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PHILOLOGICAL SCIENCES

SYMBOLISM OF GIFTS IN THE UKRAINIAN FOLK LOVE SONGS

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Ukrainian folk love songs are one of the most popular genres of Ukrainian folklore. The songs of this genre have reflected a lot of specific national features of the behavior of Ukrainian people, especially of young people, including information about moral and ethical norms. In the songs of the investigated genre there were a lot of symbols, for example, ripe or unripe guelder rose, maiden's braid, weed field, lost wreath, etc. One of the symbols of folk love songs are gifts, which were exchanged between lovers during the dates.

The gift-giving or gift-exchange was the most common and important element of behavior in the premarital communication of lovers. Depending on the functional value of the gift, it could be given in the presence of no one (in order not to be ashamed of a possible refusal), and in the presence of family members or friends (during *vehornitsi*, matchmaking). Such a gesture could be directed at publicity when they gave a present that testified to the existence of a premarital couple. Depending on the feelings between the guy and the girl there were certain stereotypes of behavior during this custom.

Girls usually gave handmade presents, which testified to the true love of the girl. Handmade presents reminded guy of his beloved. The ability to sew and embroider was a partial guarantee of the welfare of the future family. Embroidered clothes were a sign that a girl was hard-working, and her work was an example of cleanliness, neatness and diligence: *«Винесла хустинку, Як біль біленьку: «Оце ж тобі, мій миленький, А про неділеньку»* [1, p. 289]. Such gifts were equated to the first oath of allegiance: *«Обіцяла-м ти обіцяночку дати. Крамну хусточку біле личко втирати»* [9, p. 42].

Before the long separation girls usually gave an embroidered headscarf or shirt as a present. In love songs these things acquire the properties of pointers, taking over their functions from the fairy tales: *«А вже хустинонька Та й запилалась – Либонь, моя чорнявая Та й зажурилась. Та вже хустинонька Та й пилом припала – Либонь, моя чорнявая Та з личенька спала»* [1, p. 289]. Parallelisms – *«хустинонька запилалась – дівчина («чорнявая») зажурилась, хустка пилом припала – дівчина з личенька спала»* – are focused on the long separation of lovers; compare the emotional state of the girl with the state of her gift. Headscarf was covered with dust because no one washed it, was a proof of guy's fidelity.

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The most iconic gift which was given to a guy was an embroidered shirt – one of the most important items of Ukrainian clothes. Beside the practical use of it, it also had a function as a peculiar protective element for a person. So, one of the rituals of making daily things that could magically affect the fate of the future was sewing the “first” shirt to the guy by the bride that should be done at one time. If the girl gives guy a shirt – it means that she publicly expresses her feelings and intentions to the guy, the shirt is a material proof of this. In addition, the original embroidery, neatness of work are those characteristics that define the girl as capable of sewing and embroidering, as a tidy, creative with art taste – the future housewife. To make the shirt the girl asks to choose the best materials: *«Купи ж мені, моя мати, за три копн голку, За чотири золотії червоного шовку, За п'ятого золотого мальовані п'яльця. Шовком шила, шовком шила, золотом рубила, Все для того козаченька, що вірне любила»* [1, p. 272].

Gifts of a shirt were aimed to publicly express the feelings, in order to mark / sign a couple, in love songs we quite often find unambiguous indications: *«Донеслася слава по всьому світочку, Що дівчина козакові вишила сорочку. Шила-вишивала жовтими нитками, Щоби його пізнавала меже козаками»* [10, p. 259].

In folk love song embroidered with gold or silver shirt often are being mentioned. If in lord's life embroidered with gold or silver shirt was a sign of social status, then in the folk imagination the shirt, as the closest garment to the body, was identified with the magic power hidden in the human body, therefore the most symbolically significant was the embroidery of wedding shirts as the amulet of the laminar face when transition from one state to another. In folk imagination, the shirt was a symbolic substitute for human [4, p. 22].

The guys received gifts from the girls not only as an expression of attention and commitment, but also in response to their feelings. Maidens's gifts more or less were aimed at publicity, in gift was put a deep meaning: gifts were valued not only for beauty and practicality, but also for the symbols of these things.

Gifts from boys also were a common form of flirting. “Gifting is one of the most archaic customs which was based on the principle of exchange: the gift was given in exchange for something. In some of the above-mentioned songs, such addiction is “well-read”: the gift was given for the right to date a girl” [3, p. 187], and in some cases the gifts accepted by the girls predicted the future matchmaking and marriage.

At evening parties boys could treat girls with sweets or nuts. More important signs of attention were bought things – shoes, coral, earrings and rings. Sometimes, to get the girl's favor, they used jewelry. The girl who accepted **jewellery** and wore them formally were considered “single”, because she agreed to a relationship with that guy. Therefore, when the guys asked girls whether they had coral, this meant a question whether the girl was engaged: *«А я тебе не питаю, що ти за кавалір, А ти мене питаєш за мої коралі»* [2, p. 194].

Analyzing love songs, M. Kostomarov rightly noticed that gifts were not determinative as their own things, they were only peculiar signs of attention: “As soon as [the young man] has time to earn something, he is in a hurry to buy her gifts: a “silver ring” or a “silk handkerchief”, although he does not really need gifts.

“The silver ring is drying up – the heart crumbles, and the scarf rubs his head”, he is the most expensive and “best of all” for her” [5, p. 160]. M. Kostomarov's remarks once again confirm the opinion that Ukrainians, in particular young people, were not materialistic: gifts were not valued at their price or practical value, but they were considered as a manifestation of respect and love.

The engagement ring was the most important and iconic gift, which meant the proposal of marriage. When the boy gave the ring and the girl accepted it, it was traditionally a symbol of the proposal to marry: *«Береш перстень, дай ми слово, Люблю в світі тя єдного. А в єдино руки зв'яжуть, Що ся любим, при всіх скажуть»* [1, p. 97]. The rejection of the engagement ring meant a negative response to the proposal to marry or to continue the pre-marital relationship: *«Дарив, дарив з руки перстень – Вона його не взяла»* [2, p. 224].

So, the turning point in premarital relations was the proposal to marry, symbolically it was expressed in gifting the ring. The girl's “yes”, as well as the accepted ring, is the key to the consent to the marriage. “The ring is a many-valued symbol. It is a gold object with the form of a circle. On the one hand, it is a symbol of wedding and marriage, on the other hand it has a function of a pagan amulet. The ring protects the girl's **microcosm**, the engagement ring protects the **microcosm** of the married girl. “During the wedding ceremony, the wedding ring becomes a symbol of the new social status of the couple, their unity performs a protective function, and in folklore texts – the function of the married couple. Before the appearance of the Christian wedding tradition, couples in order to marry just need an engagement ring [8, p. 83].

Gift exchange between lovers in public could be made during matchmaking. Then the bride's relatives carefully prepared for this meeting, the bridegroom brought vodka and presents to the girl (canvas, sweets, engagement rings). Instead, the girl gives to her father-in-law a handkerchief, and for the mother-in-law a thin canvas [7, p. 51]. The agreement on both sides was also evidenced by gifts such as towels for matchmakers, a shawl for the bridegroom, various items that symbolize consent to marriage (bouquets, kites, binds (ribbons), etc.) Such gift exchange was differently distributed in different regions of Ukraine.

During the matchmaking the most popular and iconic gift – a symbol of refusal – was a pumpkin. If the girl brought the pumpkin, then this refusal was resolute and irreversible. The class of the matchmaking attributes, which defined the refusal, included the well-known in Ukraine pumpkin and more limited in relation to the territory – rolling pin. “The ritual application of these attributes may be related to erotic semantics (in folk consciousness the tavern, and rolling pin act as allegorical substitutes for male genitals)” [6, p. 104-105].

So, the gift exchange between lovers symbolized a certain stage in premarital relations: treating with food or beverages, small jewelry showed the first feelings; a gifted shawl, shirt or coral were aimed at public labeling of lovers. The engagement ring was considered the most important gift, which meant the proposal of marriage. Accepting gifts (including during a matchmaking) meant agreeing to maintain intimate relationships, to give consent to marriage; the refusal was manifested in the rejection of any things, which symbolized the termination of any premarital relationship.

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VERBALIZATION OF MAGIC CONCEPTS OF MODERN UKRAINIAN AND ENGLISH FANTASY

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Becoming more and more popular, the fantasy genre of children's literature acquires broad scientific interpretations and acts as an object of linguistic research in connection with the plurality of depicted world planes, the multidimensionality of a figurative system, and the versatility of verbalized concepts.

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A striking instance of the speculative fiction in contemporary British literature is Joanne Kathleen Rowling the creator of the 'Harry Potter' fantasy series. Since 1997 all seven books of Potterian have been capturing not only the children but also the adult readership.

A peculiar analogue of the English fantasy work is the contemporary novels with a deep national background of Ukrainian writer Dara Korniy. Built on a deep ethno-religious culture, the texts of novels capture audience by reengineered author's mythological characters, a deep ideological orientation and original storylines.

In Ukrainian linguistic studies I. Alexandruk, A. Potapova, O. Solodova, I. Tersina have raised the issue of English-language fantasy in their dissertation papers. Linguists have focused on the time-spatial continuum, the composition of novels written by J. Rowling, the structural specificity of the linguistic units used in 'Harry Potter' books, the peculiarities of the translation.

A. Gurduz has attempted to make a comparative analysis of the English texts of J. Rowling and the Ukrainian-language novels of Dara Korniy. But the intertextual potencies of modern fantasy are so wide and multifaceted that they don't exhaust modern studies. One of the aspects of the conceptual scope of meta-texts are magic subjects, whose verbalization is accompanied by interesting semantic-stylistic paradigms. The article is dedicated to a study of the specifics of verbal images of the declared subject area in the comparative aspect of two English and Ukrainian writers' fiction sagas.

Both of these meta-texts have common and distinctive features. The focus is on teenagers: Harry Potter and Malva. Incredible adventures of these young people, which directly affect the formation of personality, form the basis of novels' plots.

The world of each of them is full of wonderful miracles, magicians, sorcerers and ordinary people coexisting in it. Heroes of both books are tangent to magic and ordinary worlds at the same time through the representatives of their families. Consequently, they are surrounded by ordinary people, without supernatural powers, and also wizards and different other magical creatures.

In addition to all these, there are many magic items in the life of Harry and Malva. They form the conceptual sphere which is verbalized in the texts.

By comparing Ukrainian and English meta-texts, we can conclude that some magic concepts have a similar functional orientation, while others are different. In the language outline of both sagas we can see the verbalization of concepts like "broom", "key", "stones", "powder", "extract", "mirror", "wand". Semantics of these verbal images of two authors sometimes coincides, sometimes actualizes the various semes.

An integral attribute of the magic world of both meta-texts is "potion". "The other side of twilight" novel by Dara Korniy laconically describes the potion as a basis of magical power of nature objects: *It was necessary to make some kind of **potion**, which did not require the magic of the word, only the magic energy of herbs, the sun, maybe the moon, wind and water* [2, p. 120]. "Harry Potter and the Prisoner of Azkaban" novel shows us the episode where students prepare the *miniaturize **potion**, containing roots* [6, p. 112]. The novel mentions *wrinkling **potion*** [6, p. 8], *love*

potion [6, p. 66], *wolfsbane potion* [6, p. 309] – all of them are related to the plant world.

An interesting parallel can be drawn in the research of the linguistic expression collected with transportation. Peculiar means of transport in Potterian saga are *floo powder*, *winged key*, *broom*, *thestral*, *motorcycle*, *knight bus*.

A broom is traditional transportation in the world of wizards: *He [Harry] lifted his right foot on the “Firebolt”, firmly snatched the handle and felt the vibration of broomstick, as if it was itching itself to go up in the air more quickly* [5, p. 57]. A similar reaction of the broomstick can be found in the Ukrainian text: *The broomstick was barely oscillating in her hands* [1, p. 78].

In “Harry Potter and the Deathly Hallows” novel the winged key was a “*silver hair brush*” [3, p. 59]. Before taking off the broom broke out in bright blue and it was necessary to touch it. So Harry and Hagrid flew away: *Something jerked Harry in the navel area as if he had caught on an invisible hook, and dragged into a hole where he roused insanely, flying along with Hagrid from Mr. Tonks, without letting his finger off the broomstick. In a few seconds, his legs banged the scope of solid ground and he fell to his hands and knees on the yard “Balrog”* [3, p. 60].

After the flight the broom was extinguished and thrown away. Similarly to this episode the picture of transportation in space is described in the novel “Harry Potter and the Goblet of Fire”: *And suddenly Harry felt a sharp jerk into the stomach. The legs were torn from the ground. He could not open his fist to let go of the Cup. And he dragged him along with Cedric onward through the curling of the wind and a massive whirlpool. ... Harry felt how his feet hit the ground* [4, p. 579–580].

Another mean of conveyance in the English text is a living creature – thestral. Joan Rowling describes it, such as: *... The giant, robust thestral glanced up with rustle spread his hefty batting wings and again began to crop the grass* [3, p. 74].

In “Harry Potter and the Prisoner of Azkaban” novel the author brightly describes the magic bus: *Harry saw when he raised his head, to a triple-decker, violently purple bus, which had appeared out of thin air. Gold lettering over the windscreen spelled **The Knight Bus*** [6, p. 35]; *... emergency transport for the stranded witch or wizard* [6, p. 35]; *There were no seats on the bus, only beds beside curtained windows with candles burning in brackets. At the each bed hooks candles were crackling, embossing wooden-paneled walls* [6, p. 36]; ***The Knight Bus** constantly drove onto the sidewalk, but did not touch anything there: lanterns, letterboxes and garbage cans were scratched everywhere, but just as it approached and then returned to their places* [6, p. 37].

In the magical world of Dara Korniy, an interesting mean of transportation is the Jew’s-harp. In the Ukrainian text, Jew’s-harp is a musical instrument with magical properties. *“Jew’s-harp does not work around border, it’s just a musical instrument. It is possible to get in here thanks to this tool, but there is impossible to be back”* [1, p. 115].

Therefore, Malva needed to leave this world with the help of another magic object – a ball of yarn. Yagilka told the girl: *Throw it to your feet. Hold firmly the end of the yarn. Follow the ball of yarn, he will show you the way* [1, p. 116]. When you

want to travel with the help of Jew's-harp you need to hang it around the neck and think about place. In "The other side of worlds" novel Malva calls the *Jew's-harp* a *key* [1, p. 26]. The words "jew's-harp" and "key" are synonymous in the meta-text of Dara Korniy: *Led and Pollel teleported with the help of the key to the border fairly quickly and without difficulties. Much as Led had traveled more than one time to Yagilka's estate, he knew the road and was able to guide the jew's-harp in the right direction* [1, p. 185].

Magic objects, verbalized in the English-language and Ukrainian-language fantastic meta-text, have both a common functional load, and certain distinctive features that give the author's works a peculiarity and uniqueness. The tangent semantic paradigms in the intertextual area promote the globalization of communicative processes and the understanding of the deep phenomena of national literatures. Individual author interpretation of such images presents the identity of each literary work.

In addition to magical subjects and things, analyzed meta-texts show a wide range of concepts, a thorough language analysis of which can be a subject of further linguistic studies.

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DICTION AS A MEANS OF INTENSIFICATION OF STUDENTS' COGNITIVE AND LEARNING ACTIVITY IN GERMAN CLASS

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One of the leading areas of student competence is the development of written literacy. The student has to be good and sound at speaking, but also he has to use the learned rules in writing. That is why the effectiveness of the teacher's work is impossible without increasing the efficiency of each class, improving and creative

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use of methods and forms of teaching a foreign language, among which the dictation plays an important role. The problem under study is justified by these facts.

Today mastering foreign languages aims at acquiring knowledge, skills and abilities that allow foreign language activities to take place and include acquiring such types of speech activity as listening, reading, writing and speaking the language of study. A foreign language, as well as a native one, does not exist in isolation. By performing two important functions – communication and cognition, it serves as a means of not only interpersonal, but also interethnic, interstate, international communication. After graduation, students must not only speak a foreign language, but also be able to correctly read authentic literature, express their thoughts in writing, compose secondary texts (annotations, summaries), that is to possess all kinds of language activities. Therefore, attention should be paid to the level of development of the communicative competence of students in the system of written speech, which should be characterized by a high degree of independence and activity.

Dictation is a method of organization of educational activities of students in the classroom, when students reproduce in writing the text, dictated by parts. It is one of the most effective forms of work that not only helps to control and test the level of knowledge, skills and abilities acquisition, but also contributes to the formation and improvement of spelling skills of a foreign language, as well as the improvement of knowledge on phonetics, vocabulary and grammar.

Dictations, as a form of educational work, are of different types (textual, selective, free and creative), each of which has its own peculiarities [1, p. 4]. Among them we distinguish both traditional and non-traditional ones.

The purpose of our study is the use of non-traditional dictations in German class as an effective means of communicative and spelling skills.

Non-traditional dictations that we use in class include free dictation, creative dictation, picture dictation, walking dictation, spelling-phonetic dictation, whistle dictation, distributive dictation, selective dictation, grammar dictation (dictogram), dictation-dialogue, associative dictation.

In our scientific research, we will outline the creative and research potential of non-traditional dictations and consider some types of dictation examples.

For the development of dialogical speech on the subject “Die Bekanntschaft” students are offered dictation-dialogue in the form of separate, randomly-located replicas, which students must firstly write down, then arrange the question-answer correctly, and then reproduce the text in writing, working in pairs.

Example:

- Guten Tag, ich heiße Tom. Und wie heißt du?
- Woher, kommst du, Lola?
- Ja, und ich arbeite auch hier.
- Hallo, ich bin Lola, Lola Holz.
- Ich komme aus Oldenburg, aber ich wohne jetzt in Berlin.
- Ich studiere hier Musik. Ich will Musizieren werden. Und woher kommst du?
- Wohnst du auch hier?
- Was machst du in Berlin?

– Ich komme aus Leipzig.

We can offer picture dictations, the purpose of which is to improve language knowledge in a relaxed way. When studying the grammatical theme “Präpositionen mit Dativ und Akkusativ” students have to draw a picture on the basis of the dictated text and then describe the pictures. It enables to improve lexical competence, to check the spelling and to develop speech skills.

Example:

Auf diesem Bild sieht man im Vordergrund einen See. Auf dem See ist ein kleines Boot. Im Boot sitzen ein Mann und ein Kind. Um den See herum geht eine Familie mit einem Hund spazieren. Neben dem See liegt ein Dorf.

In der Mitte des Dorfes gibt es eine Kirche. Links von der Kirche steht das Rathaus. Hinter dem Rathaus ist ein Restaurant. Innerhalb des Dorfes gibt es einen Fußballplatz. Um den See herum gibt es eine kleine Straße. Auf dieser Straße gibt es einen Unfall: ein Fahrradfahrer ist in einen Baum gefahren. Rechts neben dem Dorf ist ein kleiner Berg. Am Berg steht eine alte Burg.

When writing a spelling-phonetic dictation in practical lessons in German as a second foreign language at the initial level of education, the formation of phonetic competence of students takes place. Work on the pronunciation begins from the first day and lasts throughout the period of learning the study material. There is a reorganization of articulation, phonemic hearing, as well as mastering the technique of pronunciation of foreign speech sounds, phrases, sentences in the process of speaking and reading. The role of sound components is very important in written speech. Phonetic dictations develop and exacerbate students' hearing. When writing dictations of the language sound composition, it is advisable to use unfamiliar words, tongue twisters, poems, separate texts, etc. The teacher dictates words that are close by sound, and the students write them down.

For example: Hof–Huf, Ohren–Uhren, lieben–leben, müde–Möbel, böse–büßen.

When studying the German letter I in the practical lesson, which has a short sound [i] and a long sound [i:], and is expressed in writing by the following letters: i, ie, ich, ieh, students are offered to write a text on this topic and pay attention to the sound and spelling of words and find the words with a long sound [i:].

“Ich liebe Dich“, schrieb Siegfried seiner Freundin Brigitte. Sie wohnt im Kiel, er in Wien. Viele Kilometer liegen zwischen ihnen.

“Ich will ihn wiedersehen“, rief Brigitte, und schnell wie der Wind lief sie mit dem Brief hinaus.

Ein Taxi bringt sie zum Bahnhof. Im Intercity nach Wien findet sie vier Pfennige. Die will sie Siegfried mitbringen als Zeichen ihrer Liebe. “Ich liebe Dich, Siegfried“ [2, p. 40].

