At the same time, digitalization opens up new opportunities for improving the quality of service, optimizing business processes, and interacting with customers of such enterprises. In particular, implementing digital tools and software solutions in business processes allows enterprises to provide personalized service, effectively manage customer relationships, and predict customer needs.

Accordingly, using digital technologies ensures enterprises' sustainable development in the service sector. Amidst the dynamic conditions of modern business, digital technologies serve as both a tool for optimizing business processes and a critical factor for the success and development of the entire business environment. To achieve effective operational management of service enterprises, it is essential to establish a transparent system of control and reporting, which will allow timely detection of potential problems and avoid their negative impact on activities. In addition, constant improvement of processes and implementation of digital software solutions ensure functional adaptability and competitiveness of economic entities. Therefore, enterprises that are ready to adapt to new realities and integrate digital innovations into their activities will have a competitive advantage and will be able to ensure their stable and sustainable development in the future.

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

GLOBALISATION AS A FACTOR IN THE DEVELOPMENT OF MODERN EDUCATION IN THE EUROPEAN UNION AND UKRAINE

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Abstract: The article examines the impact of globalisation on the development of higher education in the countries of the European Union and Ukraine. It was determined that globalisation causes a transformation in higher education, forcing higher education institutions to adapt to new requirements and standards imposed by international organisations and market conditions. It has been proven that in the EU, globalisation contributed to the harmonisation of higher education by implementing the Bologna process, which contributed to the growth of mobility of students and teachers and the formation of joint educational programs and research initiatives. It has been studied that Ukraine, trying to integrate into the European educational space, is also implementing reforms aimed at compliance with European standards and improving the quality of education. However, challenges are associated with adapting to international standards, ensuring the quality of education and developing international competitiveness. It has been proven that globalisation contributes to the convergence of educational systems and opens up opportunities for enriching cultural experiences and innovative development.

Keywords: globalization; education development; higher education; higher education standards; competitiveness.

1 Introduction

In connection with the rapid development of globalisation processes, higher education is currently becoming the subject of a significant transformation that affects the European educational space and the educational context of Ukraine. One of the critical elements of this transformation is globalisation. Globalisation gives higher education new dimensions and opportunities, influencing its structure, content, organisational forms, and societal roles. However, its influence's growth causes several problems requiring increased attention and analysis. In particular, globalisation can lead to a loss of cultural identity and linguistic diversity in higher education, contributing to the dominance of the English-speaking educational space. This results in increasing inequality in access to education and a decline in the quality of education for those who need to be proficient in English. There is also a threat of standardisation of higher education under the influence of global educational institutions, which may lead to the loss of uniqueness and innovation in the educational systems of individual countries, including Ukraine.

On the other hand, globalisation forces higher education institutions to compete in the international market of educational services, which jeopardises the principles of accessibility and social justice. Thus, although globalisation can potentially develop higher education, it poses significant challenges requiring careful analysis and searching for effective response strategies.

We should also note that globalisation can affect the quality of education due to the uneven distribution of resources and the spread of commercial approaches to education. The consequence of this may be a decrease in the quality of teaching standards and an increase in the cost of education for students. In addition,

globalisation can create problems in scientific research, such as conflicts of interest, inequality in access to funding, and lack of coordination of the scientific space between countries. Accordingly, globalisation may exacerbate disparities in access to higher education and opportunities for scientific development.

The outlined problems determine the relevance of research into the effective development of higher education to develop strategies that would ensure its balanced development, contribute to the formation of innovative potential, and ensure equal access to quality education for all population groups.

2 Literature Review

The globalisation of higher education is currently a hot topic among many educational sciences and international relations studies. When studying this issue, many authors pay attention to the impact of globalisation processes on the education sector and its development in various countries, particularly in the European Union and Ukraine.

One of the critical aspects of research is analysing the impact of globalisation on the standardisation of higher education, which is considered in the works of T. Baluta [1], M. Rudenko [9] and N. Skotna [11]. The authors claim that factors of globalisation, such as the EU's Bologna process, contribute to harmonising the structure and quality of education. Much attention is paid to analysing higher education reforms in Ukraine to adapt them to European standards and requirements.

In addition, it is worth paying attention to the works of such researchers as L. Khyzhniak [5] and H. Poliakova [8], who also focus on changes in the role of universities in the globalised world. They consider the new functions of universities that arise in connection with the challenges of globalisation, particularly the increase in international mobility of students and teachers, the development of international educational programs and joint research projects.

The scientific literature also addresses the issue of cultural identity and linguistic diversity in higher education. In particular, research by O. Fedorova [2] and P. Verbytska [13] shows how globalisation can affect the preservation or loss of cultural heritage in education and how it affects language policy development in the modern educational environment.

It is also worth noting the works of Ya. Mudra-Rudyk [7] and I. Syladii [12] are devoted to studying problems related to the challenges arising in the context of the globalization of higher education. In particular, the authors consider the issues of accessibility and quality of education, the competitiveness of universities on the international market, and scientific research and innovative development in modern conditions.

In general, the mentioned aspects of the research on the transformation of higher education require in-depth analysis and research to understand the dynamics of higher education's development in the context of globalisation and develop strategies aimed at improving the quality and accessibility of education in the EU and Ukraine.

3 Materials and Methods

Various methodological approaches and methods of scientific knowledge, including abstract analysis, comparative analysis, and methods of induction and deduction, were used to study the impact of globalisation on the development of higher education in the EU and Ukraine.