Dictation is one of the means of improving the culture of the written language of students. If we use different types of dictations skillfully, depending on the educational material, purpose and type of lesson, they can carry out an organizing and educational role – help to form valuable skills of regulated work, ability to adhere to the established order and rhythm. At the same time, the writing itself requires a lot of stress and concentration. It is important to do dictations in a practical lesson as a

complex exercise, because the writing of dictations is conditioned not only by the possession of writing techniques, listening skills, but also by the ability to find and determine the mechanism of connecting words in the statements.

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A STATE LANGUAGE – AS A GUARANTEE OF THE NATION UNITY AND THE STATE INTEGRITY

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We recognize the national affiliation of each person, first of all, by the language. A Language is directly related to thinking – it is an instrument of thinking and its product. Each nation, as a collective creator of language reflects its ideas about the real world and society of people in the system of linguistic signs: its own, inherent in it, rules of relations between people, ethnocultural traditions, religious representations – all that unites people into an ethnic community, forms their identity, separates from among others, even genetically related ethnic groups, and passes this information from generation to generation.

Language forms a certain national type of thinking. Therefore, the existence of one common linguistic system as a means of communication is a guarantee of the nation unity in its progress towards the future, in the implementation of plans for development and self-affirmation. The creator of Lithuanian writing, a thinker and humanist, Mikalojus Dauksha, in the 16th century formulated an axiom that embodies such an obvious truth that does not require proof or additional commentaries and remains relevant to this day: “Native language is the mother of unity, the father of citizenship, the guardian of statehood” [3, p. 43].

The imposition of two or more languages in the function of the state is conditioned by the desire to divide the nation, undermine the process of state creation. This is a kind of grenade putting on, which can be blown up over time and provoke the destruction of the state in the chaos of the civil war. The strongest state formations are those, which were built on a national basis.

Ukrainians have the opportunity to build a state on a national basis, because Ukrainians live in Ukraine more than representatives of other nations. Ukrainians are the titular nation. The absence of a strong and successful state by this time is the

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result of our disparity, an inability to rally around a common idea. The first step towards unification should be the recognition of a single state language and it should become the Ukrainian language. It can not at all lead to contempt of the languages and cultural traditions of other folks. The Constitution of Ukraine guarantees the free development and use by representatives of national minorities of their native languages in literature, theater, and in education (Articles 10, 11, 53) [2]. The training of teachers of languages of national minorities, the celebration of their national holidays, the implementation of their national rituals, and the involvement of ethnic Ukrainians in these activities is a manifestation of high civilization of interethnic relations. The modern Ukrainian state should facilitate the opening of schools for the study of national minorities languages as a separate discipline in places of compact residence of representatives of these national minorities. The European Language Charter (European Charter for Regional or Minority Languages) emphasizes that “the support of regional or minority languages should not be done at the expense of the state languages and the need to study them” [1]. Schools with a state language education should prevail over all of Ukraine. Only this way the state can provide all citizens with equal access to information that is important both for the whole society and for every person, in particular, in the field of legal relations, legislative norms in the field of internal policy, in emergency situations, etc. The importance of possessing the state language by all citizens of the state was grounded by the OSCE High Commissioner on National Minorities Knut Wollenbeck in a letter to Volodymyr Lytvyn, Chairman of the Verkhovna Rada of Ukraine, dated December 20, 2010: “Possession of the state language increases the possibility of effective participation in the life of society at all levels ...”. In higher education institutions, educational services must be provided only in the state language in order to prepare future specialists in any field of social life that respect the state and conscious of its role in its development.

Public servicing in public institutions and office work in them should be conducted only in the state language. It stimulates its study and forms respect to the state attributes. The OSCE Oslo Recommendations on the Rights of National Minorities states that «... the language serves as an integral instrument of a social organization, which often constitutes a matter of public interest”.

Each state protects its language, as well as other attributes – flag, coat of arms, anthem. This is a norm that is recognized by international law and in no country is seen as a manifestation of dictatorship. The consolidating role of the state language is recognized in its legislation by all European countries. An example is the French Law “On the Use of the French Language”, in which the French language was proclaimed as the main element of French identity and cultural heritage of the French nation.

Modern native language science should orient its intellectual capacities to study the deep roots of the Ukrainian language, the individuality, uniqueness of the Ukrainian national language picture of the world, in order to accumulate actual material for the indisputable argumentation of the archaic language of contemporary Ukrainians, its own history of origin and development, against the backdrop of global linguistics of mankind.

The duty of Ukrainian linguists to actively engage in the creation of a Ukrainian-language computer product, which operates in Ukraine. Today this area for the Ukrainianists' activities remains an absolutely virgin field. And it is extremely productive both in terms of forming the Ukrainian language picture of the world and in terms of influencing the consciousness of young Ukrainians who are moving into the future in building a modern high-tech country that is competitive in the areas of the latest technologies. In the computer industry, we see a very aggressive English-language dominance, which simply deprives the national language of the prospects for development in this direction.

One of the powerful vectors in shaping the national uniting idea should be the movement towards Ukrainian linguistics of civil society in Ukraine. This was an important factor in building a state in the distant historical past and remains relevant today, and the whole experience of mankind, which withstood the test of time, is true and received a certificate of use.

The most distinctive, most obvious and convincing indicator of the identity of a nation is its language. Preserving the Ukrainian language in a few centuries of extremely aggressive cultural, spiritual and linguistic expansion by neighboring states can fairly be called the national feat of all previous generations of Ukrainians. Ukrainians of the twenty-first century do not have a moral right, in the case of creating and development of Ukraine, to lose their native language. Our duty at the legislative level is to ensure its development and functioning in all spheres of society's life: in government, education, science, culture, and everyday communication. This is a manifestation of national dignity, a convincing evidence that Ukrainians are a nation, not a population.

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**CONVEYING THE SOCIAL STATUS MARKERS
OF THE LITERARY CHARACTERS OF THE TRAGEDY
“ROMEO AND JULIET” BY W. SHAKESPEARE
IN THE TRANSLATIONS OF P. KULISH**

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In the scientific studies, the social status of the speaker is defined as “a sociolinguistic and at the same time a complex interdisciplinary concept, which reflects the legal status of a person or social group in a social system and is characterized by certain determinants, expressed in speech, lifestyles and non-verbal communication” [2, p. 5]. Speech is one of the status markers. Conveying the semantic meaning of the lexemes which denote the social status of a speaker using the lexical means of the target language requires special translation strategies. It is due to the linguistic variances in the language of the original and the language of translation. For example, the English nominatives *lord* and *sir* do not have any Ukrainian equivalent, since our culture does not have a ranking system of noble titles, and therefore translators merely transcribe these names. In the situation when these lexemes lost their meaning of the *title* and now indicate only politeness in addressing the interlocutor, translators are forced to use their functional equivalents in the language of translation.

P. Kulish translates the addressing patterns *lord* and *sir* in the tragedy “Romeo and Juliet” by W. Shakespeare using the Ukrainian tokens, *пан* (*pan*) and *добродію* (*dobrodij*). The study has revealed a consistent distinction between title and honorable form of address to male persons. Let us consider the address *My Lord*, used in the communication of Capulet with young nobleman Paris. This form of courtesy, characteristic for both characters’ speech (they are from titled genera), reflects symmetrical relationships and in P. Kulish's translation is rendered as *мії пане* (*mij pane*). For instance, Count Paris: *My lord, I would that Thursday were tomorrow* [3, p. 114] *Я-б рад, щоб той четвер сьогодні був, Мії пане* [4, p. 95]; Capuletti: *Farewell, my lord* [3, p. 114] *Прощайте, пане мії* [4, p. 95].

Sporadically, in these communicative situations translator resorts to the address *добродію*, namely: *But now, my lord, what say you to my suit?* [3, p. 21] *Прошу-ж тепер, добродію, сказати, Чого мені з моїх зальотів ждати?* [4, p. 24]. This is, obviously, due to the individual-stylistic choice of the author and not the content expediency.

The Ukrainian equivalent of the lexeme *sir* is the lexeme *добродію* (*dobrodij*), which actualizes a respectful form of address to the interlocutor.

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In the conversations of lovers, Juliet's address *my lord* is a manifestation of respect for Romeo, for example: *And follow thee, my lord, throughout the world* [3, p. 57] *Всюду Пійду з тобою по-світу, мій пане* [4, p. 54]; *Art thou gone so? my love! my lord! my friend!* [3, p. 116] *Моя любов, мій пане, мужу, друже* [4, p. 97]. Its use in the speech of many characters of the tragedy under investigation is quite frequent. For instance, the burgher's address to Tybalt, Mrs. Capuletti's nephew: *Up, sir, go with me* [3, p. 93] *Вставай, добродію!..* [4, p. 78]; Capulet and Juliet addressing young Paris: *Things have fallen out, sir, so unluckily* [3, p. 112] *Так речі склали ся, добродію* [4, p. 94]; *That is no slander, sir, which is a truth* [3, p. 130] *Добродію, що правда, то не шкода* [4, p. 109]; or together with the name *Sir Paris* [3, p. 113] *Добродію Парісе* [4, p. 94]; Father Lawrence to Mr. Capulet: *Sir, go you in; and, madam, go with him; And go, Sir Paris* [3, p. 147] *Добродію, мадам, ідіте з нами, І ви, добродію Парісе, йдіте* [4, p. 122]; nurse to Mercutio: *If you be he, sir, I desire some confidence with you* [3, p. 73] *Коли се ви, добродію, то мені треба щось вам сказати* [4, p. 63] and many other examples.

There is a secular address of *sir* to Father Lawrence, albeit with the stylistically marked attribute *holy*, which explains the status of the interlocutor as a cleric, for example: *It doth so, holy sir* [3, p. 163]. However, in the Ukrainian translation *добродію* (*dobrodiiu*) the religious marking of the addressee in Balthazar's address is not reproduced: *Так, так, добродію* [4, p. 135].

Lexeme *sir* is sometimes revealed in the communicative situation of the married couple, namely Lady Capulet to her husband: *Ay, sir; but she will none, she gives you thanks* [3, p. 122] *Зна, пане мій, та дякує, не хоче* [4, p. 101].

The communicative model of servant-master represents the replacement of the English *sir* and *lord* by the Ukrainian token *пан*. For example, in the address of servants to Capulet or Romeo: *I know not, sir* [3, p. 40] *Не знаю, пане* [4, p. 39]; *Things for the cook, sir; but I know not what* [3, p. 141] *Для кухні, пане, та не знаю що* [4, p. 117]; *I have a head, sir, that will find out logs, And never trouble Peter for the matter* [3, p. 141] *На дрова є і в мене, пане, товк, На що Петра про се нам турбувати?* [4, p. 117]; *I do beseech you, sir, have patience* [3, p. 152] *О, прошу вас, пане, Спокійте ся!* [4, p. 127]; *No, my good lord* [3, p. 152] *Нема, мій пане* [4, p. 127].

At the same time, in the above-mentioned communicative situation the translator sporadically resorts to the address *добродію*, for example: *You shall have none ill, sir* [3, p. 135] *Ледачих не найму, добродію* [4, p. 112]; *Since you did leave it for my office, sir* [3, p. 152] *Бо ви, добродію, так наказали* [4, p. 126]. Such examples demonstrate the translator's desire to add expressiveness to the translation using nationally-marked units.

As for the Nurse's address to Romeo, both *sir* and *lord* are translated as *добродію*, which is mostly characteristic for the symmetric communication model, as in the examples: *Ah sir! ah sir! – Well, death's the end of all* [3, p. 108] *Добродію, смерть усьому кінець* [4, p. 90]; *Here, sir, a ring she bid me give you, sir* [3, p. 111] *Ось, добродію, ще перстїнь, Вона велїла вам оддати, ось!* [4, p. 93]; *My lord, I'll tell my lady you will come* [3, p. 111] *Добродію, скажу Моїй паняні, що ви прийдете*

[4, p. 93]. In the situation of particularly trustful and cordial conversation of the Nurse with Romeo, the translator prefers a diminutive form of the Ukrainian address *паночку* (*panochku*), sometimes exploring it even where the original lacks it: *Well, sir; my mistress is the sweetest lady* [3, p. 76-77] *Добре, паночку. Моя панночка наймиліша пані* [4, p. 66]; *Well, she shall be there* [3, p. 76] *Та й добре-ж, паночку; вона там буде* [4, p. 65]. Note that it is not characteristic for the language of the original tragedy to express feelings through tokens with diminutive suffixes, which can not be said about the language of the investigated translation.

Both in the original and in the translation, the choice of the address depends on the communicative situation. For example, in the routine conversations, Father Lawrence addresses Paris as *sir* (translated as *добродію*): *On Thursday, sir? the time is very short* [3, p. 128] *В четвер, добродію? Се вельми скоро* [4, p. 107]; *Look, sir, here comes the lady towards my cell* [3, p. 129] *Добродію, отсе ж іде і панна* [4, p. 107]; *And go, Sir Paris* [3, p. 147] *І ви, добродію Парисе, йдіте* [4, p. 122], but when he wants to contact the interlocutor as a titular person, then he uses *lord* (*пане*): *My lord, we must entreat the time alone* [3, p. 131] *Мій пане, мусимо на самоті* [4, p. 109].

P. Kulish traditionally uses the Ukrainian lexeme *панове* (*panove*) to translate the address to a group of people. In the original text, it corresponds to the token *gentlemen*, for example: *Nay, gentlemen, prepare not to be gone* [3, p. 45] *О, ні, панове, ні! ще рано, не збирайтесь* [4, p. 43]; *Welcome, gentlemen!* [3, p. 39] *Витаю вас, панове!* [4, p. 37]; *God ye good morrow, gentlemen* [3, p. 72] *Дай вам Боже добрий ранок, панове* [4, p. 63]; *Gentlemen, good den* [3, p. 87] *Добри вечір, панове!* [4, p. 74]. Such an address is sometimes distinguished by the etiquette attributive form of *шановний* (as in the language of the original), for example: *I thank you, honest gentlemen* [3, p. 45] *Чолом. Шановний панове* [4, p. 43]. In one communicative situation the English addressing *gentlemen* is transferred by the Ukrainian collective noun *панство* (*panstvo*): *On, lusty gentlemen* [3, p. 38] *Ходім, веселе панство!* [4, p. 37]. An address *gentleman* to a single addressee is verbalized with a lexeme *пане* (*pane*): *O courteous Tybalt! honest gentleman!* [3, p. 99] *Тибальтоньку, ласкавий, чесний пане!* [4, p. 83].

P. Kulish translates situational address *Marry, bachelor* [3, p. 44] by the Ukrainian lexeme *паничу*: *Оттакої! Чи то-ж сього не знаєте, паничу?* [4, p. 42]. The Ukrainian *пануч* just nominates a young male, who is single, cf.: “1. The young unmarried son of a Lady and Lord” [1, p. 44].

The key findings of this study argue that in the translations of the addressing constructions determining a social status of the male addressee, P. Kulish generally used the tokens *пан* (*pan*) (the English equivalent of *lord* to designate the title) and *добродію* (*dobrodij*) (the English correspondent lexeme *sir* to express respect to the interlocutor) if the relationship is symmetrical. In the situation of a different social status of the communicators, the address of the person who takes the lower position in the social hierarchy to the higher-ranked persons is usually reproduced by a token *пане* (*pane*) used to render both English *lord* and *sir*. The translator, using lexeme *добродію* (*dobrodij*) reduces the social distance between different-status

interlocutors, thus actualizing the characteristic feature of the Ukrainian etiquette behavior in contrast to the English-language tradition. The Ukrainian equivalent to the English addressing *gentlemen* is the lexeme *панове* (*panove*).

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BINOMIAL TERMINOLOGICAL COLLOCATIONS WITH AN ADJECTIVE-CONTAINING METAPHORICAL COMPONENT

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Modern terminology is characterized by the development of three main paradigmatic areas – systemic-structural/traditional, functional and cognitive. Cognitive approach exploring regularities in the terminological organization of various fields of knowledge is of special importance.

The study of the processes of term formation due to metaphorization, mechanisms of secondary nomination, definition of lexical-semantic structural types and word-building means in scientific medical terminological systems remains rather topical.

Formation of the cognitive direction in terminological science was contributed by the works of NN. Volodina, 1998; V.M. Leichik, 2007; A.V. Bekishova, 2007; A.V. Varnavska 2009; L. Yu. Buyanova, 2012; A.A. Selivanova, 2013).

Investigation of metaphorical names in medical terminology as an important method to create secondary nomination was conducted by S. Dudetska, 2007; N. The Emperor 2010; Y. Brazhuk, 2012; N. Morozova 2013; L. Shutak, G. Navchuk, 2016; M. Teleky, A. Myronyk, 2018. However, terminological collocations with metaphorical component functioning in the field of infectology remain insufficiently studied.

The objective of the article is to characterize the cognitive mechanisms of metaphorization on the material of the Ukrainian language, reflected in collocations

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functioning in medical terminology concerning infectious diseases. To achieve this goal it is necessary to: 1) identify and describe some of the binomial terminological collocation with an adjective-containing metaphorical component; 2) find out the initial sources and recipient zones; 3) reveal the internal relations between the primary meaning and the scientific concept formed on its basis.

The materials of the study were selected from: Ukrainian-Russian-Latin-English Medical Encyclopaedic Dictionary A-Z: (edited by Petruş L.I., Golovko I.M.) [6], Symptoms and syndromes in infectious diseases (edited by Titov M.B., Titov V.M.) [5].

The cognitive mechanisms of metaphorization are based on the theory of conceptual metaphors by J. Lakoff and M. Johnson, according to which metaphorization occurs as a process of interaction between knowledge structures of two conceptual spheres [3, p. 133] – spheres of sources (the experience learned by a person in the process of cognition of a reality fragment) and a target sphere or a recipient zone (transfer from the sphere of the source of signs of a certain reality object to name another one due to similarity).

The study of metaphor makes understanding it as a phenomenon of language, thinking and reality. In medical terminology that has been formed over the centuries, terminological systems, due to separate terminal units-collocations, retain metaphorical concepts as figurative and mental formations that elucidate associative relations of reality cognoscible by man at a certain stage of development of society and recorded in the language as a result of human verbal activity.

Binomial substantive collocations are widely represented in the terminology of infectology. This class of lexical units – with the noun in the role of the main word, combined with an adjective, reproduces a stable structure of a special concept. The metaphorical component, depending on the main word and phrase, explains the internal relations between objects and phenomena, reveals and specifies the notion coming to the mind of an individual while mentioning another notion on the basis of certain common features known from the previous experience. The process of transferring similar properties from the source sphere to the recipient zone occurs.

To create metaphorical nominations for infectious diseases more than twelve source spheres have been described [4]. The following spheres are singled out in our study:

- anthropomorphic one, formed by the similarity of physiological and pathophysiological characteristics of a person or the results of various types of human activities, such as:

- tetanus – an acute infectious disease characterized by lesions of the nervous system, paroxysms of tonic and clonic convulsions. In case of *acrobatic tetanus*, as a result of tonic muscle contraction, the patient's body assumes a strange position) [1, p. 1180], that is, resembles an acrobat, making it difficult to move the body;

- *lethargic encephalitis* (syn. *sleeping sickness*, of *Economo encephalitis*) – inflammation of the brain of an infectious origin; metaphoric nomination is associated with similarity to sleep – physiological condition of rest, when a person completely ceases the work of consciousness and decreases the response to external

stimuli. The metaphoric lethargic component is an adjective, noun-motivated lethargy (Greek *Λήθη* – “oblivion”, and *ἀργία* – “inaction”) is a painful condition characterized by slowness, lethargy, fatigue [2]. Ukrainian Dictionary describes lethargy as: 1) a painful condition, like a dream, with almost unheard breathing and pulse; 2) *figurative meaning* – complete imobility, inactivity (Ukrainian dictionary in 11 volumes: Volume 4, 1973. P. 479.). Lethargic sleep in general sense is a fictitious state and is described only in fiction.

– zoomorphic: similarity of signs with the external features of animals:

– *Leopard skin* – numerous small hemorrhages on the skin, grouped in the form of spots observed with thrombocytopenic purpura; similar to the skin of the beast with spots that form ring shapes with a light middle;

– *the lion face* (syn. *Leontiasis* < *Greek. Leon, leontos* a lion) – a sharp hypertrophy of the soft tissues of the face, often with their deformation, giving the face a lion appearance; observed in case of leprosy, certain leukemia cases;

– components using a color palette:

– *red vaccine* (syn. *False cowpox, paravaccine, milkmaids nodules*) – an infectious disease caused by a virus from the paravaccine group transmitted to humans by contact from cattle, sheep and goats; characterized by the formation of red papules on the skin of the hands;

– *smallpox or black pox* – highly contagious viral infection. In typical cases, smallpox is characterized by general intoxication, fever, peculiar rashes on the skin and mucous membranes, successively passing through the stages of stains, vesicle, pustules, crusts and scar. From the VI century has been recorded under the Latin name *variola*, according to which people on different continents died every year. In case of hemorrhagic form of the disease (black pox), the cavity of the vesicles and pustules contain blood admixtures changing their color to black. Metaphorical component is reflected in many languages and reflects the world outlook through the creative rethinking of the national picture of the world. For example, in India, the Goddess of smallpox – Mariatale is honoured. A legend tells that a young woman, getting angry with her father, threw a golden necklace into his face in anger. And where the beads touched the skin pustules appeared immediately [7].

Binomial terminological collocations with a metaphorical component in infectology retain accumulated knowledge concerning infections, infectious processes, diseases and pathologies of human and animal organisms. The metaphorical component demonstrates internal relations between the fragment of reality and the object transferred due to the comparison of similar properties and reflects the metaphorical thinking peculiar for certain linguistic culture.

Further studies assume description of the type of collocations with the eponymous component functioning in the terminological system of infectology.

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FORMATION OF LINGUISTIC IDENTITY OF SOCIETY

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The environment in which there is a person, forms its outlook, its own ethnic and cultural affiliation. Due to these or other circumstances, constructive changes are in the consciousness of society. Detachment or linguistic isolation from the general language development in other territories whose inhabitants belong to the same ethnic group may lead to language destabilization and threats to the territorial integrity of the state.

We want to consider such a problem on the example of Transcarpathian lands of Ukraine. Despite its Central European location, the Transcarpathian lands to the nineteenth century, were gray zone both in the Ukrainian and in the Central European space.

At the end of the nineteenth century, the revival wave of the national identity of ukrainians in Galicia and Bukovina began to reach the lands of historical Transcarpathia. Local Hungarian leadership and Muscovite propagandists tried to find methods that would oppose all sorts of Ukrainian concepts. They stopped their attention to the idea of Transcarpathians separation from all-Ukrainian context. According to L. Belya, “the separateness of the autochthonous population of the historical Transcarpathian region due to its anti-Ukrainian nature was surprisingly versatile, before the end of the Second World War was perfectly suited to the imperial and revanchist forces of Russia, Hungary, Czechoslovakia and the Independent Slovak

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State (1939-1944) however, did not satisfy the Transcarpathians themselves, who in 1939 made a choice on the benefit of the Carpathian Ukraine” [1].

The ideas that threatened the integrity of the Ukrainian ethno-speaking space, were stimulus to the writing of a considerable number of scientific works, which discrowned all sorts of myths about the separate Transcarpathians. Famous linguists, in particular: V. Nimchuk, M. Mishanych, P. Chuchka, J. Dzendzelovsky scientifically justified and proved that the autochthonous population of historical Transcarpathia is part of the Ukrainian ethno-speaking environment. It should be noted that after such scientifically substantiated publications, which denied all autonomy of the “Rusyn” ethnic group, Ukrainian scientists have suffered much criticism. At their address, were made criticism of the communist or totalitarian concept, which violated the rights of the ethnic “Rusyn” people.

Despite the extremely difficult situation that prevailed in the modern Transcarpathian region of those days, autochthonous people have always associated themselves as part of all-ukrainian ethnos. According to the famous historian, linguist and church figure, Michaila Luchkaya, dialect of Carpathian Rusy belong to the Ukrainian language foundation.

At this time, continue the development such pseudo-scientific theories of ethnocultural autonomy of individual regions. As a result, has become the situation in the Crimea and the Donbass region.

On the territory of modern Transcarpathia, the ideology of the region autonomy is carried out by the so-called neo-rusins. Their propaganda is based on groundless inventions about the specificity of the Transcarpathian language, which in fact is a variant of the Ukrainian literary language. Linguist L. Beley well-known in Ukraine and abroad considered that the neo-Rusyn movement “was, is and will continue to be a geopolitical doctrine whose significant destructive potential is an important component of the modern hybrid war conducted by imperial and revanchist forces against Ukraine” [1, p. 16].

It should be noted that the inhabitants of historical Transcarpathia from time immemorial attributed themselves to the Ukrainian people and the only linguistic-historical heritage. According to P. Chuchki, Transcarpathians “felt their ethnic belonging to Russian, the Eastern Slavic, did not identify themselves with either the Slovaks, nor the Poles, nor with the Serbs or Croats. But this feeling was on lower, tribal, and not national level. Even the intellectuals, searching for their national foundations and landmarks, did not always have the quality in question, to which Russians genetically or typologically it belongs – to Russians, to Ukrainians or simply to Ruski ...” [3, p. 18].

The well-known scientist V. Birchak emphasizes that writing used by inhabitants of Transcarpathia belongs to all-Ukrainian language fund. According to V. Birchak, in the language of Transcarpathians perform “the same directions, motives, ideas, the same competitions. But because Subcarpathian Rus' always lived in another political life, was dependent on other political and cultural centers, we see some differences in its culture and its writing” [2, p. 5].

During the interwar times, on the formation of linguistic belongings of Transcarpathians, a significant influence made national school and cultural organizations, which had pro-Ukrainian direction. Also significant influence was on the side of the Galician intellectuals (linguists, ethnographers), who scientifically proved the fact that Transcarpathians, their language and culture are the property of all-Ukrainian history.

At the present time, it is necessary to pay attention to formation and development of the state, to any manifestations of language imbalance that may lead to geopolitical threat of the country. In order to prevent such manifestations, it is necessary to introduce a language policy, which should regulate at the legislative level such manifestations that threatening the integrity of the state.

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PEDAGOGICAL SCIENCES

COMPETENCE APPROACH AS A FACTOR DETERMINING THE CONTENT OF PROFESSIONALLY ORIENTED FOREIGN LANGUAGE TEACHING

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Competence approach is not completely new in defining the goals and content of education. Nevertheless, until recently it was not decisive and was not practically used in the construction of model curricula, standards and assessment procedures. Therefore, today, in order to implement a competence-based approach, it is necessary to take into account international experience and adapting it to the traditions and needs of the national education system.

Competence approach was first developed in England and was generated and comprehended not within the education, but was a response to a specific order of the professional sphere. Thus, this approach is professionally oriented, since it implies a system for ensuring the quality of language training that would meet the needs of the modern world labor market.

Within the framework of competence approach consideration, two concepts are distinguished – competence and competency. *Competence is an alienated, specified requirement for students educational preparation (state order, standard). Competency is a measure of human involvement in activities.* Such inclusiveness cannot be without a value-related attitude formed by an individual towards one or another activity. Competence possession transforms a “cultural” person in the sense of academic knowledge carrier into “socially adaptive” person, configured not to “communicate” in the sense of information exchange, but to socialization in society and influence on society in order to change.

International Organization Council of Europe provides assistance to European countries in goals coordination and content of teaching foreign languages. Ukraine’s cooperation intensification with the European Union in the field of education and culture has determined the need to harmonize national educational standards with common European standards.

As applied to the foreign language teaching, Council of Europe considers two types of competences in the field of foreign language: general competences (including the ability to study, existential competence, declarative knowledge and skills) and communicative competence. Communicative competence, in accordance with the concept proposed by its author J. A. van Ek, includes the following

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components: linguistic competence, sociolinguistic competence, discursive competence, sociocultural competence, strategic competence and social competence.

Under the linguistic competence, which is the main component of communicative competence, is meant the ability to construct grammatically and syntactically correct forms, as well as to understand semantic segments in speech, organized in accordance with the existing standards of English language, and use them in the sense in which they are used by native speakers in isolated position.

Sociolinguistic competence is the ability to choose the desired linguistic form, the mode of expression, depending on the communicative act conditions: situation, communicative purpose and speaker's intentions, communicants' social and functional role, relationship between them, etc.

Discursive, or verbal, competence means the ability to use a certain strategy for constructing and interpreting text. As a part of discursive competence is considered the specification of written and oral types of texts and speech behavior tactics. At the same time, the types of texts for productive and receptive perception differ.

Socio-cultural competence implies familiarity with the national-cultural specifics of the native speakers speech behavior, with those elements of the socio-cultural context that are relevant for the production and perception of speech from the point of native speakers view: customs, rules, norms, social conventions, rituals, regional knowledge, etc.

Social competence is manifested in the desire and ability to enter into communicative contact with other people. The desire to make contact is determined by the presence of needs, motives, a certain attitude towards future partners in communication, as well as their own self-esteem.

Strategic competence allows to compensate the lack of knowledge in the language, as well as speech and social experience of communication in a foreign language environment by special means.

As a conclusion, we want to emphasize that common cultural competences consist of knowledge and experience activities in the field of national and universal culture; spiritual and moral foundations of human life, individual nations; cultural foundations of social phenomena and traditions. General competences are not professionally oriented, that is why all experts and professionals should have them, regardless of the scope of their activities.

It should be stated that competence-based approach to learning foreign language is directed on the integration of students' language and profile training, and this, ultimately contributes to the formation of professional competencies of mobile and competitive professionals.

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WAYS TO IMPROVE EFFICIENCY OF FUTURE NURSES' ETHICAL EDUCATION

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The conceptual approach to design the process of forming professional ethics among the students of the medical college is focused on the comprehensive use of the possibilities of the medical college educational system, individuals of the given system, and the requirements of state policy in the field of training future specialists and the specifics of medical workers' functions.

We have identified ways to increase the effectiveness of ethical training of future nurses with theoretical and applied components in the projected process. These ways include the formation of the ethical outlook of future medical workers by enriching the ethical content of their life through the interaction of all individuals in the educational system of the medical college; practical orientation of methods, forms, methods and means of forming the professional ethics of future physicians in the educational process of medical college; the use of educational potential of social-professional macro-environment, peculiarities of professional activity of specialists of middle-level medical profile; the implementation of system control and correction of the ongoing activities.

The strategy of forming a professional ethics for students reflects the general prospects and plan for achieving the goals set in the process of educating future healthcare professionals. It is based on the fundamental principles of a person-oriented paradigm of education and directs students to the formation of professional ethics.

According to the principles of strategy, tactics determines the content of the process of forming professional ethics of future nurses and a set of measures at each stage of the research and experimental work. It is established on a legal basis, due to the scientific recommendations [2]. Besides, tactics takes into account the actual results of the process of forming the professional ethics of future medical workers.

The technique of forming professional ethics is characterized by a set of methods, operations and other actions of the educational process' individuals (students and teachers) who use methodological tools for achieving the goals. Their complex, interconnected application has a systematic and methodically consistent features [5].

The forming professional ethics among future medical workers is implemented in the educational process of the medical college and consists of a number of stages (analytical-diagnostic, organizational-motivational, content-activity, evaluative-productive, effective-corrective), each of which, being a component of a holistic educational system, pursues a certain goal and has its own content.

It should be noted that each of the stages concerning the process of forming the professional ethics of future nurses is directly related to the components of the

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developed model. Thus, the organizational-motivational and analytical-diagnostic stages include the communicative-activity component, which, in its turn, is reflexive-evaluative and productive-corrective.

The aim of organizational and motivational stage is the development of positive motivation, interest and awareness of the necessity to have the professional ethics formed among the students of medical college. There are some tasks that can be solved at this stage. To begin with, it shows the social and professional importance of professional ethics to the future nurses. Furthermore, it acquaints students with a complex of moral and ethical qualities. It also makes students to be aware of the presence or absence of these qualities in their own personality and in this way starts their self-education. Lastly, it sets up to succeed.

The main task of the functional-practical stage is to use methodical tools directed to form professional ethics in the educational process among students of medical college.

Formation of professional ethics among the students of medical college is a complex, multifaceted, dynamic process in which the entire teaching staff of the school is involved. The success of this process is ensured, first of all, by the planning, scientific nature, consistency, creative nature, profound meaning and effectiveness of the ongoing activities, creating conditions for their favorable perception by students, with the active participation of future medical workers themselves. The important role in this process is given to special methods forming professional ethics, which allow to organize the ethical training of future healthcare professionals in the methodical and expedient way in educational process of the medical college.

The methods of the professional ethics' formation (diagnostic, purpose-oriented, organizational, motivational, communicative, formative, control-analytical, evaluative, coordinative-corrective) are considered as pedagogical functions' means of realization at each stage of experimental work. Diagnostic methods are directed to visual, verbal, practical study of students in order to gain more information about their suitability to professional and ethical requirements. They analyze the effectiveness of professional training process to develop future medical nurses' skills building a professional interaction due to the deontological basis. The goal-setting group of methods includes the ranking, differentiation, personification of tasks related to the methods of realizing moral and ethical qualities concerning the nurses' professional functions' performance. Planning methods include structuring, valuation, personification, and planning of activities. They reflect the future nurses' willing to use ethical and deontological norms in the area of relations' regulation through their professional activity.

Organizational methods fall in with the collective and individual forms of work in class and extra-class time. These forms of work's task is to activate students' self-realization in different socio-professional roles according to professional and ethical standards. Mobilizative-inducing methods involve mobilization, updating, motivation, reinforcement of meaningful mental states, activities and behavior of students. They are effective in the formation of the future nurses' professional and ethical outlook in the form of ethical views, believes, ideals, attitudes and ethical assessments. Communicative methods consist of choosing adequate positions,

adapting relationships, preventing conflicts, developing norms of relationships, accumulation of consent, cooperation ensuring. All abovementioned methods provide skills for facilitating the process of individuals' interaction of the medical process, the ability to unite colleagues on the basis of common professional interests and professional-ethical values related to the patient's health recovery

The formative methods are responsible for students to learn the principles of medical staff's professional conduct in accordance with the professional ethics standards. The control, analytical and evaluational methods (analysis, synthesis, classification, typing, comparison, generalization, evaluation of the effectiveness of educational and professional activities) allow us to verify the course and results of using the educational potential of the social and professional environment in the medical college while developing the professional ethics of future specialists. Coordinational and corrective methods provide the choice and use of common and personalized requirements for students as future specialists. These methods allow to analyze the results of work on the formation of professional ethics among the medical college students, evaluating their own activities, correcting of achieving goals' means. Methods of improving the process of forming the professional ethics of future nurses are presented in the study of the works of scientists [1; 3; 4]. They highlight the specifics of building an effective interaction of medical personnel with those who need professional assistance, best practices in constructing professional and ethical relationships with all the individuals involved in treatment process, medical college students' research and experimental work.

Thus, the process of forming professional ethics for future nurses is characterized by systematic use of a set of methods and ways of interaction between the educational process' individuals (students and teachers), directed to achieving the goals.

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COMMUNICATIONAL BASICS AND FEATURES OF ASSERTIVE BEHAVIOR OF THE THIRD-AGE PEOPLE

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As the advanced age has come, the level of vital activity decreases, self-perception changes and self-esteem becomes lower. People of such age often feel that their life has no sense. They are also depressed by the financial difficulties. However, social problems are of utmost importance at the advanced age, since social relations are changing greatly after the retirement.

Typical problems of the elderly and their influence on them:

- social circle is usually greatly reduced after retirement. People of the advanced age suffer from loneliness, they often have no one to chat with, to share their feelings and thoughts. They want to feel somebody's concern, but do not get it;

- retired persons are often faced with disrespect, brutal and disdainful treatment. Many younger people often negatively treat the elderly, considering them a burden for themselves and for the society;

- with the death of their friends and age mates, pensioners receive a great blow. Their social circle becomes even more limited, leaving a strong sense that life has come to an end.

These social problems of the elderly have a great influence on their emotional state and well-being.

Change of the regular way of life is a critical moment in the life of an elderly person. Unpredictable situations, new people, unusual circumstances, obscurity of social status – these life circumstances force a person not only to adapt to the surrounding environment, but also to react to changes within himself. The elderly people are faced with a question of estimating themselves, their opportunities under new conditions. The process of personal adjustment is very painful and difficult. It is known that at the advanced age the defective memory and loss of alertness, decrease of ability to be aware of a new situation, anxious mood and emotional lability are observed. One of the main features of the elderly is the psychological vulnerability and the growing inability to deal with various stress. Therefore, people of the advanced age are characterized by their special sensitivity to getting the attention, moral and psychological support.

The best way to help the elderly person is to provide him with constant support and a circle of communication, teach him something new and interesting. It is an important part of social work with the elderly.

The research on the personal, cognitive and cultural potential of the older generation proves that under certain circumstances their ability to study even rises

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instead of decreasing. The need to involve the elderly into the educational process is, first of all, due to a number of socio-demographic factors [1-4].

The elderly people who do not have relatives, close friends, are more likely to demonstrate uncertain or aggressive behavior. That is why development of assertive behavior skills is very important for successful social and psychological adaptation of the elderly. Social workers of the Third Age Universities are obliged, whenever possible, to develop the skills of a confident refusal in safe situations among the elderly during special training workshops. Most commonly, the uncertainty manifests itself, as uncommunicativeness, shyness, calmness, and intimidation. The main thing in the work of social specialists is to direct the activities of the elderly and to regulate their interpersonal relationships. Communication is valuable when it causes the need to share thoughts, promotes the manifestation of attention and sympathy to others. Since older people do not have enough experience in effective interaction with social workers and other elderly people within the third age universities, they accordingly have no confidence in their own efficiency. In addition, such lack of confidence is often associated with human health. The state of human health is of particular importance in the process of education; loss of hearing and reduction of visual acuity is an obstacle in getting new knowledge and skills.

We conducted the research from January 2017 till July 2018. Participants were 284 people aged 61 years and older [4; 5]. A special program was developed to promote the skills of adapting to new conditions.

The “Self-improvement” training program has several directions: foreign language education and development of information competence for the elderly. The program creates conditions for psychological and pedagogical support and self-development of the elderly. Defining the priorities for the formation of assertive behavior of the elderly, we can distinguish the ability to surf in the world information resources and promptly find all the necessary information. In this regard, within the “Self-improvement” course the following special courses are introduced: “Computer fundamentals”, “Digital lifestyle and effective communication”.

In terms of our research we also studied the way the English language courses for the elderly are organized within the Third Age University. In 2017 750 elderly people were registered for training, 310 of them started to attend classes, and 213 attended all the classes [5].

The analysis of the questionnaires of the experiment participants showed that the vast majority of the elderly people chose English language courses in order to communicate with other people (65%), 25% for personal development and 10% – to maintain proactive approach to life.

It was found that the elderly people with assertive behavior are independent and self-sufficient, which is manifested in various life spheres, but most obviously – in the sphere of interpersonal relations, in communicative situations (the ability to freely express thoughts, feelings, communication at all levels).

Especially important for the third-age University students is the simulation of conditions for self-confidence development. That is why, the optimum conditions for this are created within the course “Self-Improvement”, which helps to increase the

number of possible patterns of behavior, develops communicative skills of the elderly and promotes correction of interpersonal relations, and their social adaptation. Thus, after completion of the course, the group admitted the loss of situational and personal anxiety, as well as an increase in the level of assertive behavior.

Modern research proves that the ability to learn among the elderly, in particular the acquisition of a foreign language and computer literacy, under certain conditions even rises instead of decreasing. One of these conditions is overcoming the age-related stereotypes. Thus, there is a hypothesis that the brain of an elderly person loses the ability to build new relationships. This very hypothesis was widely used to explain the difficulty of mastering foreign languages and information technologies by the people of advanced age. Some of the provisions of this hypothesis can be found even nowadays, although neuroscientists have proved that under certain conditions, the elderly can study and acquire new knowledge even better than at a young age. One of the important conditions for teaching the elderly is taking into account the age peculiarities and state of health, the assertiveness of the individual, clear definition of the purpose and the need for communication, the use of information and communication technologies in everyday life.

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THE TEACHER'S ROLE IN ORGANIZING THE EFFECTIVE INTERACTION OF SECONDARY SCHOOLS, OUT-OF-SCHOOL EDUCATIONAL ESTABLISHMENTS AND A FAMILY IN THE PROCESS OF JUNIOR PUPILS' MORAL DEVELOPMENT

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The main task of education in the XXI century is the upbringing of the next generation, which could realize the complex socio-cultural situation and build its relations with the outside world on the basis of mutual understanding, cooperation and tolerance. The representatives of such generation should possess moral virtues to be able to value their own freedom, respect the freedom of others and treat each other as equals.