The abstract method allowed us to identify the main conceptual frameworks and concepts related to the globalisation of higher education. At the same time, critical aspects of globalisation,

such as international mobility, harmonisation of educational standards, the role of universities in the global educational space, and others, were investigated.

The comparative analysis method was used to compare the educational systems of the EU and Ukraine and to identify common and distinctive features in their responses to the impact of globalization processes. It helped investigate the peculiarities of higher education reform implemented in these countries and their compliance with European standards and requirements.

The methods of induction and deduction helped to analyse specific cases and phenomena of higher education in the context of globalisation and to form general conclusions and theoretical generalisations. The inductive method examined particular examples of higher education reforms in different countries and identified general trends. The deductive method made it possible to formulate hypotheses and theoretical predictions regarding the potential consequences of globalisation for higher education.

In general, the use of the mentioned methodological approaches made it possible to conduct a study of globalisation's impact on the development of higher education in the EU and Ukraine, identify key trends and problems, and formulate proposals for further strategies for the development of educational systems.

4 Results and Discussion

Global changes affect the development of all sectors of society and pose predictive tasks for training future personnel. Such trends as globalisation, the development of technologies, robotics, and artificial intelligence are changing the world, entering all spheres of human activity and the functioning of social institutions. Accordingly, the demand and the list of professions in demand on the labour market are changing, the requirements for the training of personnel from various fields are being updated, and the priorities for the formation of relevant competencies and skills that will be needed in the near and distant future are changing. On the other hand, in the era of the development of the information society and the knowledge economy, the development of science, technology, and the efficiency of companies operating in various industries depend on the quality of education and personnel training. Therefore, the place of the higher education system in the rapidly changing global world is being transformed, and the modernisation of the educational sector is aimed at responding to civilisational challenges.

At the same time, the search for an optimal model of state educational policy is being updated under the influence of transformational processes and integration in higher education, which characterises the development of the European Union and Ukrainian countries since the end of the 20th century. In the context of the deepening of integration processes and the development of the international division of labour, it becomes urgent for countries to implement a standard educational policy, to adapt national personnel training systems to the radically changed conditions of the world market, to the professional and qualification structure of the workforce existing in its most dynamic segments. The "global market of educational services is increasingly being used as a qualitatively new process in developing international relations in personnel training.

Globalisation fundamentally changes the external environment of educational institutions, which are characterised by high uncertainty, general interconnectedness and fierce competition. Consideration of the challenges of globalisation and the information revolution is one of the main tasks of modern scientific research. After all, the education system is recognised today as the most crucial sphere of existence of the knowledge society and must constantly respond to the various requirements of the changing world and react to any transformations of the economy and society. Many processes that take place worldwide are characterised by almost complete identity, which makes it possible to interpret them from the standpoint of globalisation. And about these trends in education, their number is quite

limited due to the specificity of the field of application, which makes it possible to classify and distinguish them with greater accuracy.

In general, it should be noted that due to globalisation, many countries and educational institutions are forced to revise their approaches to providing high-quality education, where the number of applicants has recently increased dramatically. The issue of ensuring a high level of education has acquired a global character. In other words, the governments of most countries around the world have come to realise that education plays as important a role in ensuring the competitiveness of their national economies as many other indicators, as a result of which the issue of the quality of education has rapidly turned into one of the most critical issues of the world order day.

Another development trend and, simultaneously, a counterweight to higher education from the point of view of globalisation is the concept of "knowledge economy" as a source of wealth and intellectual capital. Theorists and scientists in fields such as education, sociology, and economics determine many factors that distinguish the economy of knowledge from the economy of traditional elements of wealth (land ownership, finance, physical labour). Some of these factors relate to education, especially in a competitive international environment, which at the present stage is characterised primarily by the dominance of information technologies. In the knowledge economy, according to scientific research, there is more abundance than scarcity of resources; the importance of the location and the size of the enterprise decreases; there is a focus on human resources: the critical form of capital is intellectual capital. Within the education framework, the knowledge economy is characterised by a global market with a demand for skilled labour, supported by an international qualification matching document. Education can be a salable service and valuable intellectual property [11].

In general, in the context of modern neoliberal ideology, globalisation affects the development of higher education through increased competition and commercialisation. At the same time, universities are becoming increasingly market-oriented and forced to compete for funding and students. This leads to an emphasis on labour market preparation and additional services rather than general education and research. Such an approach can lead to universities losing autonomy and changing their mission from education and science to a commercial orientation when higher education institutions become ordinary subjects of market relations (Figure 1).