Secondary school is recognized as being a leading institution in the process of junior pupils' moral development. But it is important to mention that without the unity of efforts of different social institutions the effectiveness of this process will be low. An optimal environment for the imitation and the guided practice of moral conduct should be created in the triad "secondary schools – out-of-school educational establishments – a family".

Different aspects of the interaction between educational institutions and a family are discussed in the researches conducted by T. Vinogradova, K. Zhurba, T. Kravchenko, N. Kniazeva, L. Povaliy, V. Postovyi, I. Sidanych, O. Khromova etc. Scientific papers of O. Aliksiichuk, O. Bezverkhyi, S. Bilozerska, I. Komanovskyi, O. Matviienko, O. Romanenko are devoted to the process of junior pupils' moral development. Few researches have addressed the problem of the teacher's role in creating the optimal environment for pupils' moral development.

The purpose of this article is to outline the role of a primary school teacher in organizing the effective interaction of secondary schools, out-of-school educational establishments and a family in the process of junior pupils' moral development, and to define the principles and methods of it.

Family is the primary unit of a society and the main source of its spiritual, economic and social development. Functions of the family are extremely noble and diverse. For a child, the family becomes the environment where he receives his first knowledge about the surrounding world, relationships between people, where the first skills and habits are developed. Moral values, which are formed in the family circle, become the basis of the child's world outlook, moral benchmarks and a vital position.

However, in spite of the significant influence of a family on the formation of the child's personality, the tasks of moral education can not be solved only by its efforts. The actual problems of upbringing can be solved by the teaching staff as teachers are competent professionals who have pedagogical and psychological knowledge about

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the age and psychological peculiarities of junior pupils. Cooperation with the teachers of out-of-school educational establishments will allow to understand the world of the child's interests better, to reveal his inclinations and talents, to create an optimal environment for the formation of moral virtues. That is why it is very important to combine the opportunities and efforts of all the social institutions in junior pupils' development.

In our opinion, the leading role in this process should belong to the primary school teachers. T. Vinogradova notes that the interaction of all above mentioned social institutions first of all should be based on the child's needs. She also points out that the interests of every family should be taken into account [1, p. 4]. N. Knyazeva, in particular, highlights the problems in relations between educational institutions and families: a big gap between the parents' psychological and pedagogical culture and modern educational technologies; parents' complexes and fears etc. [2, p. 58-59]. The literature review shows that a number of problems are identified in the process of organizing the effective interaction of educational establishments and a family. The most important among them are: teachers' fears about too active parental interference in the school's educational process; parents' fears that the school will set standards that do not coincide with the traditions of a particular family etc. [5, p. 45; 6, p. 79].

L. Nazarenko sees the ways of solving these problems in involving parents in cooperation with educational institutions on a partnership basis. The scientist distinguishes its forms: active, constructive, passive and destructive [3, p. 34]. We believe that the integration of the efforts should be organized on the basis of democratic relations between all the participants of the educational process. The analysis of psychological and pedagogical literature allowed us to distinguish the main features of this process, such as collegiality of joint work, encouragement of initiative, recognition of the right to express different points of view on a particular problem, search of joint decisions, development of relations on the basis of cooperation, dialogue, mutual respect and responsibility.

In our opinion, interaction of secondary schools, out-of-school educational establishments and a family in the process of junior pupils' moral development should be based on the following principles:

1. The principle of harmonization of moral values. Teachers and parents should define the common system of values.
2. The principle of the unity of requirements.
3. The principle of systematicity and consistency.
4. The principle of equal partnership. The interests and needs of all the participants of the educational process should be taken into account in the planning of educational work.
5. The principle of differentiated approach. Teachers should pay attention to parents' age, their individual characteristics and their level of pedagogical preparation.
6. The principle of priority of trust. It means that cooperation with parents should be organized on the basis of sincere respect for them, regardless of their social status. It will help to establish trusting relationships between teachers and a family.

7. The principle of humanism. The child's personality is in the center of educational process.

8. The principle of voluntariness. Parents are free to participate in the educational work and to cooperate with the teaching staff.

Based on these principles, we can identify the following tasks to be implemented in the process of interaction of secondary schools, out-of-school educational establishments and a family: 1) the development and implementation of common requirements for junior pupils in educational institutions and families; 2) raising the parents' pedagogical culture; 3) the implementation of psychological and pedagogical assistance in solving the problems of family education; 4) parents involvement in joint activities with children.

To accomplish the tasks, it is necessary to determine the ways of interaction, to select effective forms and methods of cooperation. The use of traditional forms, the effectiveness of which has been proven by many years of school practice, is justified. These forms can be conventionally divided into three groups: individual (individual pedagogical conversation, pedagogical counseling etc.), group (group discussion, group counseling), mass (lectures and conversations, questions and answers evenings, disputes, meetings at the "round table", meeting-concerts).

However, the results of pedagogical studies indicate that the use of only traditional forms and methods of organizing the interaction of teaching staff and parents is not effective in solving the problems of junior pupils' moral development. That is why Ukrainian scholars and leading educators are actively searching for effective, innovative forms of interaction with parents, which can include: "pedagogical landing", "in the family circle", "the day of good deeds", "family box", "chamber folk" etc. [4, p. 26-27]. The leading role in this process belongs to the primary school teachers, since they are specially trained specialists who possess the necessary psychological and pedagogical knowledge for effective organization of the process of moral education of schoolchildren and establishing cooperation with other educational institutions. The following functions are assigned to them in this process: 1) integration; 2) coordination; 3) development; 4) protection; 5) correction.

Thus, secondary schools, out-of-school educational establishments and families are the most important social centers responsible for creating an optimal environment for the junior pupils' moral development. However, their educational activities will be successful when they will be true allies and partners in this field and will adhere to a single outlet in the process of moral education.

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MUSICAL-AESTHETIC SPACE AS A FACTOR OF IMPLEMENTATION OF EDUCATIONAL-FUNCTIONAL MUSICAL FUNCTIONS

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The professional training of future teachers of musical art is a complex system of pedagogical interaction between teachers and students, which aims to educate a broad-profile specialist who has the basics of professional activity: theoretical-methodological, methodological, performing art studies, and creative. The teacher of the new Ukrainian school must be aware of the social and educational significance of educational functions of musical art and understand that their full and complete implementation today is possible only in the musical-aesthetic space of the educational institutions. Under the conditions of creating the musical-esthetic space of the school, musical art lessons find their logical continuation in extra-curricular musical activity of children, which provides the widespread use of new educational technologies.

The analysis of philosophical, psycho-pedagogical, and sociological literary sources shows the interest of theorists and practitioners in the concept of “space”: a single educational space, educational space, cultural-educational space, space of childhood, each of which is a real-life phenomenon containing a certain list of elements, which characterize one or another sphere of human activity.

The idea of forming a cultural-educational space as a condition of education, education of pupils has an objective conditionality. The new tasks of the school, the variety of educational institutions, curricula, textbooks, socio-cultural processes associated with humanization as well as the deployment of information space are factors that must be taken into account when choosing ways to organize the educational process in a general education school. We believe that the cultural-educational space can not be clearly and unambiguously described, since it objectively has a high degree of uncertainty, may be diverse to ensure the free development and, as a consequence, the realization of the tasks of humanizing the educational process. The analysis of the theoretical baggage accumulated by scientific literature contributes to the comprehension of the essence of the category

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“cultural-educational space”. Consequently, cultural-educational space is a specially organized socio-cultural and pedagogical environment that stimulates the development and self-development of each individual included in it, the system of conditions for the personal and creative development of children and teachers, all subjects of the educational process, the environment for the development and upbringing of the individual [4, p. 409].

The musical-aesthetic space of a comprehensive school should logically fit into the cultural-educational space of an educational institution and be an integral part of it. In this regard, we note the significance of the concept of “musical-aesthetic space” for pedagogical science and the importance of its special study. On the basis of the analysis of scientific literature [1; 2; 3] we have come to the conclusion that this concept, being interdisciplinary, may acquire a different meaning:

- from the point of view of philosophy, this is the space for the spiritual development of the personality of a student acquainted with musical art, and therefore perceives the results of the spiritual work of other people;

- from the standpoint of sociology, the musical-aesthetic space is considered as a subsystem of social space, in which the individual realizes special needs associated with musical creativity, aesthetic pleasure, in which the socialization of the individual, the assimilation of moral values is carried out;

- in accordance with the cultural approach, musical-aesthetic space is an environment of the functioning of musical culture as a subsystem of the whole artistic culture, with a complex of all its elements (institutions of culture and leisure, artistic creation, development of cultural products);

- from the point of view of psychology, musical-aesthetic space is a sphere of communication, a combination of artistic and aesthetic influences on the intellectual-ideological, emotional-volitional, needs-motivational, activity-behavioral sphere of the student's personality, which determines his individual and creative development;

- as a pedagogical phenomenon, musical-aesthetic space is part of the educational-cultural environment of a school with a significant educational potential.

Interpretation of the concept from the standpoint of musical pedagogy, as well as from the point of view of personality-oriented education is as follows: the musical-aesthetic space of the school – a component of the cultural-educational space of the school, which is the focus of the functioning of musical culture as part of the entire culture, the field of creative communication, the acquisition of creative experience of self-realization. In modern practice, the tendency towards the creation of a broad musical-aesthetic space as a part of the educational-cultural space of the school, which encompasses school, family, microdistrict, presents various forms of music existence, develops old and develops new traditions of musical communication.

Musical activity of children during the lesson and extra time in conditions of organization of musical-aesthetic space should be based on the following principles: use of new musical technologies; modeling of artistic and creative process; teaching music as an art; improvisation; study of music as a living art (D. Kabalevsky); continuity; sequences; systematic; single purposefulness; free choice of activity that coincides with the wishes and interests of schoolchildren; the optimal combination of

forms (formal, extra-curricular, group, individual); positive emotional background (O. Rostovsky); the integration of different types of arts; stimulation of children's creativity [3, p. 183].

Under these conditions, it is important to create the readiness of the future teacher of musical art to create the musical-aesthetic space of the school as an environment in which it must perform musical and pedagogical activities.

At the same time, it should be noted that the professional training of future teachers of musical art in the context of forming their readiness for the creation of the musical-aesthetic space of the school has certain disadvantages: the lack of special discipline, which orientates students for the comprehensive mastering of the specifics of musical-professional activities; the lack of attention to the implementation of integration trends in learning, the accumulation of students knowledge of different disciplines without a system-oriented direction, which, in turn, exacerbates the contradiction between the need of schools in specialists who are able to implement in practice different forms of integration of musical education and education with the basics of various types of arts, and the lack of comprehensive preparation for such activities.

The musical-aesthetic space has a powerful educational potential, the importance of which grows in the professional training of the future teacher of musical art. The teacher-musician is called along with the function of the teacher and educator to serve as an educator, which becomes the foundation for the implementation of educational tasks in the music space of the school. The effectiveness of the musical-aesthetic space of the school depends on the formation of the readiness of the future teacher of musical art prior to its creation.

The realization of such educational functions of musical art as the formation of the musical culture of schoolchildren in the context of their general spiritual culture, the transfer of the spiritual experience of generations, concentrated in the musical arts, general musical development, the formation of aesthetic taste, musical outlook, can most effectively be realized only under conditions of musical-aesthetic space of institutions of general secondary education.

A modern teacher of musical art to create the musical-aesthetic space of institutions of general secondary education should have a sufficient level of development of the following qualities: appraisal (possession of a system of criteria for assessing the educational system, oneself, students); research (analysis of works of art, including musical, studying the experience of colleagues, students, analysis of their own work); forecasting (forecasting the results of interaction with students in musical and pedagogical activities); designing (related to the design of the entire educational and cognitive routes of the student, designed to ensure his entry into the system of musical-aesthetic space, planning the process of transfer of knowledge, the formation of skills of musical and creative development of students in the musical-aesthetic space of the school); constructive (associated with selection, compositional construction and conducting of music lessons, lessons, educational events); communicative (providing selection of speech means, optimal for solving the tasks of the lesson, using methods of interest of students, maintaining their attention

throughout the lesson; expedient use of non-verbal communication techniques; possessing the ability to emotional brightness and orientation of emotions; ability to use rich intonation palette of speech); organizational (consisting of the ability to organize information in the process of studying, control and evaluation of its learning, organization of educational and cognitive musical and creative activity of students, interaction with objects of activity and knowledge, integration of information and transformation of it into personal knowledge, organizations of their own activities in such a way that it provides new achievements to the students).

One of the priority directions of modern professional training of the future teacher of music should be the formation of his readiness to create the musical-aesthetic space of the school. As a result of which there is the awareness of the need to achieve the integrity of the process of school music education along with profound acquisition of the foundations of music and pedagogical education.

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PROFESSIONAL COMPETENCE AS THE BASIS OF PROFESSIONAL ACTIVITY OF FUTURE SOCIAL WORKERS

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Today, the domestic pedagogical and social science faces a rather difficult task, namely the development of programs, methods for managing the process of becoming a person as a professional. And so, at the present stage of the development of society, the issue of the training of competent specialists in the social sphere that

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could work not only in social services, but also directly with people of different categories, significantly increases. Until recently, a specialist was assessed according to his level of qualification. Today it is not enough to have a certain qualification, today it is necessary to be professionally competent, to have the ability and ability to solve the problems that are constantly arising in the course of their activity.

In psychological and pedagogical literature, considerable experience has been accumulated on the issue of competence, which was highlighted in the scientific works of N. Bibik, O. Bilyakovskaya, E. Bondarevskaya, B. Gershunsky, I. Zimnya, A. Khutorskogo, A. Shchekatunova, N. Roza, N. Zaprudsky and others. In the work of these authors, competence is associated with the level of education of the specialist and his general cultural competence, and also considered as a complex system, which includes knowledge, skills, skills and professional qualities of a specialist. The experience of this problem of foreign countries (E. Enwal, R. Garber, M. Gray, A. Kelly, D. Cocos, D. Maxwell, E. Wilkinson, E. Walsh) is very important for us.

The concept of “competence” in dictionaries is interpreted as “possession of knowledge, allowing to judge anything”, “awareness of something”, “authority, full power “And so on. Or, in the broadest sense of the word, “competent” (Latin *competens, competentis* – capable) means what “knows, experienced in a particular industry”; “who has the right, according to his knowledge, to judge anything”. Increasing attention to this problem is associated with the emergence of a large group of people who need highly qualified social and psychological assistance professionals, namely social workers. Researchers on this issue are not unanimous in terms of the structure of the professional competence of a social worker and name more than a dozen of its components, in particular:

- erudition in the field of politics, economics, social development, culture;
- knowledge of the theoretical basis of the profession;
- ability to perform professionally determined actions;
- ability to make decisions and be responsible for their consequences;
- the ability to raise public interest in the results of their professional activities;
- sociability;
- professional tact and delicacy;
- emotional stability and readiness for psychological stresses;
- tolerance, benevolence and attention to people, etc. [1, p. 45].

In the works of F. Mukhametzyanova, another aspect of the structure of professional competence of a specialist in the social sphere is presented:

- socio-legal competence – knowledge and skills in the field of interaction with social institutions and people, as well as professional communication and behavior methods;
- special competence;
- the ability to solve typical professional tasks and evaluate the results of their work; the ability to independently acquire new knowledge and skills in the specialty;
- personal competence – the ability to continuous professional growth and professional development, as well as to implement itself in professional activities;

- autocompetence – adequate representation of their socio-professional characteristics and possession of technologies to overcome professional destruction;
- extreme competence – the ability to act in extreme situations [2, p. 47].

Proceeding from the above, one can assume that most of the researchers in the social worker's professional competence comprise the necessary knowledge, skills, skills that coincides with the understanding of the “professional competence” category in their professional activity.

Having noticed the components of professional competence, one should pay attention to the fact that in modern conditions, future specialists need not only the availability of a certain set of professional knowledge in one or another field of activity, but also practical skills and skills that ensure the readiness to perform professional tasks and functions in different, sometimes even in non-standard situations [3, p. 21]. And the most crucial part in managing the competence of a social worker is his training at a higher educational institution. In order to make this process effective, it is necessary to adhere to the following conditions in the educational process:

- the development of curricula and programs on special disciplines on the basis of modern scientific views on the theory of social work, with an orientation on the values of social work as a professional activity;
- obligatory study of the experience of social work in all special disciplines and special courses;
- disclosure of the content of effective professional activities of a social worker in all types of educational work in higher education institutions;
- awareness of the subjective position of the future social worker;
- providing interconnection of content-procedural training and internal-personal formation of students' readiness for social work;
- the development of such personal qualities of students as orientation towards a person, the ability to effectively interact with another person and positively communicate with her, the desire for professional self-improvement, the creative nature of work;
- formation of students' needs and interests in preparing themselves for professional activity, their participation in research work in the field of social work and related disciplines;
- providing students with opportunities to participate in volunteering activities;
- the implementation of special training of employees of social institutions to the reception of trainees, their orientation to contacts and mutual cooperation [4, p. 177].

Only by creating these conditions in the educational process one can hope that the future professional activity of students in the specialty “social work” will be effective.

The professional success of a social worker is determined by the effectiveness of his work, and the result depends on the professional ability of a specialist. Competence is also an important condition for the success of a social worker and an indicator of his ability. The concept of “competence of a social worker” consists of a

future specialist in the social sphere of professional knowledge, skills and abilities, personal qualities, and the ability to apply the acquired knowledge and skills in practice. The level of competence of a social worker is determined by the degree of formation of all these elements, in their successful combination.

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SYSTEM OF MANAGEMENT OF EDUCATIONAL PROCESS BY MEANS OF THE INFORMATION AND EDUCATIONAL ENVIRONMENT

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Modernization of institutions of higher education highlights the informatization of education. Information and communication technologies certainly belong to high technologies and its improvement and widespread adoption is referred within priority areas of scientific and technological development of Ukraine until 2020 by the legislation [1, p. 23]. The main task is the creation of the informational and educational environment as a system for managing the educational process by means of the information and educational environment. The information and educational environment is a systematically organized set of data transmission, information resources, interoperability protocols, hardware-software and organizational and methodological support, aimed at satisfying the needs of users in information services and resources of educational nature. The informational and educational environment should be understood as a single information and educational space, built with the integration of information on traditional and electronic media, computer and telecommunication interaction technologies, which includes virtual libraries, distributed databases, teaching and learning complexes and advanced apparatus of didactics [2, p. 5].

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The informational and educational environment of an educational institution of higher education includes:

- a complex of informational educational resources, including digital educational resources;
- a set of technological means of information and communication technologies: computers, communication channels;
- a system of modern pedagogical technologies that provide training in the modern information and educational environment [3, p. 387].

In order to study the course in an informational and educational environment, higher education applicants use interactive electronic learning tools, such as: multimedia presentations for practical work, electronic test training simulators, online laboratory works with multimedia support, interactive audiovisual lectures, online glossary, etc..The obtained results are evaluated using statistical indicators, which include: the frequency of viewing educational content, the frequency of visits, the index of ease and the effectiveness of discrimination (Figure 1).

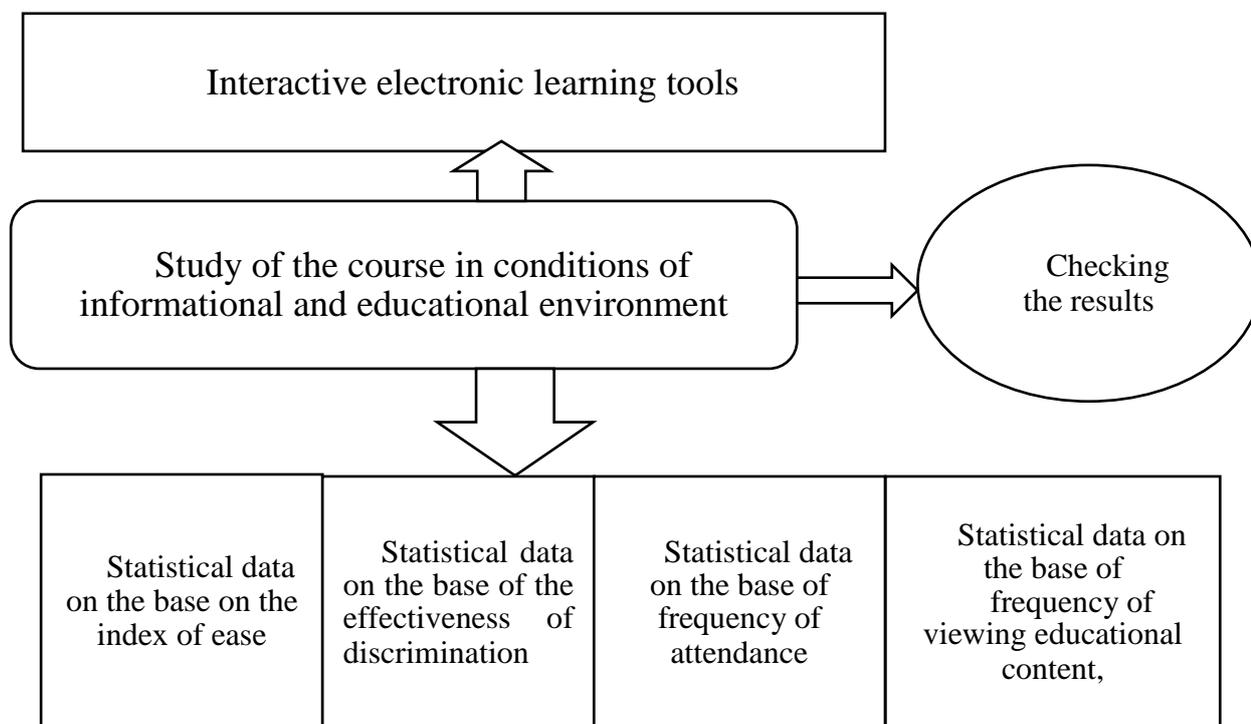


Figure 1. Implementation of educational process management in the conditions of informational and educational environment

The index of ease is an index for comparing the simplicity of task. This indicator is the ratio of the average score obtained by applicants for higher education to the maximum number of points for the assignment. This indicator is a measure of difficulty level for higher education applicants [4]. The index of discrimination is an indicator of the ability of a specific task to separate more successful performers. In general, the subjects are divided into three groups: well-trained, medium and poorly trained. Each group includes one third of the total number of subjects. This parameter can take values between +1 (all subjects from the strong group responded correctly,

and the weak ones were incorrect) and -1 (all the test subjects from the strong group answered incorrectly, and the weak ones, on the contrary, correctly). The negative value of the index indicates that the weak applicants of higher education respond to this question better than strong ones. Such tasks should be discarded. In fact, they reduce the accuracy of the entire assessment procedure.

The coefficient of discrimination is the correlation coefficient between the set of values of the answers received by the applicants of higher education when answering a specific question, with the results of their task as a whole. This parameter can also accept values between 1 and -1. Positive values are consistent with the issues that are really highlighted by well-educated higher education applicants, while the negative value of the ratio indicates that poorly trained higher education applicants are on average better suited to this issue than well-trained. Such tasks should be avoided. The advantage of the coefficient of discrimination compared with the index of discrimination lies in the fact that the first uses information from the whole population of higher education, and not only the critical upper and lower thirds of this population.

Consequently, the management of the educational process by means of the information and educational environment is carried out using statistical indicators, which include: frequency of viewing educational content, frequency of attendance, index of ease and effectiveness of discrimination. On the basis of the data obtained, it is possible to regulate the educational content.

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IMPLEMENTATION OF STUDENT-CENTRED APPROACH IN THE TEACHING PROCESS OF LANGUAGE SKILLS AT TERTIARY LEVEL

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The sphere of education with its new understanding of teaching and learning has shifted the focus of its management strategies from conservative way to individual accomplishment where students should be responsible for their own learning. The teachers of foreign languages are obliged to get equipped with the new techniques to make use of the advantages provided to improve the teaching and learning environment. This research has been initiated following the widespread claim concerning the attainment of student-centred approach in the teaching process at tertiary level. The study pursues to scrutinize whether such a claim is accurate by implementing a theoretical framework of student-centred teaching process of language skills.

We are going to highlight some explanations how to teach language four skills using student-centred approach. Foreign study looking into the use of student-centred approach is enormous investigating the issue within the school and vocational education. In Ukraine research evaluating the use of student-centred approach to teach language four skills is still infrequent. This paper seeks to present information considering the application of this teaching approach at tertiary level.

The four skills of language learning are a set of four capabilities that allow a person to understand and produce spoken language for correct and effective interactive communication. These skills are *listening*, *speaking*, *reading*, and *writing* being effective elements of teaching and learning process having been rarely used discretely in everyday life. Furthermore, the combination of these language skills has positive effects on enhancing the formation of foreign language competence.

Listening-related activities such as using of audio-visual aids should be done within the pair work or collaborative working environment exchanging views with peers and minimizing individual undertakings. By doing this, educators are able to facilitate students to accomplish active learning achieving better outcomes. It is advisable for lecturers to prepare students for what they are going to listen to by exploring key words related to the topic demonstrating the meaning of new words using real objects, gestures and translation. Students should be given as much listening practise as possible in and out of classroom, for instance songs, films, various recordings, etc. These activities will help to reinforce the intonation and stress patterns focusing on accuracy or fluency. It's advisable to teach language through watching movies attributable to high motivational value and educational

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benefits with pre-viewing and follow-up activities giving students opportunity to interact with one another and form their own opinions.

Speaking is the ability which demands most of English learning activities in the student-centred environment. Speaking activities are not only limited to merely questions and answers but likewise should contain tasks similar to role plays, problem-solving group activities, working in pairs and ought to be directed to enable students to practice active and inspiring learning. It is essential to create an English-rich atmosphere in the classroom giving students the opportunity to practise speaking.

However, it is not always an easy task to engage students in speaking in the second language classroom. The significance of finding innovative and effective techniques to engage students has increased in recent years in tandem with the intensification of the popularity of communicative language teaching (CLT), where communication between students is a requirement for successful learning to take place [1, p. 169]. Student-centred approach can take many diverse practices – from modification an existing speaking activity so that it contains a theme chosen by students, to designing a four-week project around an issue predominantly vital to a learner group.

In teaching *reading* lecturers can assist students to comprehend reading text through discussion activities while helping each other and sharing notions. Jones reminds that when teaching reading, lecturers are suggested to instruct students to read the text before the start of the lesson [1, p. 28]. This approach will contribute to competitive advantage, saving time and conversation might be more effective and meaningful. Teachers should explore the boundaries and contexts of reading strategies and motivate their students to enjoy reading and to become stronger readers implementing new activities to comprehend if students' motivation and focus have been improved. Selecting reading materials around the lives and experiences of the students in the classroom is a straightforward and practical approach to attempt to guarantee that learners find a topic engaging.

It is undeniable that *writing* is a significant part of the learning process as well as a skill that students may need for their future studies and employment. In A. Marwan' views the classroom activities for writing should be carried out in the form of discussion activities including brainstorming and mapping ideas having collected and organized thoughts [2, p. 49]. The huge benefit of the student-centred approach to writing is that each author knows who his or her reader will be, and can write to give pleasure to them [1, p. 34]. Teachers should build up their students' confidence by moving gradually from simple sentences to paragraphs and to other more complicated writing formats brainstorming, sharing ideas, creating reasons and context for writing. The stress-free technique to engage students is to ask them to write about some things that they have found interesting during the week. It can be newspaper articles, a new pair of sneakers, and brochures from universities – everything they consider worth attention. Teachers can put students into groups during a lesson and suggest some interesting topics for debate. The arguable and doubtful subjects could then be written up on the board so the teacher can check how the rest of the class responds to them.

Thus, the findings of this research overall have verified that the implementation of student-centred approach in the teaching process of language skills at tertiary level might make a considerable transformation in students' knowledge increasing student engagement and motivate language learners. Learning process has become more exciting, significant and independent engaging learners remain at the centre of foreign language teachers' primary responsibilities to their students. In addition to these progressive changes, it has been acknowledged that lecturers' apprehension of applying this framework highlighted issues distinctive to the context of this study. A student-centred approach contains the component of awareness development, having designed to help students extend their understanding of language learning, improving their aptitude to play an active and significant role in the learning process of language skills. Outcomes can be practiced by lecturers who are interested in implementing the student-centred approach to teach language four skills.

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FORMATION OF EMOTIONAL INTELLIGENCE OF FUTURE SPECIALISTS IN PHYSICAL THERAPY AND ERGOTHERAPY

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At present, the paradigm of education is changing: from a narrowly professional disciplinary-prescription education, contributing to the formation of fragmentary consciousness, to a paradigm of interdisciplinary, problem-oriented education, designed to form a systemic consciousness and intelligence. A new paradigm is that vocational education, along with the cognitive function, should provide a psychological function, consisting in developing the intellectual potential of students, taking into account the uniqueness and value of each person's psychological capabilities.

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At the very beginning of the intellectual-informational civilization, new approaches to the formation of professional competencies of specialists in physical therapy and occupational therapy are highly required. The deep intellectual saturation of the content requirements for specialists in physical therapy and ergotherapy poses to the higher educational institution as one of the central tasks of the development of a wide range of intellectual qualities in future physical therapists and ergotherapists.

Today research has emerged in psychology that allows for a new approach to the organization of students' intellectual development. All the psychological theories of the last decade are united by the idea of the existence of some independent phenomenon, different from traditional intelligence as it has been mostly thought of which provides the subject's adaptability to various social situations and, most importantly, increases the success of an individual in the professional sphere. This phenomenon is perceived, understood and explained by the concept of emotional intelligence.

It is emotions in real life that are responsible for making decisions, even when we ourselves are convinced of the opposite. Approximately 80% of success, which is not determined by the intellect in its traditional sense, is due to the phenomenon of emotional intelligence. A person with high adequate self-esteem and a high realistic level of aspirations gets an opportunity to achieve social maturity, a certain place in society, professional activity, in real social groups, in other words, enters a time of personal and professional achievements – “akme”. Such a personality is characterized by a high level of emotional intelligence.

Since the leading activity at a young age is mastering a profession, the development of emotional intelligence at this age as a whole is carried out through professional development and self-development, at the same time determining the achievement of mastery in the chosen activity. The emotional intelligence of a highly productive specialist in physical therapy and occupational therapy is determined primarily by the formation of empathy, communicative tolerance, the adequacy of self-esteem and the level of aspirations, self-confidence and professional competence.

Emotional intelligence is an integral personal component of the professional skills of a specialist in physical therapy and ergotherapy, since only an accomplished, mature personality can bring up another full-fledged and mature personality. The main task of these specialists is to help people with functional and motor disorders, as well as to organize around the patients of their personal valuable world, which, in turn, is achieved only through emotionally colored, personal interaction with patients, mediated by the unity of the will of thinking and emotions. emotional intelligence of a specialist in physical therapy and ergotherapy.

The training sessions we offer are implemented in the form of psycho-gymnastic exercises, business and role-playing games, group discussions, modeling situations of professional communication. The total duration of training sessions is 32 hours. The training includes 8 lessons of 4 hours, which are held and with a frequency of 2 times a week. The feasibility of a complex of procedures in the training of emotional intelligence due to the peculiarities of group dynamics and tasks solved by the group at each stage.

The program has 4 main stages of study:

1. Acquaintance of participants, creation of a confidential atmosphere, emancipation of participants.

2. Stabilization of the group – the deliberate creation of frustration of participants associated with increasing the motivation of the development of emotional intelligence.

3. The substantive stage (constructive work). Contains procedures aimed at the formation and consolidation of the main components of emotional intelligence and their implementation in teaching and communication.

4. Summing up. The final consolidation of the skills and abilities, the completion of the group.

The training program contains various groups of procedures.

The first group includes training procedures aimed at the formation of empathy, the trusting attitude of participants to each other, the ability to recognize and understand the emotional state of people. Their purpose: to remove emotional stress and improve the mood of the group members; develop empathy, create an emotionally positive relationship between group members. The second group included training procedures aimed at the formation of communicative tolerance. Their purpose: to increase the communicative competence of the participants, to develop the ability to understand and accept various positions, lifestyles, behaviors of other people. The third group included training procedures aimed at the formation of assertive behavior. Their purpose: to increase the level of self-confidence, to expand the range of methods of confident behavior. The fourth group included procedures aimed at forming a positive, adequate self-esteem and a realistic high level of claims. The fifth group includes procedures aimed at the formation of self-regulation skills. Their purpose: mastering techniques of relaxation and regulation of their emotional state. Each group of procedures contains various types of active learning methods: psycho-gymnastic exercises, business and role-playing games, group discussions, discussion of situations.

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WIKI IN AN UNIVERSITY COURSE: USE AND STUDENTS ATTITUDE

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The implementation of wikis in the training process and related studies have been on the increase in a recent decade. Wikis are considered as potentially effective teaching and learning tools since they facilitate the collaborative finding, creating and exchanging the information [1; 2] and initiate autonomous collaborative learning process [3], that have a great importance in the modern educational paradigm. In university courses, wikis serve as a platform for the collaborative creation of curricular content and as an information hub [4].

However, not that many scientists seem to consider relationships between using wikis and the student acceptance of this technology. At the same time, learning results are highly dependent on students' interest and attitude that are not always high and positive by default [5; 6]. Therefore, the aim of this research is to clarify whether students consider wikis as useful and rewarding elements in training process and determine how high the motivation to participate is.

To collect data we used an empirical investigation with a survey conducted online at the end of the experimental period (lasted two semesters – 36 weeks). The survey contained four blocks of questions and statements dealt with the evaluation of the wiki-based course components. The participants were offered to use a five point Likert scale with an alternative variant “I cannot evaluate”. Obtained data was processed by means of the statistical analysis software. The participants were sixty-four students attending the ESP course at the Management and Marketing Department at National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”.

Having analyzed the recent researches, practical experience and technical options, we turned to the wikis' potential for:

- creating the course information hub;
- establishing the course resource repository;
- building students' portfolio;
- setting up collaboration activities platform.

Below, we present the results of our experiment.

1. *Course information hub*. All course information –curriculum, evaluation criteria, rubrics, test schedule, assignments, handout materials, etc. –was organized in blocks and posted on the wiki page. It allowed permanent independent access, so, students were able to check in to get all necessary information at any time.

The average evaluation was in the range 4.8-5 (from 1 “not at all” to 5 “very” incrementally) for parameters “required”, “useful”, and “usable”.

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2. *Repository*. Wiki was used to publish relevant course resources – texts, audio, and video. We also offered links to topical articles, news and podcasts. Extra block for students enabled them to create a collection of links where they posted, commented, grouped and classified relevant links.

The average evaluation was in the range 4.4–4.8 (from 1 “not at all” to 5 “very” incrementally) for parameters “required”, “useful”, and “usable”.

3. *Portfolio*. The platform was used to place students’ productions in a portfolio. Portfolio included written tasks, test results, video taken in a classroom, presentations etc. It offered good opportunity to monitor skills and knowledge development, determine training efficiency and identify areas that required improvement.

The average evaluation was in the range 4.2 – 4.6 (from 1 “not at all” to 5 “very” incrementally) for parameters “required”, “useful”, and “usable”.

4. *Collaboration activities platform*. Having ensured the coherence with the curriculum, we included a range of wiki-based activities into regular training process. At the end of the experiment, students evaluated wiki-based activities they participated in and compared them with traditional tasks. The response scale used for collecting data contains the range from 1 (very poor) to 5 (very good).

The average evaluation was in the range 4 -4.6 (between “good” and “very good”) for parameters “interesting” (4,8), “rewarding” (4,5), “challenging”(4,4) and “usable” (4,3).

While compared with the regular in- and out-of- classroom tasks, wiki-based activities received relatively high ratings (Figure 1).

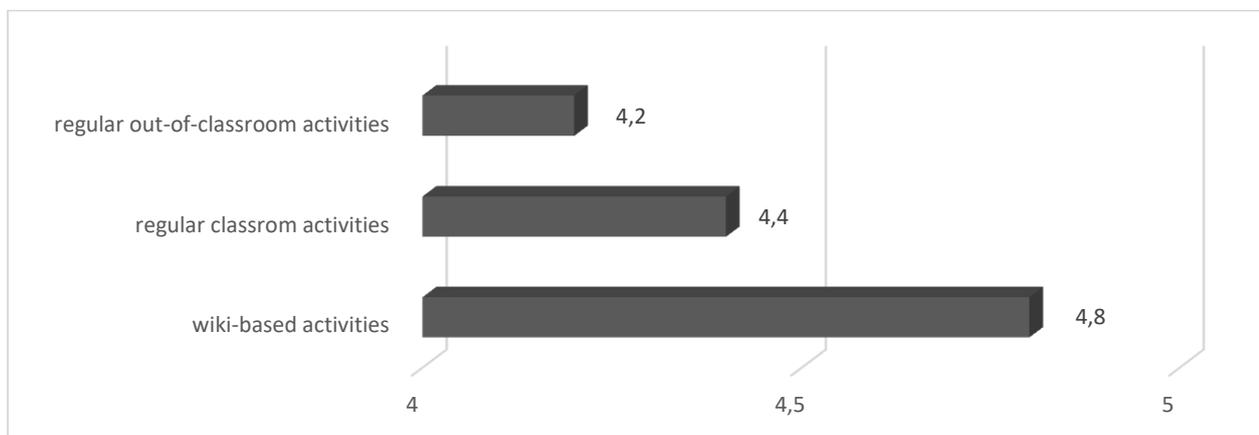


Figure 1. Comparative evaluation of activities

Table 1 presents the activities that received the highest ratings. The response scale was in the range from 1 (very poor) to 5 (very good). It can be concluded from the data presented in the Table 1 that the implemented wiki-based activities were accepted rather positively since the average ratings were in the range 4-4.5. It should also be outlined that about 30% of the offered activities are not presented in the Table 1 since they received an average rating in the range of 3.4-3.9, which was considered as not satisfactory enough.

Table 1

Description of wiki-based tasks and the results of their evaluation

<i>Evaluation</i>	<i>Activity</i>
Interesting: 4.5 Rewarding: 4,3 Challenging: 4.4 Usable: 4.2	Brainwriting – The goal is to create a list of possible solutions to an offered problem. Students work in small groups. The first group offers at least two solutions, provide explanations for their solutions, add at least two new ideas or elaborate some of the ideas offered so far. Then they forward these idea-set to the next group on the list, which adds one or two additional solutions, then, forwards it to the next group, and so on, until a list of solutions to the problem is created. All the ideas are posted and linked on a wiki-page.
Interesting: 4.5 Rewarding: 4.3 Challenging: 4.1 Usable: 4.2	Debate. Students work in into two or three opposing teams to participate in a virtual discussion (debate) on a controversial topic. Teams are to defend their position and attack the given proposition respectively by presenting relevant arguments from referenced sources.
Interesting: 4.3 Rewarding: 4.4 Challenging: 4.1 Usable: 4.2	Hotlist. The goal is to create a list of six web-based resources on a given topic Students work in pairs or groups conducting a search on the internet, analyzing different sources and choosing the most relevant. The list should include the title of each web resource, its URL, hyperlinks, a brief annotation describing the content and the proving value of the particular resource, etc.
Interesting: 4.3 Rewarding: 4,4 Challenging: 4.1 Usable: 4.2	Chain writing. Students work in pairs or small groups. The aim is to respond to an open question reviewing the course material or topic. The first pair or small group receives a set of questions based on a course or topic content and formed by their teacher, answer them and makes a new set of relevant questions, than forwards it to the next pair or group, and so on. The chain is posted on a wiki page so all can have an access the review created.
Interesting: 4.1 Rewarding: 4.5 Challenging: 4.2 Usable: 4.3	Vocabulary set. Students work in pairs or small groups. The task is to create a glossary for the proposed topic. Students should choose the most relevant words and present them in a form of blocks. Every block includes definition, translation, contextual examples and comments and contains hyperlinks for further information on demand. The glossary is posted on a wiki-page.

The analyses of the obtained results revealed that students appreciated the opportunity to acquire new learning experience and positively evaluated the use of wiki elements in our training process. Wikis have a great potential to compliment the training process engaging students in content across the curriculum and being time- and cost-saving option for a teacher to manage the calss. However, implementing wikis requires not only careful planning, but also regular monitoring the students' feedback.