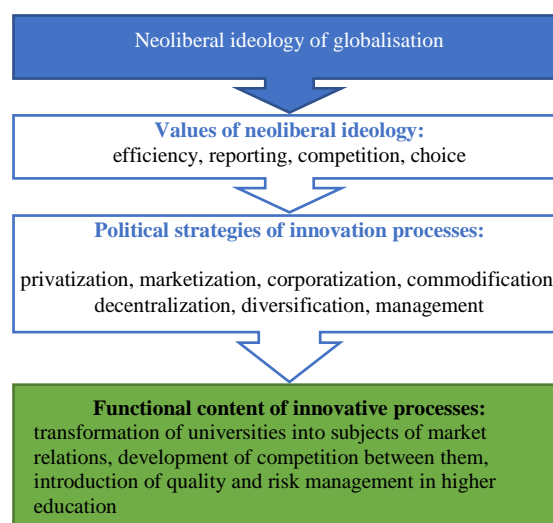


Figure 1. The impact of globalisation on the development of higher education in the context of neoliberal approaches
Source: [10]

The scheme presented above makes it possible to understand the logic and content of modern higher education innovations, determined by neoliberalism's values and dependence on global socio-economic, socio-political and technological processes. The risks caused by neoliberal ideological influences are quite transparent since even the names of the absolute majority of change strategies (privatisation, marketisation, commodification, corporatisation, managerization) indicate the transformation of education from a spiritual value into a commodity for sale, the destruction of the university as a cultural and educational phenomenon, the transformation of higher education from a public good to a private good, about the state's rejection of the priority of the principles of social justice in education, from the policy of state paternalism about national providers of higher education [10]. At the same time, reducing these risks requires forming a functional system of measures at the national level. Such a system should provide for the creation of the necessary legislative support for national priorities for the innovative development of higher education, the development of its competitiveness and social justice.

If we talk about the EU countries, it should be noted that since 2011, they have intensively begun to prepare to implement a wide range of measures to achieve reasonable, sustainable, and comprehensive economic development.

To this end, the EU has put forward three complementary priorities in the field of higher education, namely:

- smart growth, which requires the development of an economy based on knowledge and innovation;
- sustainable growth focused on promoting the more efficient use of available resources and the formation of a new ecologically clean and more competitive economic system;
- inclusive growth, which promotes high economic employment by strengthening social and territorial cohesion [6].

The general process of the development of the Europeanization of education, described in the most detail by the British researcher S. Grek, who clarified the fundamental dimensions of this trend, which include the following:

- creation of a new space of activity, thinking, and policies using networks, associations, and organisational structures within the borders of the EU, strengthening the role of national actors in the construction of the regional space through the interpenetration of political ideas, knowledge, information data and practices;
- formation of a standard educational policy or educational space as a result of regulation by the EU by applying the open method of coordination;
- Europeanization influences outside the EU in the context of international organisations' activities and globalisation processes [3].

Thus, we conclude that although Europeanization is a process of formation of the European Union itself, it is also a process that goes beyond the borders of the EU in the context of political and economic globalisation. That is, the Europeanization of higher education, as a component of general Europeanization, forms standards of compliance that are desirable for countries seeking to cooperate with the EU.

At the same time, since the European Union's economic development policy is functionally closely related to the policy of development of higher education, it is given a vital role in achieving the set goals. Accordingly, higher education in the EU will develop under the influence of external and internal factors, where the dominant provisions of the Lisbon Strategy and the Bologna Process will act as critical components in forming all higher education systems. Current trends in HE development policy are presented in Table 1.

Table 1: Higher Education Development Policy in the European Union

External factors	Internal factors
Internationalization of higher education	Bologna process
A strategy based on mutual understanding A strategy of excellence and talent competition A strategy based on generational income Potential development strategy	Expansion of higher education systems Three-cycle structure of higher education systems Development and implementation of the National Qualifications Framework Development of higher professional education Education quality control services Student mobility Financial measures Social focus of higher education Lifelong learning

Source: systematised by the author based on [6]

At the same time, it should be noted that the modern cultural globalisation of higher education is an uneven, contradictory and complex phenomenon. The globalisation of higher education leads to a qualitatively different education - a "cosmopolitan" university built on the cultural values of the Western world. Therefore, not everyone can take advantage of this process; only the countries of the Euro-Atlantic civilisation have a particular set of socio-cultural characteristics. For countries that do not fit into this model, the cultural globalisation of higher education will manifest itself in the form of the following consequences:

- popularisation of global multicultural values;
- increasing dominance of Euro-Atlantic culture;
- appearance of foreign educational providers on the territories of national states;
- loss of a part of national culture and identity.

It should be noted that the abovementioned risks are also typical in Ukraine. Therefore, despite the open path to European integration, it is necessary not only to focus on the standards of higher education defined in the EU but also to supplement them with our successful components. Moreover, it is essential to try to offer the educational environment of the European Union the achievements of higher education, which are based on solving the problematic aspects of personnel training, which were obtained due to the destructive impact of the war.

In addition, a natural reaction to the challenges of globalisation should be the transformation of social institutions, and education as an institution of anticipatory development forms the paradigm of state development. Therefore, it is worth focusing on modern trends in the development of higher education, which are characteristic not only of the EU but also of the entire globalised world:

- increasing importance of education as a factor of social development as a conductor of knowledge and information;
- differentiation of funding sources and increasing the efficiency of the use of funds;
- internationalisation of education and its unification, which is necessary for standardisation and recognition of diplomas;
- transformation of requirements for the content, methods and forms of the educational process;
- change in organisational forms of educational activity;
- globalisation of the educational services market [4].

In this regard, it should be noted that the emergence of educational providers poses a particular threat to national higher education systems. In economically underdeveloped countries, this tendency increases the "drain of intelligence" abroad. At the same time, the most gifted youth can be selected during the study period with the subsequent invitation to continue their education in the provider's country of origin. As a result,

migration flows of talented youth will continue to grow. It should be noted that such trends are observed not only between countries with a significant gap in the level of development but also in the characteristics of the European Union itself.