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BLENDING LEARNING IMPLEMENTATION IN TEACHING BIOLOGY IN UKRAINIAN SECONDARY SCHOOLS

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Nowadays lots of modern educational technology tools are integrated to the educational process of a new Ukrainian school system. It is obviously that computers, digital technologies, multimedia, interactive boards, smartphones and tablets can help students actively engage in learning process and develop their cognitive, critical thinking and problem solving skills, improve their ability to manage emotions, cooperate and communicate not only with other secondary students but with school staff, teachers, coevals, and to strive for an improvement as well. These outcomes are fully consistent with the goal of Ukrainian state education that is described in the Law of Ukraine On Education (2017): “A goal of the education is comprehensive development of the human being as a personality and as the supreme value of the society, development of its talents, intellectual, creative and physical abilities, formation of values and competences necessary for successful self-realization, raising responsible citizens capable to make a conscious choice and channel their activities for the good of other people and the society, and enriching the intellectual, economic,

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creative, cultural potential of the Ukrainian people on this basis, improving an educational level of the people in order to ensure Ukraine's sustainable development and its European choice" [4].

Educators often mix traditional teaching technologies and methods with online activities for the efficient educational models' creation and that's why many new education technologies that are based on media and digital tools are widely spread in the system of education in Ukraine. Among them, there is blended learning that combines knowledge, pedagogical and social experience of teachers with the power of technology to create a student-oriented dynamic learning environment. It is necessary to emphasize that a student-oriented dynamic learning environment is characterized by student activity; it is designed to meet the needs of all students in the group, students are engaged in the learning process development, and teachers discover and support each student's individuality and personality. Thus, it helps students to reach their potential, improve their creativity as well as successfully achieve the common academic goals. Blended learning offers strong opportunities for learning and engagement in life.

In the world pedagogical theory and practice, a considerable number of researches on the issue of blended learning have been conducted (Michelle M. Driscoll, John Bersin, Curt Bonk, Charles Graham, Michael Christie, Ramón Garrote Jurado, Gina Saliba, Lynn Jeffrey, Sue Greener, Artem Soloveichuk and others). Today the problem of blended learning technology in Ukrainian educational system is in the focus of pedagogical researches as well (T. Bondarenko, V. Kukharenko, L. Shapran, S. Berezenska, K. Buhaichuk, O. Rybalko and others). Nevertheless, a number of aspects of blended learning are still uncovered, in particular the role of blended learning in teaching Biology at secondary schools.

The purpose of the paper is to analyze the practice of using blended learning as a modern education technology in teaching Biology at Ukrainian secondary schools by researching Kyiv state education institutions' experience. According to this purpose the following tasks are determined: 1) to conduct a theoretical analysis on the issue studied; 2) to provide the Biology educators' questionnaire on the problem of identifying their attitudes toward blended learning and interpret the received empirical data.

It should be stressed that blended learning is a pedagogical technology that integrates the best aspects of face-to-face and online interactions with using appropriate ICTs. Clayton M. Christiansen and Michael B. Horn (2013) defined blended learning as follows: "a formal education program in which a student learns; at least in part through online delivery of content and instruction, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home, and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience" [1, p. 8].

According to Russell T. Osguthorpe and Charles R. Graham (2003), blended learning is a balanced way to get the maximum benefit of both face-to-face and online learning environments [3].

The Commonwealth of Learning (COL) (2015) defined blended learning as an approach to teaching and learning that combines different methods, technologies, and resources to improve student learning, they also emphasized the student-centered approach, offering autonomy and flexibility [2].

To sum up, blended learning is a well established modern educational technology that includes face-to-face and online or social media tools for improving teaching and class management practice and achieving better student learning outcomes in different school disciplines, in particular in teaching and learning Biology.

Biology knowledge is an essential part of the curriculum of modern Ukrainian secondary schools. As a rule, secondary pupils start to study Biology in grade 6, and continue its studying till they finish High School. Biology as a school science subject usually includes Botany, Zoology, and Human Physiology knowledge that is divided into separate sections and taught in different school years. The field of this school subject is really enormous and there is the necessity to find and use effective education technologies for its teaching and learning. To our mind, blended learning is a perfect learning strategy that can develop the secondary pupils' ability to think critically and creatively, to improve ICT literacy and problem solving skills, to help pupils' efficient online and offline communication and collaboration.

Our empirical research on the issue included the Biology teachers' questionnaire on the problem of identifying their attitudes toward blended learning, as well as determining the main benefits and problems of blended learning providing in the classroom. The sample of the study consisted of 51 Biology teachers from 17 Kyiv state secondary education institutions. The questionnaire was conducted during the academic year 2017-2018.

According to the tasks of the study we created the original questionnaire aimed at purposes of our research. It was with both closed (answers were previously determined) and open (answers were not previously determined) questions. The questionnaire starts with demographic question section. It traditionally includes questions about age, gender, job experience and professional qualifications. Demographic question section followed by the question "Have you ever used blended learning in your teaching practice?" Biology teachers were also asked how often and how long they use this technology in their classroom. Then they were asked to indicate their motivation for using blended learning. One of the tasks of the questionnaire was to generalize the topics that are the most suitable for teaching through blending learning. So the questionnaire had the questions about this problem, too. In addition, our respondents were asked about advantages of blended learning, and about the main problems of providing this modern technology into the education process of a new Ukrainian school system. Of course, teachers were asked whether they need extra information about blended learning and whether they would prefer to attend special courses on this problem. The information about the answers on the questionnaire is provided bellow.

Biology teachers widely use blended learning in their teaching practice and consider it very efficient technology. They use a wide variety of types of blended learning technologies such as lab rotation blended learning, project-based blended

learning, self-directed blended learning, flex blended learning, individual rotation blended learning, inside-out blended learning, outside-in blended learning and others. At the same time, they are really interested in attending the additional courses on the providing blended learning into the education process of a modern school.

Among the main benefits of blended learning teachers named such benefits as: 1) to support planning and creating class content; 2) to provide students with an opportunity to individual work; 3) to broaden the spaces of teaching and learning; 4) to support efficient classroom management; 5) to help in student engagement into education process; 6) to organize multiple forms of feedback; 7) to motivate students for using different sources of information and interact in different ways with teachers, each other, society, etc.

Among the main problems of providing blended learning in education process are: 1) schools are not able to provide students with all necessary facilities like computer labs, internet connection, etc.; 2) teachers are not trained for integrated classroom, they are not ready to use modern digital technologies; 3) students don't have access to computers at home; 4) lack of parents' support.

In responses to a question about how using blended learning has affected their teaching success, they indicated that their professional achievements are raised by using this technology as well as the outcomes of their students.

Blended learning is a modern trend in education environment of a new Ukrainian school. The importance of it using is gradually increasing in Biology teaching. Blended learning gives teachers the ability to create proper pre – and post – class activities as well as collaborative and integrative classroom learning environment to involve their students in joyful, challenging and creative education process. Blended learning technologies through combination of direct teaching and e-learning can also personalize and update teaching Biology, and strengthen teachers' professionalism and students' self-motivation for successful studying.

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THE ESSENCE AND STRUCTURE OF THE SOCIO-CULTURAL EDUCATIONAL SPACE OF THE UNIVERSITY

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The current stage of development of Ukrainian society is characterized by economic and political integration, which determines the processes aimed at creating a common European socio-cultural space. One of the topical issues that needs attention at this stage of development not only education but also society as a whole is the organization of socio-cultural educational space as a valuable aspect of the life of the individual.

In psychological and pedagogical literature, various aspects of the formalities and functioning of the socio-cultural educational space of the institution of higher education are highlighted: the educational system as a sociocultural phenomenon, the educational space of society as a socio-pedagogical space in the macro- and microsociety (D. Alkhimov, M. Fedorov); socio-cultural environment of the student, his activities (D. Chernyshov, O. Dmitrov); socio-cultural space of human formation and development (O. Marchenko). Scientists are trying to form a single approach to the definition of socio-cultural educational space as a compulsory component of the learning process.

The institution of higher education as a social institution is the socio-cultural space in which the young person not only acquires knowledge, but also the experience of life and interaction with other people and the world as a whole. In psychology and pedagogy, the category of “space” is considered as one of the important components of ontogenesis, which depends on the socio-economic conditions of life, the state of culture, human consciousness [3, p. 129]. On other content aspects, attention is paid to the interpretation of space by representatives of one of the areas of psychology of the environment. The main task of the environment, they consider the establishment of relationships between the personality, its internal world and the area where the subject of activity is located [4, p. 14].

In pedagogical studies, the category “space” actively began to be used only in the early 1990's and was presented initially as a metaphor for the preservation of the unity of positions in education. At this stage, it is used fairly widely, but very varied and multi-dimensional. In particular, the following types of space can be singled out: educational, educational, social, natural, university space, microdistrict, city, various activities (for example, gaming space), life, personal, space of opportunities having development potential.

Adolescence of young people occurs as a result of interaction with the social environment that affects this process through various social factors. The degree of

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development of the individual social environment, microcurrent can be considered through the concept of “social space of man”, which is understood as a specific space of its capabilities, which allows you to meet the needs of contacts with the social world, as the degree of knowledge, development and appropriation of opportunities of the social environment based on its sub ' native perception [2, p. 28].

Students' social space is understood as a certain result of their social environment as a space of opportunities for shaping the social competence of future professionals, which allows them to meet their needs in contacts with the social world.

The social competence of students of a pedagogical institution implies openness to the world and responsibility for the surrounding social environment, the ability to cooperate in the student's team, the ability to establish productive contacts in order to solve the problems of self-education and self-education. In this context, the main idea of forming a university socio-cultural space is to create a humanistic orientation that promotes the holistic development and harmonious self-realization of the students, envisages the study, consideration and use by the team of the institution during the innovative pedagogical activities of those factors that positively influence the dynamics of the formation of the professionalism of future educators.

The main characteristics of the interaction of subjects of the socio-cultural space are: moral values that determine the overall background of cooperation between teachers and students; student activity in the educational process, containing elements of creativity; support for pedagogical initiatives and innovations; Personality-oriented principle of organization of educational process; expanding common goals of interaction; Expansion of the sphere of interaction outside of education; partnership: increasing the degree of personalization of interaction and creating favorable conditions for this; the ability of the teacher to “connect” to the personal experience of the student, as well as “connect” the student to his personal experience of interaction; positive emotional atmosphere: the expansion of conditions that allow the student to feel its significance as a participant in the interaction, the ability to evaluate the success of this interaction; raising the level of “security”, “comfort” in the participants of the interaction “student-student”, “student-group”, “student-student self-government”, “teacher-student”) [1, p. 6; 2, p. 30; 5, p. 9].

In the socio-cultural educational space of the university, students and educators can actually actualize themselves, if at the same time they are active actors and properly use their potential capabilities, build relationships with the surrounding environment, intelligently determine the “field” of interaction. As a result of processes of development, self-development, self-organization enriched their cultural ties that contribute to the development of professionally valuable personal qualities.

Since the educational space of the formation of students' social competence is connected with a certain territory, it can be considered as a holistic, multidisciplinary and multifunctional educational complex, characterized by the presence of its system-forming components and system-determining elements [7, p. 407]. System-building includes educational institutions of all types and types that have a high educational potential, which is determined by the goals shared by the subjects of space; the only strategy vertically and horizontally, focused on the priorities of humanistic pedagogy;

general territorial subculture; tasks of educational integration, formation of the educational community. System determinants are those institutions that specify the direction of space, determine its “face”.

The peculiarities of the external sphere of the socio-cultural educational space of the University are determined by the support of the activity of the institution of higher education by the regional community, which is realized as participation in the implementation of educational tasks. At the same time, social institutions act as social partners, which take on the appropriate parts of responsibility for the quality of education. In actual practice, this is reflected in the existence of contractual relations between the university and other institutions and institutions of cultural and educational space.

In organizing the socio-cultural educational space of the university, which promotes the formation of social competence of students, it is advisable to distinguish between the components: the interaction of students and teachers, attitudes towards the outside world, cultural ties, activities. Another structural group is the components of implementation that ensure the functioning of the socio-cultural educational space – functions, forms of management and self-government, the organization of direct and feedback between the components. Orientation components – levels, areas and their own orientation – determine the peculiarities of the functioning of the socio-cultural space [5, p. 98].

Establishing links with various subjects of the socio-cultural educational space promotes innovative internal changes in the educational process of the university, reflected in the emergence of new opportunities for the implementation of project and research activities of students, the content of which corresponds to their professional intentions, the unification of the efforts of the university in strengthening the motives of the professional preparing students for future teachers.

Consequently, Ukrainian society needs modern educated, moral, pragmatic people who can make responsible decisions that are capable of cooperation, differ in dynamism, constructiveness, sense of responsibility. Today's requirements to a young specialist are related to the need to implement his social competence, the main factor in the formation of which is the socio-cultural space of the institution of higher education. The socio-cultural environment of the University is intended to prepare a future specialist to become an active member of a society competent in many areas of life, to gain experience in effective communication, to acquire skills for building constructive relations with social partners.

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DIGITAL COMPETENCE OF A FOREIGN LANGUAGE TEACHER AS A REQUIREMENT OF MODERN SMART EDUCATION

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In today's conditions of development of a society which is characterized by globalization and integration processes, an increase in the availability and openness of information resources and means of communication, the rapid development of technological innovations, a broad ground is created for the formation of a new paradigm of education – smart education, which provides the formation of a highly professional, competent teacher of a new generation, capable of professional-pedagogical interaction in the conditions of an updated school.

The concept of smart education is the formation of an intellectual learning environment, ensuring the continuous development of competencies of the participants in the educational process by means of technological innovation. The concept of smart education involves the mobility of learning, the flexibility of the use of didactic material, the diversity of multimedia, the independence of the search and assimilation of information, the introduction of technological innovations in teaching practice, the generation of new ideas, knowledge, creative skills. So, in the concept of smart education in South Korea, seven key skills of a modern specialist are identified:

- 1) critical thinking and problem-solving;
- 2) creativity and innovation;
- 3) cooperation and leadership;
- 4) intercultural understanding;
- 5) communication;

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6) literacy in the field of information and communication technologies; 7) career and life skills [1].

It was found that the transition to a new paradigm of “smart” learning leads to new demands for a teacher, who is aware of his social responsibility, constantly cares about personal and professional growth, uses flexible, non-standard approaches to learning and is able to adapt to the rapid living conditions.

In the context of the problem under consideration, we note that the process of informatization of education in Ukraine involves a radical reorganization of the whole system of education, changing the structure and organization of the educational process, the formation of other methodological and didactic foundations, providing a competent approach that requires future teachers not only the system of knowledge, skills, but also key competencies, among which we identify digital competence.

The focus of education on a competent approach, in our opinion, contributes to preservation of the conformity of educational conditions to the needs of the modern smart society caused by dynamic economic development and information “explosion”.

American sociologists have developed a model of a “competent worker” in which an attempt to identify a wide range of individual and psychological qualities of a specialist was made, which in our opinion relates appropriately to the requirements of a smart society: discipline, autonomy, communication, commitment to self-development. In the context of the problem under consideration, special importance is given to the quality, such as the ability of an individual to self-development, which involves the process of independent learning, in which “the person accepts the requirements, transforms them into the level of consciousness, development of abilities, the formation of needs” [2].

As is known, in recent years the newest technologies has brought a lot of the information, communication and technical capabilities to modern education, which makes it possible to use distance-learning programme, digital technologies, the newest information and communication programs for educational purposes. The separating of digital competence as part of the innovative competence of a foreign language teacher is conditioned by the need of a modern smart society in critical and responsible use and interaction of a teacher and digital technologies with the aim of creating favorable conditions for learning a foreign language and participating in the multicultural society. Digital competence is related to the teacher's abilities to use the didactic capabilities of digital technologies in the process of teaching a foreign language, to share experience and information in the global educational environment, to create and distribute digital content, etc.

A modern, competitive, successful foreign language teacher must demonstrate sustainable digital skills that provide interactivity of the process of teaching a foreign language, increase the availability of teaching material, facilitate the development of complex interdisciplinary tasks, increase the students' interest in learning a foreign language and contribute to the development of critical thinking.

Consequently, in the context of the development of a modern information society, digital competence is one of the new requirements for the training and retraining of pedagogical staff in the field of smart education.

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THE PECULIARITIES OF THE DEVELOPMENT OF THE EMOTIONAL AND FIGURATIVE THINKING OF FUTURE TEACHERS OF MUSICAL ART

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Society, advanced theory and practice of pedagogical education put forward the latest updated requirements for the improvement of the existing state of instrumental and performing training of the future teacher of musical art.

The content of training of the students of art specialties at higher educational institutions is determined by the specific practice work of music teachers at institutions of secondary education that combines performing and instrumental, vocal and choral and musical education, and has to be performed at musical art lessons and during out-of-school hours. The success of such a poly-dimensional activity depends on the level of the development of emotional and figurative thinking, on the future musical art teacher's possession of certain performing skills and abilities, the formation and creation of which is carried out in the process of education at a higher educational institution. The formation of an active creative personality is one of the main tasks of the musical and pedagogical education of the future specialist.

The analysis of the state of the practical training of future teachers of musical art, the work on research sources, in particular those made by G. Altshuller, L. Archazhnikova, M. Bezrukykh, S. Yefimova, N. Karamysheva, A. Kovalenko, M. Nazarenko, N. Poddiakov, Y. Trofimov, V. Cherkasov and others, gave an opportunity to define a range of questions concerning the necessity of the

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development of emotional and figurative thinking of future teachers of musical art as the defining condition for their professional readiness for various types of creative activities in the process of teaching musical art at institutions of general secondary education.

The purpose of the present work is to reveal some peculiarities of the development of emotional and figurative thinking of the teachers of musical art in the process of their professional education. The research used the methods of analysis and generalization, through which the features of the above-mentioned problems were identified and the appropriate conclusions were drawn.

The content of the professional training of students of musical departments of art institutes and higher education faculties is determined by the specifics of the practical activity of the future teacher of musical art at institutions of general secondary education, which is to combine musical and theoretical, vocal and choral, and instrumental and performing work. The main task of the teachers of art faculties is the formation and development of students' skills necessary for the future teacher for educational, musical and tutorial work with schoolchildren. The teacher of a special musical instrument is a professional musician; his/her pedagogical experience often consists of searches, finds and losses that occur when communicating with a student. In the classroom there is often only a transfer and accumulation of knowledge, information, and this knowledge is useful, but not enough to form a creative personality. The teacher teaches the student instrumental-performing arts in a single process of the reproduction of musical sounding [4]. The knowledge of the elements of music science can be written, classified; the ability can be demonstrated, repeated, and revised. But these two important components of the educational process are not enough to achieve the desired result. There is a special sphere of the knowledge of the teacher that is not so easily accessible and comprehensible – this is a sphere of figurative thinking, without which the performance of musical compositions cannot be defined as a creative activity. From the experience of teaching practice, it is well known that knowledge becomes really strong if the student gained certain information through the independent thinking, emotional and figurative thinking and passion during the classroom lessons that are aimed at forming the creative activity of future teachers of musical art, developing their emotional and figurative thinking.

Emotional and figurative thinking is an artistic perception of the world, filled with fantasy and personal feelings of the personality. During piano lessons, it is appropriate to use program music, which helps future musical professionals to feel the figurative and emotional content of the composition better. The name of the plays related to applied genres (song, dance, and march), in a certain way, helps to imagine a circle of the figurative content of musical compositions. Studying, in particular, plays from the cycles for children contributes to the development of the artistic-figurative world of student-musicians, expands their musical horizons, and develops emotional and figurative thinking, which depends to a certain extent on the ability of a future specialist to penetrate into the emotional content of a musical composition. And although they note different types of musical thinking: with the advantage of an emotionally sensual or abstract-logical attitude to music, it is important to target the

student's attention to the development of a less developed ability. The scientist N. Poddiakov observes that the distinctive feature of figurative thinking is the mental process in it, directly related to the perception of the environment. Students have a need for the emotional saturation of musical compositions, the changes in emotional states, and the disclosure of a diverse range of feelings [5]. Certain knowledge of the basics of performing art helps to create a holistic artistic image of a musical composition, in particular: musical terms help to reveal the figurative content of a composition. It is appropriate to use the approach of emotional colouring of chords, sounding of consonants and dissonances, major and minor; means of musical expression (fret, timbre, rhythm, tempo, dynamic shades, and performing strokes) that contribute to the disclosure of the nature of the composition, a quick study of the emotionally painted musical material by heart. In the process of acquiring knowledge and skills by the students, it is extremely necessary to form the artistic taste and ability to hear the stylistic features of composers in them [1].

Thus, one of the manifestations of level of musical education of a teacher of musical art is his/her performing culture, which is determined not only by the level of the mastery of a musical instrument, but also by the ability to comprehend musical material and, creatively interpreting it, to bring it to the audience. The development of emotional and figurative thinking of future teachers can be called a general performing-pedagogical problem. Therefore, one should look for new, effective forms of the developing education, the form of the joint creativity of the teacher and student. In the course of studies with a student the teacher needs to ensure the development of spirituality and the general culture of the future specialist in musical art to be held through the formation of emotional and figurative thinking.

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FOREIGN LANGUAGE COMPETENCY LEVELS IN MILITARY EDUCATION

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Modern development of the foreign language component in any professional environment (including military) leads to the necessity of modernization in the general approach of foreign language proficiency levels and their standardization. Graduates from different educational institutions of today must be able to achieve the best results and comfort in their professional activity in a very short period of time. So it is necessary to expand such important for every profession concepts of “knowledge”, “abilities” and “skills” with the additional categories. The notion of “competence” is such category which can enrich the abovementioned concepts with the practical side of their implementation [1, p. 147]. Pointing out that today military systems of all the European countries are on the way of transition to the competence model of development it is very important to examine and analyze European experience of general competence scheme adoption and use in language proficiency sphere.

Considering STANAG 6001 as NATO Standardization Agreement (NSA), which has been ratified by nations as reflected in the NATO Standardization Document Database (NSDD), we shall outline the circle of important foreign language proficiency or competence levels provided for NATO Forces and give the guidance for the language programme content on their mastering, developing and using in practical activities. In this study we judge the terms “language proficiency” and “competence” as evaluative ones denoting an individual’s spontaneous, general language communication ability [3, p. 73; 4].

Our research demonstrates that STANAG 6001 gives the detailed definitions of the competence levels in four common language proficiency skills: “listening”, “speaking”, “reading” and “writing”. The North Atlantic Treaty Organization (NATO) developed these levels to define the general English proficiency (non-military specific) of military personnel.

According to STANAG 6001 six language competence levels are analyzed, identifying each skill area in the following way:

Level 0 – No proficiency

Level 1 – Survival

Level 2 – Functional

Level 3 – Professional

Level 4 – Expert

Level 5 – Highly-articulate native [4].

At the same time, STANAG states quite clearly that language training and testing is a national responsibility of every state [4]. So NATO does not require nations to

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follow a standardized curriculum. Each nation must develop its own tests to comply to a common standard.

All of six language proficiency levels are described in details by STANAG 6001 documents. But it is important to point out that the European Working Group believes that Level 3 is the highest level of language needed for most requirements of military occupations. So for military education in Ukraine only three levels (first, second and third) are relevant. That is why, they are of special importance in our research. Moreover our investigation demonstrates that Military English courses in Germany, Italy, Poland, Hungary, Romania, Denmark and Finland are developed according to NATO's STANAG language profile and are also offered at 3 levels, represented in table 1.

Table 1

Language Competence Levels

Level 1	
Listening	Can understand common familiar phrases and short simple sentences about everyday personal and survival needs.
Speaking	Can maintain simple face-to-face communication in typical everyday situations.
Reading	Can read very simple connected written material directly related to everyday survival or workplace situations.
Writing	Can write lists, short notes, phone messages to meet immediate personal needs. Can complete forms.
Level 2	
Listening	Can follow conversations and talks about everyday topics, including personal news, well-known current events and routine job-related topics and topics in his/her professional field.
Speaking	Can communicate in everyday social and routine workplace situations.
Reading	Can read simple, straightforward, factual texts on familiar topics.
Writing	Can write with some precision simple personal correspondence and routine workplace correspondence and related documents, including brief reports.
Level 3	
Listening	Can understand conversations, briefings and telephone calls about complex topics, including economics, science, technology and his/her own professional field.
Speaking	Can participate effectively in most formal & informal conversations, including meetings. Can deliver briefings.
Reading	Read with almost complete comprehension a variety of authentic written material on general and professional subjects, including unfamiliar subject matter.
Writing	Can write effective formal and informal correspondence and other documents on practical, social and professional topics and special fields of competence.

This part of the paper is centered on a brief analysis of these levels focusing on speaking activities, since the ability to communicate is considered to be the most complex competence combining in itself the appropriate grammar, listening and comprehension skills [5, p. 147]:

Level 1 is aimed at beginners. The first level is approximately equivalent to the Council of Europe's A2 – Waystage. It is often called the “Survival” or “Elementary”. Military students at this level should be able to maintain simple face-to-face communication in typical everyday situations; create with the language by combining and recombining familiar, learned elements of speech; begin, maintain, and close short conversations. Their speaking activities cannot be characterized by natural fluency. Nonetheless as the basic users, they can speak at the simple sentence level. Pronunciation, vocabulary, and grammar errors may often cause misunderstanding [2, p. 184].

Level 2 is equivalent to the Council of Europe's B1 – Threshold. The second level is called “Functional” or “Fair (Limited Working)”. Military students at this level should be ready to handle most normal, casual, simple conversations topics regarding their everyday social and routine workplace situations. As the independent users they can give complicated, detailed, and extensive directions and instructions, to discuss projects within very familiar subject-matter fields. Meaning is accurately expressed in simple sentences. Complex grammar structures are often avoided. Pronunciation, vocabulary, and grammar errors may sometimes occur [2, p. 184].

Level 3 is approximately equivalent to the Council of Europe's B2 – Vantage. The third level is “Professional”. Military students at this level should possess lexical vocabulary adequate for all practical and social conversations and for professional discussions in a known field so they should be able to participate effectively in most formal and informal conversations; discuss particular interests and special fields of competence with considerable ease. They are expected to demonstrate language competence when conducting meetings, delivering briefings or other extended and elaborate monologues, hypothesizing, and dealing with unfamiliar subjects and situations [2, p. 184]. According to ALTE (Association of Language Testers in Europe) scale, this level is upper intermediate so military students can produce extended conversations and convey their ideas correctly and effectively.

Our study shows that language proficiency levels were adopted by participating in NSA nations with the aim of:

- generalization of communicating language requirements for international staff appointments;
- coverage and recording measures of language proficiency in international correspondence;
- through a standardized approach comparing national standards while preserving each nation’s right to maintain its own internal proficiency standards [4].

From the point of view of the Ukrainian Army development all these language competences form the basis of efficient professional activity of a serviceman in a new knowledge-based century. Modern Ukrainian Army needs specialists with high level of foreign language proficiency.

This research extends our understanding of the fact that foreign language competence improvement can lead out Ukrainian military specialists to the qualitatively new level, bringing them more opportunities of acquiring and changing of knowledge, information and experience within the European and global world environment.

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TEACHERS' CITIZENS COMPETENCY: THE FRAMEWOK OF THE ISSUE (CHINESE EXPERIENCE)

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Modern education is experiencing essential changes that are manifested in organizational, managerial, legal, economic modernization, defining new educational goals that are to be adequate to the changes taking place in modern society. The importance of the educational process` potential, the role of civic education, the development of democratic principles in the life of the school and the organization of social practice of students is growing. The social order requires the education system to carry out the preparation of an active, competitive person, competent in solving vital and professional problems, ready for carrying civic responsibilities, responsible for his own well-being and the welfare of the country. Traditionally the leading role in this process is given to a teacher who has to involve the younger generation in the core of the civic values of society and mankind.

The civic competence of a teacher is a set of readiness and abilities to implement in the educational process the principles of state policy in the field of education actively

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and responsibly, to be guided by normative and legal acts, to observe the rights and obligations of a democratic society member, to educate the younger generation in the spirit of humanism, freedom and love to the homeland. Today the civic competence of a teacher is attributed to the general, or basic competencies of the individual.

In the structure of a teacher's civic competence the following components are traditionally distinguished:

- cognitive (a system of gained civilian knowledge and concepts);
- axiological (oriented on personal attitudes of a teacher to society, himself/herself, includes motives, goals, needs, value systems, interest in social activities);
- behavioral (real behavior schemes, compliance with moral norms, performance of professional duties in accordance with their civil status);
- personal (self-esteem, creativity, reflection, tolerance, desire for cooperation, ability to choose and operate with information, expressed personal activity, positive attitude to fulfill civic duty with students, etc.) [2, p. 263].

Usually the spheres of teachers' civic competence manifestation are seen as following:

- competence in educational and cognitive activities (independent research and obtaining information from different sources, ability to analyze it and critically understand);
- competence in the field of socio-political and legal activities (realization of rights and obligations of a citizen, fulfillment of a citizen functions in co-operation with other people and authorities);
- moral and ethical competence (personal perfection of a teacher as a set of moral and ethical knowledge and skills to determine and evaluate his/her behavior, based on moral norms and ethical concepts that are correlated with humanistic and democratic values of modern society);
- competence in the socio-economic field (compatibility, suitability of personal qualities for the future profession, orientation to the labor market, knowledge of norms of professional and collective ethics) [1, p. 9].

The education of a worthy citizen of the country throughout the history pedagogical theory and practice has been and remains the main task of the education and training system in China and the People's Republic of China. However, the main efforts of the state in this process are aimed at preparing the corps of teachers whose educational level and personal and moral qualities, the system of values, behavioral algorithms correspond to the social portrait and the requirements of the state [4, p.36]. Using the example as the main educational method, the Chinese put forward demands for a teacher as the ultimate product of the education system (and not to a student, as is done in many countries around the world). It is the teacher who is a model of a pure man, because to him/her the state delegates the authority to educate the younger generation and the nation as whole.

Based on the concept that patriotism, citizenship, social competence are not innate human qualities, in particular the teachers' ones, the Chinese education system pays tight attention to the conscious and purposeful formation of these personal

characteristics in their citizens, starting with kindergarten. In the system of vocational training of teachers in the country's higher educational institutions from 30 to 48% [3, p. 13] of the disciplines (depending on the specialization) are in one way or another related to the subjects of the civil cycle. Today China stands at the positions of conscious, gradual and planned formation of teachers' civic competence as the main task of the system of professional training of this category of specialists, using for this purpose certain mechanisms, forms of classroom, non-classroom and individual work with teachers-to-be during their studies at the pedagogical universities of the country

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IMPLEMENTATION OF THE SPECIAL COURSE “BASES OF MEDIA EDUCATION IN THE PRIMARY SCHOOL” IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS

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The education of the younger generation in institutions of general secondary education is based exclusively on the systematic use of media that enables the effectiveness and efficiency of the educational process, opens up prospects for in-depth study of disciplines, and provides opportunities for educators to be in the trend of modern realities that are associated with the development of media-funds. Undeniably, using gadgets as learning tools, teachers are innovators, mentors and managers of the educational process, targeting modern youth to work with media products, isolating important information from a large stream of media texts, and solving education tasks with media. In order to achieve such learning outcomes in today's realities, in particular, to teach students competently and professionally to acquire knowledge through phones, tablets, laptops, the teacher should be a modern, innovative specialist. That is why the professional training in higher education institutions should be aimed to a comprehensive study of the basics of media education, the ability to work with media and create media for further use in primary

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education [1]. For this purpose, it is worth creating appropriate pedagogical conditions, introducing additional special courses for quality training of future primary school teachers. Thus, the purpose of our intelligence is to characterize the content and structure of the author's special course "Bases of media education in the primary school", which was implemented in institutions of higher education for the formation of media competence of future teachers of elementary school.

For this purpose, at the formative stage of experimental research, we have developed a special course "Bases of media education in the primary school", which is intended for students of the field of knowledge 01 Education/Pedagogy of the specialty "Primary education"; "Primary education. Ukrainian language and literature". Special course is designed for 3 year students, total hours – 90 (3 credits ECTS). The purpose of the special course is to: find out the role of media in the educational process of elementary school; to teach students to use different computer software to create author's media products; to interest future teachers in solving educational problems with media.

The structure of the special course consists of two modules, the topics of which included theoretical mastery of material and the acquisition of the necessary practical skills. In particular, in the first module students had an opportunity to get acquainted with the problem of the formation of media education in Ukraine and abroad; types of media, to determine the role and place of media in the primary school educational process; mastered the basics of media etiquette while working on the Internet. An interesting task for future teachers in studying the indicated themes was the following: compare the definition of "media education" on various information sites; comment on the thesis and substantiate their own opinion, for example, "Do you agree with the fact that the time will come when students do not write, read books, and all means of training will replace media?"; give examples of pedagogical situations, the solution of which involves the use of media.

During the course by performing such tasks, students learned to defend their own point of view, creatively approached the tasks, simulated training situations, involving the use of media. In addition, future teachers were given the opportunity to follow the development stages of the media and to make sure that modern media are intended to refute and facilitate the educational process in elementary school, make it more interesting and diverse, and motivate students to fully master the subject.

The tasks of the first module are aimed to familiarizing future teachers with the trends of perspective introduction of media into the educational process of the elementary school; the formation of critical thinking, the ability to characterize the educational capabilities of media in primary school and determine the rules of conducting in the Internet. We believe that only the systematic use of media in the process of professional training will be a guarantee for the formation of a high level of media competence for future teachers of elementary school.

Equally interesting and important were the tasks of the second module "Using media in primary school", which included acquaintance with computer software, the formation of the ability to visualize information and determine the means of its representation, to create author media products and lessons for the purposes of mediaization.

Within the second module students worked with computer programs, performed tasks of varying complexity and learned to display and apply theoretical knowledge during practice. So, from the topic “Text Information. Working with Microsoft Word”, future teachers improved their Microsoft Word skills, studied the basics of editing and sending text documents through their email address. During these operations, students gained practical skills and work skills in the program, learned to plan the educational process using the specified program; determined the educational potential of Microsoft Word.

Useful and relevant for future professional activities have become themes aimed at studying cloud technology training. First, the students learned about various Google services; secondly, they analyzed the didactic possibilities of cloud technologies; thirdly, during the practical work, we identified the role of Google services in the elementary school education process.

According to O. Palamarchuk, cloud technology training accelerates the process of mastering learning information, facilitates the operational exchange and processing of information, facilitates the interaction and communication of Internet users [2]. In order to automate the actions of users to quickly and efficiently use the potential of electronic services, it is necessary to systematically work with them. Thus, within the framework of the special course, future teachers joined a number of tasks that contributed to the qualitative acquisition of cloud applications, in particular, to create an online survey using cloud technologies, to develop a presentation with the help of Google applications on the topic: “Media in education: Benefits and didactic Significance”, prepare a report in a Word document with screenshots describing the step-by-step creation of presentations using cloud-based technologies.

While working with Internet services students formed the desire to be a modern specialist in the pedagogical profession, competently possess the technologies that cyberspace offers. In addition, future teachers were convinced that a lesson learned with the use of Google services would interest educators in studying disciplines, and would encourage students to be in the trend of innovation, which is so important for the information generation of the 21st century.

Useful for future teachers became topics that actualized the ways of visualizing various types of information, means of its representation. Students visualized the material in Microsoft PowerPoint, Publisher, highlighting the differences between these programs and describing their benefits. During practical tasks, students realized the need for a professional representation of learning information, which would be a guarantee of successful mastery of the material. By working in different programs, students learned to distinguish important information from a large number of media texts, to clearly structure the findings and be able to find ways to represent the materials. To sum up, future teachers actively used an interactive whiteboard aimed at developing student creativity, increasing motivation for further pedagogical activity in the informational space. In addition, the interactive whiteboard simultaneously combines several materials at once: image, sound, video, Internet resources and other materials. The use of interactive devices in the course of professional training motivates future teachers to tailor non-standard approaches to planning the educational process, taking into account the trend learning tools [3].

The final segment of the special course was the modeling of a media lesson in elementary school using modern approaches and technologies for teaching younger students. Interesting in this aspect was that future teachers used the whole arsenal of forms, methods, approaches, implementation of which involves the use of a wide range of media and Internet technologies offered by modern cyberspace.

Thus, the introduction and implementation of a special course in the framework of the professional training of future teachers contributed to the formation of a specialist with the scientific base of modern technology education, the success and effectiveness of which depends on the knowledge and skills of future teachers to use media tools for solving professional problems; the interest of students to be in the trend of topical information innovations, the desire to improve and be an interesting teacher for the younger generation of the XXI century. In addition, students learned how to work with media tools, find the best ways to visualize and represent data; to model media lessons using copyrighted media products; to focus attention on the potential of Internet services as an optimal solution to educational problems. Consequently, the special course positively influenced the development of the individual qualities necessary for the teacher of the present day and contributed to the formation of media competence of future teachers of elementary school.

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TO WORK WITH GIFTED CHILDREN IN THE SYSTEM OF INFORMAL EDUCATION IN PR CHINA: TRAINING OF SPORTS` DISCIPLINES` TEACHERS

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The basic principle of the educational systems of developed countries functioning is the involvement of a citizen in continuous, lifelong learning. A leading form of implementation of this principle and public demand is the provision of educational services in the informal sector, or non-formal education. PR China is now undergoing

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the formation of the education system mentioned. And the Chinese system of informal education itself is the main user of the abroad teacher's resource, since it is exactly the work of the institutions of non-formal education of the People's Republic of China that invites a large number of teachers and other pedagogical workers from other countries.

For a long period of time formal education was considered to be traditional and generally accepted form of acquiring knowledge and skills, which was widely adopted both in the Western countries and in China. The definition of non-formal education that is traditional for European science is as following: any kind of organized and systematic activity that may not coincide with the activities of schools, colleges, universities and other institutions that are part of the formal education system. In the social sciences and in the practice of modern pedagogy, the term is used along with the concepts of “continuous education”, “additional education” and “self-education” to describe the realities of the modern world, where the process of mastering new knowledge and skills accompanies an individual throughout life, taking various forms. As a rule, non-formal education is considered in opposition to formal education, which takes place within the framework of official educational institutions and is accompanied by the obtaining of officially recognized educational documents. Non-formal education also plays an important role in educating children and adults who cannot attend school, or the school education does not fulfill their needs [1, p. 18].

As to the People's Republic of China, today the interpretation of the concept of “non-formal education” in this country proceeds from its main functions: to serve as a source of minimal and obligatory knowledge and qualifications` gaining for people who, due to their lifestyle and remoteness from urban centers, do not have the opportunity to attend educational institutions of the formal education system, as well as being a source of additional knowledge, skills and qualifications for those who receive education in public kindergartens, schools, universities etc. Also, unlike other countries, the issuance of a diploma or certificate is mandatory for non-formal education institutions in the PR China [2, p. 14].

Today, various forms of non-formal education exist in the system of pre-school, school, professional and higher education of China. In the People's Republic of China sporting development groups, dancing clubs, Chinese history, drawing, English, etc., created by the initiatives of local self-government for the elderly people are also very popular. A peculiar “boom” of informal education was initiated by the state in 2006-2007 in the framework of preparations for the Olympics: free clubs and clubs for studying the standards of etiquette, English language, history and culture of China, rules for communication with foreigners, etc. were opened everywhere. Today, the average child age 5-10 years old living in the city attends from 2 to 5 additional circles. The most popular sections are wushu, dancing, drawing, English (mainly at school, which was opened or taught by foreigners), “schools of young ladies and gentlemen”, etc [3, p. 12].

Today, the institutions of non-formal education play a major role in the system of profile selection of potentially sports-gifted children. Since the fact that the child

additionally engaged in a sports section is prestigious for parents and family, it forms a large number of children going in for sports. Their coaches and sports teachers (when it comes to private schools that are called to take a child after classes and that are gaining popularity in big cities), they can carry out an initial selection of talented and sports-gifted children. As a rule, coaches and teachers work in close cooperation with junior local, municipal and national teams, representatives of state educational institutions for sports-gifted children who regularly attend trainings and competitions held in the field of informal education as a means of assessing the qualifications of teachers and trainers (the sector of non-formal education is traditionally considered a “staffing reserve” for formal education in China), as well as the search for talented and gifted children. Then children have the opportunity to get to the institutions of the state system of work with gifted youth (specialized schools, boarding schools, etc.).

Each country solves the problem of a qualified corps of teachers` training, including teachers of sports disciplines, based on its own pedagogical traditions and theoretical and methodological approaches. In the PR China, there is no deliberate training of future teachers of sports disciplines to work in institutions of non-formal education. It is believed that at the university students are to master the complex of universal knowledge, skills and abilities, and their practical adaptation and profiling they will gain at the first place of work. Therefore, the system of informal education in China is used by future teachers of sports disciplines as a kind of “platform for practice”, where there is an opportunity to take a social practice in free time and gain practical experience. The stimulation and self-promotion of the Chinese students-future teachers of sports disciplines and trainers for inclusion in the informal segment of education is an important aspect of its qualitative improvement. The most important argument in favor of such participation for students in the PR China is not the pursuit of deep learning of a certain type of knowledge and skills, but a pragmatic and realistic goal: to increase their own competitiveness even while studying and create a presentable portfolio for the future employer.