Based on the mentioned trends, we conclude that Ukraine needs to continue transitioning to a public-state educational system in which the individual, society and the state act as equal partners. At the same time, the critical task of higher education is the formation of favourable circumstances for the free and creative development of the individual. This trend corresponds to the practice of many EU countries, which implement the policy of decentralisation of management and transfer more rights and powers to universities, which leads to the formation of an accentuated market approach to education in general. At the same time, the growth of competition and the relative reduction of funding will act as a strong enough motive for higher education institutions to show activity in all spheres, including beyond national borders.

5 Conclusion

Thus, we conclude that the main conceptual views of the transformation of higher education in Ukraine are its internationalisation, which will result in the integration of individual universities and educational systems, and globalisation, which in turn will cause competition. Internationalisation involves the establishment of relationships between two or more countries united by a common goal, such as forming a single educational space, as established by the Bologna Convention. In this aspect, globalisation is considered as standardisation, economic integration, and cross-cultural influence. At the same time, globalisation presents university education with a complex set of problems. These problems are difficult to solve within the framework of national policy. Therefore, in Ukraine, the transition to a multi-level system of training specialists and a system of continuous education that meets the requirements of a market economy should be intensified significantly. Moreover, support for training specialists in competitive educational institutions should be among the primary tasks of academic policy.

In general, adapting the realities of the Bologna Process and the Lisbon Declaration to the educational and social space can ensure the competitiveness of higher education students not only in today's labour market but also in Ukraine, shaping their prospects of entering the international labour market. Therefore, methodological analysis of the higher education sphere in the context of its interaction with other subsystems of society can provide a real breakthrough in education and science. This could turn Ukraine into a state with high intellectual potential.

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Primary Paper Section: A

Secondary Paper Section: AM



J INDUSTRY

JA	ELECTRONICS AND OPTOELECTRONICS
JB	SENSORS, DETECTING ELEMENTS, MEASUREMENT AND REGULATION
JC	COMPUTER HARDWARE AND SOFTWARE
JD	USE OF COMPUTERS, ROBOTICS AND ITS APPLICATION
JE	NON-NUCLEAR POWER ENGINEERING, ENERGY CONSUMPTION AND UTILIZATION
JF	NUCLEAR ENERGY
JG	METALLURGY, METAL MATERIALS
JH	CERAMICS, FIRE-PROOF MATERIALS AND GLASS
JI	COMPOSITE MATERIALS
JJ	OTHER MATERIALS
JK	CORROSION AND MATERIAL SURFACES
JL	FATIGUE AND FRACTURE MECHANICS
JM	STRUCTURAL ENGINEERING
JN	CIVIL ENGINEERING
JO	LAND TRANSPORT SYSTEMS AND EQUIPMENT
JP	INDUSTRIAL PROCESSES AND PROCESSING
JQ	MACHINERY AND TOOLS
JR	OTHER MACHINERY INDUSTRY
JS	RELIABILITY AND QUALITY MANAGEMENT, INDUSTRIAL TESTING
JT	PROPULSION, ENGINES AND FUELS
JU	AERONAUTICS, AERODYNAMICS, AEROPLANES
JV	COSMIC TECHNOLOGIES
JW	NAVIGATION, CONNECTION, DETECTION AND COUNTERMEASURE
JY	FIREARMS, AMMUNITION, EXPLOSIVES, COMBAT VEHICLES

CURRENT STATE OF RESEARCH AND NORMATIVE FRAMEWORK REGARDING ASSESSMENT OF FIRE ALARM SYSTEMS SUITABILITY FOR OPERATION

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Abstract: Regardless of how reliable modern fire alarm systems are against false alarms, a significant number of fire alarms cannot be relied upon due to the undesirable sensitivity of fire detectors. One of the most important characteristics of the reliable operation of the fire alarm system is the accuracy and reproducibility of the activation of fire detectors under the influence of dangerous fire factors. Namely the achievement of the accuracy of measuring the magnitude of the signal at which the fire alarm is triggered during external testing we have taken as the basis, as a working hypothesis, for solving the main task - increasing the operability of the fire alarm system. The above implies the need to implement a set of measures aimed at maintaining these systems in good technical condition, which ensures their use for their intended purpose. The work reveals the innovative approaches of domestic Ukrainian and foreign researchers in maintaining fire alarm systems in a suitable operating condition and rationalizing the methodology for diagnosing the sensitivity of fire detectors to the controlled parameters of the service area. The research makes it possible to build a solid foundation for identifying gaps in the methods of diagnosing fire alarm systems, deriving ideas that contribute to the development of new conceptual foundations of the subject area.

Keywords: fire alarm system; fire detector; tester; operability; reliability; diagnostics.

1 Introduction

According to statistical data, more than 390,000 economic facilities in Ukraine are equipped with fire alarm systems, which is 93.7% of their required number. It is known that 14.4% of object fire alarm systems have exhausted their resource, are morally obsolete and need to be replaced. Generalized statistical data also indicate that over the past five years in Ukraine, fires have occurred at more than 1,600 facilities where a fire alarm system was installed. In 62.5% of cases, fire alarm systems provided timely notification of the occurrence of a fire. In the rest of the cases, its failure contributed to an increase in the risk to people's lives and an increase in the probability of material damage caused by fire at these facilities [11].

Scientist M. Ahrens [1] provides information on the death rate of people due to fires in residential buildings with a working fire alarm system using smoke fire detectors, which is 54% lower than in those where it is in a non-working state or is absent (Figure 1). There is evidence that every percentage point of installation of fire alarm systems reduces the number of registered fires by more than 2.6%.

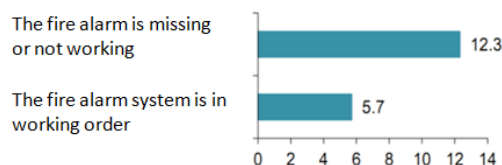


Figure 1. The rate of deaths per 1,000 registered fires in residential buildings equipped with fire alarms using smoke detectors [1]

At the same time, a significant number of fire alarm signals from fire alarm systems are not reliable. Scientists confirm that the level of false signals generated by the fire alarm system without existing fire-related signs is 22% of the total number of all its

activations [17]. Researchers from Poland provide data that 35% of false alarms in fire alarm systems are associated with malfunctioning fire detectors [24]. Scientist A. Hanguer claims that the number of false alarms can reach 50% of all fire alarms due to the unwanted cross-sensitivity of fire detectors to particles of substances that are not necessarily formed as a result of a fire (water vapor, dust, insects or even hairspray, etc.) [16]. And this is despite the fact that modern fire detectors are highly reliable and resistant to false alarms.

False fire alarms represent a serious problem for both facility managers (who must analyze the causes of occurrence and take measures to reduce them) and emergency services (who must deploy certain resources to respond). Experts from the Hochiki company (Japan), which has been a leader in the development and production of innovative products in the field of fire safety for more than a hundred years, found that the costs of false fire alarms, for example in the UK, constitute approximately 700 million pounds every year. They explain that nine out of ten false alarms of the fire alarm system led to the complete evacuation of people from buildings or other structures with a loss of labor productivity. But the problem appears to be deeper, as 56% of business owners surveyed said that too many of these triggers mean employees do not take real anxiety seriously. They develop fatigue and complacency, which can lead to unpredictable consequences [10].

The rapid development of technology, market requirements and wear and tear during the operation of the fire alarm system lead to the need for frequent maintenance, repair or replacement of individual components. Countries such as the USA, Canada, Australia, Singapore, Germany, Sweden, Norway, Denmark are known for their high quality of service and timely updating of fire alarm systems, and have strict standards requirements for their compliance. It is believed that the level of maintenance of fire alarm systems depends on the qualifications and professional training of personnel, the presence of regulatory requirements for the regulation of maintenance issues, the general approach to safety, etc. Service companies in these countries, which are distinguished by the professionalism of their specialists, usually meet the specified requirements.

Properly designed and installed fire alarm systems must ensure that a fire is quickly detected and an alarm signal is issued for the necessary measures to be taken. The requirements determined by the norms of the national standard provide for the need to maintain fire alarm systems in working condition, taking into account the average working time of the fire alarm upon failure [7, 8].

The purpose of this work is to conduct an analysis of the current state of research and the regulatory framework for assessing the operability of fire alarm systems.

The object of research is the processes of maintaining the operational suitability of fire protection systems.

The subject of the study is literary sources and the regulatory framework for assessing the operability of fire alarm systems.

2 Materials and Methods

The research uses theoretical analysis and synthesis to study existing and form new approaches to solving the problem of maintaining the fire alarm system in a serviceable condition and rationalizing the methods of diagnosing the sensitivity indicators of fire detectors. The work also used other scientific research methods (logical analysis, statistical, etc.).

3 Results and Discussion

Taking into account the fire risk and the efficiency of fire alarm systems, the one that provides detection and notification of dangerous fire factors with the expected high sensitivity is

considered reliable. It is known that the standards in force in Ukraine do not provide data on the reliability parameters of the fire alarm system. However, there is confidence that a fire alarm system that consists of equally reliable components, designed by qualified professionals, obtained from a competent supplier and tested by an experienced specialist will work properly. These explanations are not a warning, but rather key elements in ensuring the operability of the fire alarm system.

Proper organization of technological processes, standardization, and other factors increase the reliability of components used in fire alarm systems, reducing the level of their failures [3]. The combination of the achieved level of reliability, as a complex property of the fire alarm system to perform the specified functions, with the preservation of its main characteristics within the established limits, with the requirements and recommendations of the regulatory documents in force in Ukraine, is a compromise that must be monitored by the state market surveillance body in this field.

Researchers characterize the functionality of fire alarm systems in sufficient details, describe the operation of devices and engineering tools depending on simulated fire scenarios [25]. In the created model of a typical fire alarm system, taking into account the analysis of the development of the fire, with the help of the ANASYS software, its optimal functioning parameters are determined. Thematic studies by the scientist L. Keding show that when the response time of the fire alarm system is reduced to five seconds, it is capable of ensuring the effective evacuation of people from a high-rise building [22].

Scientist L. Qiang notes that one of the important elements of designing fire alarm systems is the calculation of fire detection time. His work presents a method of fire detection by thermal and smoke fire detectors by time [30]. The publication of J. Paš and T. Klimczak contains research on the methodology of testing fire alarm systems at transport facilities [28]. The authors present the results of technological tests, taking into account which they build operational dependence, that makes it possible to specify the parameters of work and reliability when finding a fire alarm system in the studied states.

Research by M. Jafari, M. Poyakian, and A. Khantemoori is aimed at using Fault-Tree Analysis to determine the causes associated with failure of fire alarm systems, use of fuzzy set theory and expert detection to determine relative probabilities. The reliability of the fire alarm system using the dynamic Bayesian method (Bayesian networks) was evaluated over a period of 36 months. The results confirm the assumption that re-planning and carrying out repair work in the premises of a building or structure are the most important factors in the failure of the fire alarm system. The authors also prove that the reliability of such a system can be increased from a factor of 0.375 to 0.965 due to the implementation of preventive and control measures, which will reduce the probability of a critical event [19].

Scientists B. Forell, J. Peschke, and S. Einarsson built the event and failure tree for probabilistic fire safety analysis of the active zone of the nuclear power plant. The technical reliability of the fire alarm system was assessed by the intensity of failures [12]. Scientists S. Gupta, S. Kanwar, and M. Kashyap, investigating the reliability of the fire alarm system using Algebra of logic, compared individual indicators of the fire alarm system and the average the time between the occurrence of failures on a numerical example with two different service life distributions: Weibull and exponential. Such evaluation of the fire alarm system, according to the authors, is of crucial importance for ensuring the safety of critical objects [15].

The results of L. Gomez-Agustina's computer modeling of the quantitative influence of temperature and relative air humidity on the performance of the fire alarm system demonstrated an increase in the reverberation time values both under conditions of increased temperature and increased humidity of the controlled room on critical frequencies for speech intelligibility [13]. Scientist J. Paš justifies that the processes of aging and

wear, exposure to dust, vapors, exposure to vibration, shocks, etc. cause changes in the main parameters of fire detectors and the speed of detection of dangerous fire factors, lead to false alarms and system failures of fire alarm system [29].

The use of a specific type of fire detectors depends on the object of protection, the likely scenario of fire development at such objects, regulatory requirements for the design of the fire alarm system, etc. As it is known, fire detectors are characterized by various technical indicators that are important for determining their quality: the minimum value of the controlled parameter (or its rate of change), at which the detector is triggered (trigger threshold); the time from the moment when the controlled fire parameter reaches the trigger threshold value of the sensitive element of the fire detector until the moment the fire signal is issued (trigger inertia); the controlled area on which one detector is installed (the maximum range of the detector), etc.

Table 1 shows selected technical characteristics, according to their passport data, of some of the fire detectors of fire alarm systems common in Ukraine. As can be seen from the table, the maximum static temperature of fire detectors is 85°C, the threshold of smoke fire detectors is usually up to 0.2 dB/m, and the inertia of fire detectors is up to 5 s, up to 10 s, and up to 30 s.

Table 1: Technical characteristics of fire detectors

The name of the fire alarm	Static operating temperature (°C)	Inertia of activation (s)	Sensitivity (trigger threshold) (dB/m)	Sensitivity of the gas sensor	Emission wavelength range (nm)	Service life (year)
Smokey						
CII-2.2	+54 to +70	No more than 15	0.05 - 0.2	-	-	10
IIIK-8	+56 to +70	No more than 5	0.05 - 0.2	-	-	10
CIU-3.10	+54 to +70	No more than 10	0.05 - 0.2	-	-	10
Thermal						
TIRAS CIIT-A	class A1: +54-65 class A2: +54-70 class B: +69-85	No more than 5	0.05-0.2	-	-	10
III 101-34-A1	+50 to +54	No more than 10	0.05 - 0.2	-	-	10
FTL-BS Arton	+69 to +85	No more than 10	9 - 30	-	-	10
Flame						
СПП АЛМБЗ	+55	No more than 5	-	-	UV: 220-280	5
СППТА-В	+55	No more than 30	-	-	IR: 4150-4550	3.5
Combined						
ATD 3-15	+65±0.5	No more than 10	0.05-0.2	-	-	7
III 212/101-2-AIR	+58	No more than 10	0.12	-	-	10
FCP-OC320	+54 to +70	No more than 10	0.16-0.25	In the range, ppm (1 mg/kg)	-	5

Scientists S. Bondarenko and J. Paš are of the opinion that fire alarm systems provide the necessary level of sensitivity of fire detectors at the initial stage of operation. Over time, the technical parameters of fire detectors are less controlled, the probability of damage to the fire alarm system increases due to internal processes occurring at the facility, the lack of necessary conditions and equipment both at the business entity and at the installation organizations [4; 29]. Therefore, any changes in the sensitivity parameters of fire detectors during the operational period (periodic, random, of different sizes and values) reveal a certain dependence on the time of operation [23].

Scientists believe that practically a fire alarm system can be in only two states: in a serviceable state (when it maintains its performance within the established limits) or in an unusable state (when it cannot be used for its functional purpose) [1; 29]. There is also the opinion of scientists that the fire alarm system can be in an operational state, in a state of probable risk of damage, and in a state of failure [20]. Considering the requirements of DSTU CEN/TS 54-14:2021, due to the aging and wear of the fire alarm

system components and the influence of other possible factors that reduce the sensitivity of fire detectors, there is a state that fills the space between the operational and unusable states. Such, in our opinion, is the state of “inappropriate functioning” of the fire alarm system, it is a state in which the components of the fire alarm system cannot maintain their basic parameters within the established limits. So, for example, the trigger threshold or inertia of the fire detectors of the fire alarm system do not meet the defined parameters.

Figure 2 shows the probabilistic characteristics of the fire detector being in working and non-working states, depending on the sensitivity value and the time of operation. In the state when the fire detector maintains its sensitivity value, given the regulatory requirements [7; 8; 9] and the requirements of operational documentation, is within the operating time from t_0 to t_1 . At the same time, the sensitivity threshold value of the fire detector meets the manufacturer's and design requirements (from 1 to P_1).

The probable reduction of the sensitivity limit of the fire detector (from P_1 to P_2) does not imply reliable operation of the fire alarm system during the period of operation time t_1 - t_2 . Due to the reduction of the sensitivity limit, it is not recommended to use the fire alarm as intended during this period. Changes in the parameters of fire detectors, caused by various processes, create significant difficulties in assessing the suitability of the fire alarm system for operation.

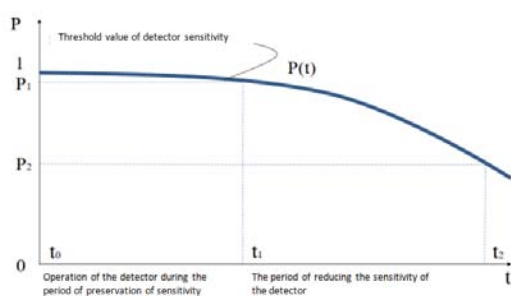


Figure 2. Probability of the fire alarm being in working and inappropriate states

The practice of using fire alarm systems confirms the thesis that the level of sensitivity of fire detectors can decrease over time due to the aging of its individual components, the influence of dust and vapors, exhaust gases from engines, and other factors, which over time leads to a failure in the reliability of their functions. This condition can occur if the performance check, maintenance of the fire alarm system components in accordance with the regulations and operational documentation of the manufacturer is not carried out or is carried out not in a timely manner and with poor quality.

Since the fire alarm system must work reliably and without fail in the event of a fire, as well as under the influence of conditions that may occur during operation, the business entity must ensure the elimination of the reasons for its inappropriate condition. Otherwise, over time (more than t_2), the fire alarm system will cease to be operational due to insufficient sensitivity of the fire detector (from P_2 to 0). The return of the fire alarm system from a state of non-compliance to an operational state is carried out starting from: identification of such a state; conducting timely and high-quality maintenance; performance of repair and restoration works or technical re-equipment, taking into account the average time of operation of fire detectors for failure; inspection/testing, adjustment and restoration of the operational characteristics of the fire alarm system and its individual components in accordance with the design ones.

Researchers demonstrate different approaches to solving the task of improving the methods of preventive diagnostics of fire detectors, and together with specialists in the field of fire protection, continue to develop means of their testing.

Depending on the specifics of the application, such devices have a heater or heater-evaporator, a heat generation system (smoke, CO), manual or electronic control. Scientist F. Joglear focuses on the need to maintain the operability of fire alarm systems, which is implemented by optimizing diagnosis periods, calculating probability values for fire hazard assessment [21]. S. Ross, S. Nowlen, and T. Tanaka [32] place emphasis on the importance of preventive diagnostics, which significantly reduces the risk of failure of components of the fire alarm system at the nuclear power plant.

The trend of scientific and technical achievements of fire alarm systems and means for their verification can be found in patent documents, from which it is possible to obtain up to 80% of the necessary information. The main achievements of the patent holders from Ukraine are: the development of means of performance monitoring without the use of external heat sources in a completely autonomous mode; ensuring control of the dynamic parameters of the fire detector; determination of the alarm activation time; increasing the reliability of thermal fire detectors; increasing the reliability of fire detection by increasing the level of automation, etc. [33].

In the patent funds of the countries of the world, there is a dependence between the number of technical solutions for diagnosing fire detectors and the number of technical solutions for their respective types. Scientists cite the ratio between the number of heat, smoke, and light detectors patented in the world, which is 20%, 66%, and 14%, respectively, and the ratio of various technical means for their verification - 32%, 56%, and 12% [6]. A patent search in the Google Patents database [14] using the keywords “Fire detector test device” made it possible to identify about six thousand results, which can potentially be considered for the purpose of assigning to the operability of fire alarm systems.

A search of patent documents under the subclass “G08B0029140000 Inspection of detection chains” of the class “G08B0017000000 Fire alarm” in the information and search system of patent research of the international patent classification (MPK-2024.01) revealed a method of checking fire detectors with a manual device [18; 26]. The specified device creates a simulated alarm condition to verify whether the fire alarm will trigger. In its first compartment, there is an adjustable heat source that heats the closed air mass at a controlled rate. The second compartment contains an electronic circuit for regulating the temperature level and heating speed of the heat source. The operational efficiency of the fire alarm system is indicated by the activation of the detector during the specified time interval after supplying the heated air mass.

Inventions [2; 27] involve testing fire detectors using a tester guided by a navigation control device of an unmanned vehicle. In the patent [34], a method of preventing false activation of the fire alarm system when changing the sensitivity threshold of fire detectors is proposed. Responding to the detection of a future false alarm, the fire alarm control system issues an audible or visual warning of a predetermined period of time before the change of the future sensitivity threshold of the fire detector.

Despite a significant amount of scientific research and development, we have not found information that would relate to methods of diagnosing the accuracy of measuring the actual value of the sensitivity of fire detectors using a tester aimed at maintaining the fire alarm system in a serviceable condition. No test device determines the degree of compliance of a fire detector with certain parameters, the technical aging of fire detectors is not taken into account during the test.

Generalized technical characteristics of existing testers enable identification and analysis of issues related to the reliability of the process of evaluating fire alarm systems. The data of the technical characteristics of devices for testing fire detectors given in Table 2 show that the maximum set temperature in devices for testing fire detectors is up to 100°C. For testing smoke detectors, the control parameter, as a rule, is not implemented in existing devices.

Taking into account the technical characteristics of fire detectors, we conclude that the device for their testing must implement a temperature range from 50°C to 100°C ± 10°C. At the same time, the specified device must be able to record the inertia of the fire alarm. For the smoke test, the criterion should be the optical density of smoke (dB) using optical attenuators (filters) [31].

Table 2: Technical characteristics of devices for testing point fire detectors

Name of the device	Application of detector (by type of controlled environment)	Settable temperature range (°C)	Aerosol (name, volume)	Height (range) testing (m)
Solo 330 aerosol tester (sprayer simulator)	smoke	-	An aerosol can Solo A3 (250 ml)	Up to 9
Smoke Saber handheld tester	smoke	-	An aerosol can with imitation of smoke (150ml)	0.22
Aerosol tester (sprayer) FireWolf	smoke	-	Prufgas 918/5 aerosol can (250 ml)	Up to 4
A set of test devices KTP-1	smoke	-	An aerosol can with imitation of smoke	Up to 4
	thermal	50-100	-	
Tester (simulator) TESTIFIRE	smoke	-	Cartridge-capsule with smoke simulator TS3	Up to 9
	thermal	90-100	-	
	CO	-	Cartridge-capsule TS3 with CO	
Tester SOLO 461	thermal	90	-	Up to 5
Test simulator FS	flame	IR/UV, depending on the sensitivity of the detectors	-	Up to 12

Therefore, fire alarm systems have different types and functional structures, while the reliability of their individual components is not the same, as evidenced by the analytical review of domestic Ukrainian and foreign literature, patent information, and existing regulatory documents. In many developed countries of the world, the level of service of fire alarm systems is assessed: by the qualifications of the personnel of service companies; the presence of regulatory requirements regulating the issue of their preparation and performance of works; general approach to fire safety, etc. At the same time, one of the most important characteristics of the reliable operation of the fire alarm system is the accuracy of the activation of fire detectors under the influence of dangerous fire factors. The priority research of scientists is to reduce the accuracy error of the fire detector of the fire alarm system, to enable the minimization of false fire alarms.

But the issue of creating a modern method that allows to quantitatively assess the operational condition and suitability of fire alarm systems, taking into account the most significant parameters, which can be used to determine the functional suitability of such systems, remained neglected.

Therefore, in the future, research aimed at identifying patterns of changes in the parameters of fire detectors depending on the conditions of their operation is an urgent task. The above is the basis for assessing the technical condition of fire alarm systems as a scientific basis for establishing their operational suitability. The implementation of the above will allow taking into account the most significant factors when evaluating the operational suitability of fire alarm systems, while achieving the maximum level of fire safety and economic effect.

In order to achieve the set goal, it is expected to solve the following scientific problems:

- To analyze the current state of research and the regulatory framework for assessing the suitability of fire alarm systems for operation;
- To justify the criterion base characterizing the processes of response of fire detectors to dangerous factors of fire, as well as the provisions for ensuring operational condition;

- To develop methods of experimental studies of the processes of reaction of fire detectors to the parameters of dangerous fire factors;
- To conduct experimental studies according to the developed methods and, based on the obtained experimental data, build regression models of the characteristics of fire detectors and their operating conditions;
- Comparing the results of experimental studies with the data of theoretical studies obtained on the basis of developed mathematical models, prove their adequacy, assess accuracy;
- Using the developed mathematical models, to conduct a numerical experiment on assessing the suitability of fire alarm systems for operation;
- On the basis of the developed laws, develop methodical support for evaluating the suitability of fire alarm systems for operation;
- To investigate the economic efficiency of the developed methodological support for evaluating the suitability of fire alarm systems for operation.

The object of the research will be the processes of response of fire detectors to the parameters of dangerous fire factors, as well as the conditions for ensuring their operational suitability. The subject of the study will be the relationship between the characteristics of fire detectors and the parameters of dangerous fire factors and the conditions suitable for their operation.

4 Conclusion

It is established that the maximum static temperature of fire detectors is 85°C, the threshold of smoke fire detectors is usually up to 0.2 dB/m, and the inertia of fire detectors is up to 5 s, up to 10 s and up to 30 s. The maximum set temperature in devices when testing fire detectors is up to 100°C. To assess the suitability of smoke detectors, the control parameter is usually not implemented in existing devices. Thus, the device for testing fire detectors should implement the temperature range from 50°C to 100°C ± 10°C. At the same time, the specified device must be capable of recording the inertia of the fire alarm. To test fire detectors for smoke, the criterion should be the optical density of smoke (in dB) using optical attenuators (filters).

The work proved that, in addition to operational and unusable ones, there is a state of inappropriate functioning of the fire alarm system, in which its components cannot maintain their main parameters within the established limits, which leads to a threat to safety in the controlled area. Thus, the purpose, scientific tasks, object and subject for future scientific research are substantiated.

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