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FORMATION OF TASTE FOR PEDAGOGICAL WORK IN THE PR CHINA: PHENOMENA OF SOCIAL PEDAGOGICAL PRACTICE

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The issue of the taste for pedagogical work formation when it concerns representatives of other professions, as well as practicals who gained the qualification in other areas of professional activity, nowadays becomes very relevant. The legislation of many countries by enlisting for educational work people whose professional background is not pedagogical opens the “path to the profession” for those who are already recognized professionals in the non-pedagogical industry, but have a desire to be engaged in teaching activities.

Among the ways that traditionally contribute to the taste for pedagogical activity formation, pedagogical practice occupies the presiding positions. During the pedagogical practice that a person has the opportunity to try himself\herself as a teacher, to understand whether this activity suits him\her, whether he\she has not only the talent, but also the taste to such kind of professional activity. The People's Republic of China professional education system for teachers does not provide students with the opportunity to have pedagogical practice as a form of educational work while they study at university or other high educational institution. Students mainly find the opportunities for passing such practices by themselves for having additional documents for the CV when graduate.

Social pedagogical practice, as well as pedagogical practice is it, is an integral part of the educational process. It provides a combination of theoretical training of future teachers with their practical activities, promotes creative attitude of a future specialist to pedagogical activity formation, and determines the degree of his\her professional ability and the level of pedagogical orientation. It also helps to consolidate students` theoretical and methodological, psychological knowledge of didactics, theory of education, general, age and pedagogical psychology and many other components of pedagogical activity. Social pedagogical practice contributes to students` adaptation to future professional activities, arming their initial experience as a teacher. In the process of passing the practice, a student has the opportunity to observe directly the work of senior colleagues, fulfill their orders, try himself\herself as a teacher, gradually entering the teaching process under the guidance of a mentor [2, p. 4].

Social pedagogical practices in the People's Republic of China are an integral part of the general system of vocational training of teachers and other pedagogical workers. PR China introduced social pedagogical practices as a form of training for pedagogical workers in the late 60's XX cent. Due to the lack of “educators of a new formation who have already received ideological and pedagogical education in the

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conditions of New China and are free from the misconceptions of previous times” [1, p. 52], graduates and, in some cases, 3rd year students of higher pedagogical courses were actively sent to rural and district schools to practice. The term of the practice was 6 months, but could have been extended at the request of the local authorities due to the objective needs of the school in the countryside. In practice, students worked as teachers and received food and accommodation at the expense of the school in which they were practicing. Almost in all cases the practice automatically turned into job and the student received the diploma externally [4, p. 160]. As the result of revision of teacher training concept in the PR China in the mid 70's XX cent. this practice was abolished due to the “elimination of the Soviet system of education influence and education reforms in the People's Republic of China” [1, p. 67].

Start 1985 due to new Concept of Education in the People's Republic of China certain forms and methods of future teachers` training have been revived. Among the university activities for the students for future educational work in school training were preserved lectures on “Pedagogy” and “Pedagogical skills”, collective and individual work with teachers, as well as a personal example of the teacher and the maximum torment of students to the educational activities in the university as the main forms of trainings. Pedagogical practice at schools and other educational institutions was returned to teachers training programs, but as a short-term activity (up to 4 months) in the form of employment of a student as a teacher in a village school. A system of incentives for students who volunteered to provide educational support to first-level institutions (pre-schools and elementary schools) was introduced. This kind of work on a voluntary basis was called “social pedagogical practice” [3, p. 128-129].

Today in the People's Republic of China students, who come to institutions of secondary education to practice pedagogy by their own (“social pedagogical practices”), besides acquiring purely professional skills in teaching lessons, also take part in the educational work of the school. However, their work, to a large extent, is reduced to helping younger teachers to organize current educational process that takes place at school in accordance with the annual “School Work Plan”.

Social pedagogical practices are not obligatory when studying in a pedagogical university in China, but are stimulated by a higher educational institution. The non-eligibility of any practice is explained by the specifics of the educational process organization in the country in general, in which practice as a form of work is carried out the educational process and is included in the system of acquisition and advanced training at the workplace. In other words, at the university students receive general pedagogical theoretical trainings, and at the first place of work they have to work for one year as a “junior teacher” (“teacher-in-trainings”) to gain practical experience and teaching skills.

Since students have the right to conduct social pedagogical practices only and exclusively in their free time (in the system of pedagogical education of the People's Republic of China, there is no opportunity to receive “individual plan of study”), students are mostly socially practiced in the system of informal education for children

(mini clubs, private courses, private schools, extended-day groups, etc.), in educational institutions and leisure facilities for the elderly, organized by the municipal and public funds, or on Saturday and Sunday during additional classes at public schools. The student has to find a place for the practice by himself\herself, provide a written consent of the school or other organization to the higher education institution, in order the University to provide the student with the characteristics and recommendations for his / her practice. The University supervision is not required, and in any way, does not affect the process of passing a student's social pedagogical practice, but the documents (the characteristic from the institution where the practice was) are attached to the student's personal release, pays a positive influence on the recommendation of the student to study at the next educational levels, distribution of state quotas for jobs, etc. Depending on the specifics of social practice, the student may get a personal tutor (a subject teacher with the same specialization as the student-in-practice) from the school he\she comes to for the social pedagogical practice. A teacher may, depending on the financial level of the school, receive a monetary remuneration from the school, but this is not obligatory, since the presence of the student-in-practice facilitates the work of the teacher with the educational work with students with special educational needs, preparation of additional materials for the lesson, checking homework and written works etc.

Social pedagogical practices in the People's Republic of China are an integral part of the general system of vocational training of teachers and other pedagogical workers. They promote both the acquisition of practical skills and abilities of pedagogical universities` students, as well as the implication of their taste for pedagogical activity, their self-identification as teachers. The People's Republic of China is also interested in the system of social pedagogical practices as almost 95% of trainers and teachers in the system of clubs for the people of the third age are students of pedagogical universities, working with elderly people on a voluntary basis, as a social pedagogical practice.

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PERSPECTIVES OF DEVELOPMENT OF THE PHILOLOGICAL EDUCATION IN UKRAINE

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At the beginning of the XXI century, the importance of philological education, as the base of knowledge and determination in the humanities and natural sciences, has increased; the role of language in social relations and social activity has increased as well.

In modern world philological education in Ukraine plays an important social and cultural role. As it is known, the traditional notion of philological education is realized through the training of specialists, mostly teachers, of language and literature for teaching in various educational institutions.

Modern philology combines the traditional sciences such as linguistics, literary criticism and folklore, as its components, as well as a number of scientific disciplines that are characterized by a more complex and modern structure of components. The prime tendency of philological education is its globalization and internationalization.

Challenges in modern development increase the need to modernize the education, the development of new mechanisms for the interaction of education and science with the purpose of updating the content of education on the basis of the achievements of fundamental and applied research, activate the functions of a teacher and student in the context of innovative developments in psychological and pedagogical science direction [1, p. 79].

One of the actual aspects of the development of philological education is the study of the national language. National language is the main resource in comprehension and understanding by all nations and nationalities of centuries-old culture, traditions, customs, peculiarities of world view of every nation.

Polycultural education aims the study of the cultural and educational values of other cultures on the basis of knowledge of the ethno-cultural group and also on the interaction of all cultures by means of mutual understanding, tolerance and social dialogue [3, p. 4].

Modern world is characterized by the formation of national schools to provide the terminology study. The particular importance in theoretical terminology study belongs to works that determine the patterns of development and the use of professional vocabulary. The applied terminology also performs many functions, its task is to describe, evaluate, edit and arrange new terms.

Social need researches in terminology are connected with the investigation of a term and its function in different texts and situations of professional communication. The use of Ukrainian terms in computer system arose the interest of society [2, p. 57].

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Among the scholars, the study of the language of ancient written monuments has become especially relevant. As part of the study of the cultural heritage of Kyivan Rus, philology has enriched with new details in phonetic, lexical, and grammatical features of literary monuments of the ancient Slavic culture. At the same time, contrastive linguistics, which studies the mutual influence of Slavic languages, is successfully developing.

The successes of the philological science provide the development in the priority directions that correspond to global trends. The results of fundamental research is a real resource to ensure the competitiveness of ideas and technology. The achievements of fundamental scientific approaches, in turn, serve as an impetus for the development of applied researches.

It was generalized that the modernization of philological education, the introduction of innovative technology, intellectualization of labor and the achievement of the state's competitiveness are based on the level of development of fundamental science, its interaction with applied researches and the formation of the system and mechanisms for the implementation of research results.

The priority directions of further research are the study of the issues of modernization of the system of philological education in Ukraine and the study of the best achievements in philological science of the European Union countries in order to integrate the national system of education into the European educational space.

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HEALTH PRESERVATION TENDENCY IN THE CONTEXT OF TRAINING PROCESS OF FUTURE AGRARIAN SPECIALISTS

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The innovative development of education nowadays is closely connected with skills training process. Researches have proved that skills approach is determined to raise great changes in the process of education. The system of higher education is not an exception.

The essence of professional skills and their aspects are considered by such authors as Hurevych, Zeer, Zymnia, Lozova, Khutorskyi and others. Analyzing their works, one can make a conclusion that professional skills rate the level of training of skilled staff and define their qualities in the labor market.

The main objective of the professional skills approach in education is to prepare highly qualified world level specialists in charge of training and career development as well as occupational mobility.

Skills training in higher agrarian education includes the training of professionals who are capable to cope with the professional tasks qualitatively and fast in a cost-effective manner. The very essence to prepare highly-skilled specialists is to create the professional quality for successful doing the professional tasks.

The development of professional skills in agrarian education combines the integration of knowledge, skills, experience, creative activity, personal attitude to the reality. All these helps to solve theoretical and practical challenges including irregular situations.

Any professional activity requires healthy status of the staff as it can be one of the compounds of professional skills. To develop the healthy status is very important for future youth occupied in agrarian business. As a modern specialist should have not only a high level of professional skills also good health.

The essence of healthy status and its influence on lifestyle and personal development was investigated by Boichenko, Vainer, Vashchenko, Voronina, Kolbanova, Tamarska and others.

N. Tamarska considers that healthy status is determined by preventive actions and use of health technologies [10, p. 11].

According to Vanier's opinion anyone should value his health, take about it and highly appreciate it among the personal priorities [3, p. 70-71].

Kolbanov defines healthy lifestyle as one of the dynamic models of personal behavior based on real importance [4, p. 68].

Anjkhina approves that one should promote own health as well as health of surrounding people [1, p. 25].

Madzhuha, Pishchulina and others examine the problem of valeological competence and character formation of students.

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Pishchulina in his own model of future graduate represents the valeological competence as the main part of personality of any experienced specialists. This means the amount of knowledge, skills, and ability to lead a healthy lifestyle [9, p. 22-27].

Madzhuha considers valeological competence to be the result of formation of personal valeological culture which occurs into the ability and desire to realize the gained knowledge into the everyday professional activity.

So, the notion of healthy formation is mainly treated by researches as a combination of physical and mental personal qualities, necessary to provide the effective protection of health.

Health preservation skills are closely connected with health preservation technology. Boichenko admits that the substance of it concerns the special, correct psychological, pedagogical, rehab activity to improve the lifestyle and health of people and increase the professional activity [2, p. 40-43].

Moskovchenko says that health preservation technology includes scientific knowledge, means, methods and techniques which can assess the health parameter of a person, also to find the proper active load that helps to increase functional abilities of the body. These helps to make a level of working capacity much higher.

According to Petrov's [8] work health preservation technology promotes the process of studying and staying at school safer. They make the process of education affordable according to child's physical load.

Mitiaeva, defines health preservation technology as the complex of events directed on strengthening of health of children and learn them to use gained skills in every day life [6, p. 66].

To analyze thoroughly the interpretation of notions of health preservation technology we treat the health tendency of future agrarian specialists as integrated parameters of students professional qualities, their level of training and ability to use knowledge in creating perfect lifestyle being occupied in every day professional activity.

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THE READINESS OF FUTURE PRIMARY SCHOOL TEACHERS FOR TOLERANT EDUCATION OF STUDENTS: THE STRUCTURE, CRITERIA, INDICATORS

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Problem statement. The readiness of future teachers to tolerate the education of primary school students is considered in the scientific and pedagogical literature as a kind of general professional qualification, therefore the leading way of determining the structure of this pedagogical phenomenon is the use of broader features in terms of the category, that is, professional readiness.

One of the approaches to determining the structure of future teachers' readiness for tolerant education of junior pupils is to follow the logic of building pedagogical activity. Since the teacher is a carrier (translator, founder, driving force, etc.) of the pedagogical system, its readiness must be measured by the ability to meet the requirements of each component of the teaching system.

According to Kondrashova L., the professional readiness of the future teacher to educate students is a multidimensional system that covers a number of components: motivational; orientational; cognitive-operational; emotionally-volitional; psychophysiological; evaluative.

O. Budnik represents the structure of the professional readiness of the future primary school teacher to social and pedagogical activity provide as inseparable unity of motivational, cognitive, social and communicative, activity-technological and moral-aesthetic components, and its criteria – ideological; motivational; emotional; cognitive; communicative and active [1].

Having analyzed the recent studies on the readiness of future teachers for tolerant education, I. Shcherbak concluded that the following main components are distinguished: motivational (axiological or value-motivational), which includes needs and motives; content-procedural (meaningful, cognitive-orientational or motivational-cognitive), which implies the presence of theoretical knowledge and understanding of the essence of a particular activity; projective-constructive (procedural, praxeological, operative, operative-operative or reflexive), which captures the necessary practical skills [5, p. 103-104].

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K. Rozum somewhat differently, groups three interrelated components in the structure of readiness of future teachers of the humanitarian direction to prevent and resolve conflicts in educational activities with students, having combined the cognitive sphere with the activity and having emphasized the behaviour analysis: person-motivational, cognitive-active, behavioral and analytical [4].

K. Rozum considers the following criteria and indicators:

- inductive (the presence of positive motivation for pedagogical activity, success in resolving conflicts, tolerance);
- content-operational (awareness of conflict types, the availability of organizational and communicative skills);
- regulatory-axiological (the ability to gain pedagogically relevant behaviour in a conflict situation; the availability of reflexive abilities and skills to determine the conflict causes).

Among the qualitative characteristics of the levels of this phenomenon traditionally high, satisfactory, and low levels are determined.

Researching the training of future foreign language teachers for the formation of tolerance, A. Logvinenko determines four interrelated components in the structure of readiness (axiological, cognitive, interactive, affective), considering the criteria and indicators: value (availability of value orientations in professional activity, understanding of cultural-national characteristics of different people, orientation to pedagogical activity on the basis of tolerance), content (awareness of the nature of tolerance, features of interaction in the situation of “dialogues of cultures”, mechanisms of tolerant behaviour), activity (the ability to organize interpersonal tolerance interaction, non-verbal communication, conflict prevention), personal (the presence of communicative tolerance, empathy, emotional intelligence) [3, p. 16].

The justification of the pedagogical principles of tolerance and the main components of its formation (motivational, substantive, target, technological, controlling and regulating) are given in the works of teachers (R. Burns, I. Bech, V. Bibler, L. Vishnevsk, V. Ishchenko, I. Krivoshapka, V. Lectorovsky, O. Savchenko, etc.).

Taking into account the mentioned above, we determine the structure of readiness of the future primary school teacher for tolerant education of students as a four-component one, we single out the following components: the conceptual-value component, needs-motivational, cognitive-practical, behavioral-reflexive.

Conceptually-value component of the primary school teacher's readiness for tolerant education of students has a priority when organizing the educational process in primary school. The dominant qualities of the individual, which ensure the implementation of the above component, should be considered as the teacher's ability to recognize the identity and uniqueness of the student, the belief in its inexhaustible abilities, openness to the perception of personality values, tolerance for the thoughts and behaviour of each student, orientation on partnership and cooperation.

The need-motivational component manifests itself in the nature of its attitude to the participants in the educational process (students, their parents, colleagues, etc.), which is possible provided that the educators feature benevolence, courtesy, sincerity, loyalty, restraint, mercy, empathy, justice, tolerance.

The cognitive-practical component (component) of the primary school teachers readiness to tolerate students education is characterized by understanding the behaviour of the junior schoolchildren in society; the ability to forgive the mistakes; tolerant attitude to professional discomfort; the ability to compromise, to resolve the pedagogical situations that arise during the organization of the educational process in the primary school without any conflicts.

Behavioral-reflexive component involves the formation of the ability to adequately assess the existing pedagogical situation and identify it, flexibly respond to any changes in it, conduct self-examination, self-evaluation, self-control of behavior from the standpoint of humanistic pedagogy and, if necessary, to make timely corrections in the process of tolerance formation of primary school students.

Consequently, based on the results of the analysis of scientific research in the field of psychology, pedagogy, we came to the conclusion that the primary school teacher readiness to tolerate the education of students is a complex characteristic of a primary school teacher, a component of professional competence, which, in addition to the general human qualities that outline it, includes such a professionally important components as tolerant participation in the educational process, tolerant relationships with all its participants (students, colleagues, parents), their own tolerant position in the society and its cultivation in pupils.

In the integral sense, the readiness of a primary school teacher to tolerate the upbringing of students is a structure that involves the unity of components (tolerant consciousness, tolerant feelings, emotional stability, tolerant behavior, critical evaluation of their own actions, etc.); the formation of these components indicates the willingness of students – future teachers of primary school to tolerate the upbringing of students.

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CONTINUING EDUCATION OF MUSIC ART TEACHERS IN THE PR CHINA

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Continuing education is an important part of the professionalism of any person works and teachers of music art as well. In China there are two types of teachers, who deal with music: “teachers of music” and “teachers of music art”. The first type of teachers provides education in specialized schools and institutes and their students are going to be professional musicians. Mainly these teachers are or were musicians by themselves. The other type of teachers are called “music art teachers” and they work at secondary and non-specialized in music educational institutions and teach children general musical education.

The state undertakes to create conditions for the development of teachers` own educational level and the updating of teachers' knowledge. Today, the Chinese government is actively expanding its work on retraining and deepening the knowledge of teachers in order to continuously improve the qualitative characteristics of the entire staff. For teachers of music arts who work in primary and secondary schools, continuing education courses are mainly conducted by pedagogical schools and institutes of different levels, institutes for continuing education of teachers and other retraining institutions, as well as specialized educational institutions (in the form of courses with compulsory qualification in the subject “Education”)

System of continuing education of teachers is in charge for the further education of primary and secondary schools teachers, including teachers of music art, which includes centers of continuing education attached to 35 universities of the country. According to the normative documents, every teacher of music arts in particular has to undergo a continuing education course every 5 years. The course program consists of 90 hours, its passing is obligatory and on-call, for which the teacher is given a paid leave at the main place of work. The training is carried out at the accredited district consulting center (usually at a pedagogical university or an institution, occasionally – in the administrations of settlements, where the corresponding specialists come from the pedagogical universities), closest to the place where the teacher works on. Completion of continuing education is payable (usually a school where the teacher works, pays expenses independently or compensates their teacher after the submission of the certificate). However, today in the PRC there is a program through which some teachers can take courses for free. The program is valid for teachers who have great success in pedagogical activities, received awards, contributed to the development of pedagogical science.

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Also there are the opportunities for the music art teachers as well go for the continuing education by the means of self-education, distance education, as well as by informal sector. Earlier, the improvement of the skills of teachers in China was carried out by day, evening and correspondence forms of training, but now, in the era of rapid development of information and communication technologies, the real alternative to traditional education is the distance education, where the educational process uses the best innovative means and forms, based on the latest technology.

In 1979, the University of Central Radio and Television of China was established, 1986 can be seen as the beginning of Chinese system of educational television with satellite broadcasting. By the mid-1990s China had the largest in the world system of tele- and radio education channels. Thanks to it, more than 2000 thousand teachers and directors of primary and secondary schools were given the opportunity to continue their education while remaining on their positions. Thanks to this form of training, 2310 thousand people graduated from 3 years of studying. Currently, 1100 thousand people of people annually study by radio and TV facilities in China. According to the results of self-education and distance education, a teacher may pass an examination for additional qualifications, additional competence, but the passing of the refresher courses of refresher training every 5 years remains obligatory.

China encourages leading foreign teaching staff to work with teachers both within the PRC itself and, using short- and long-term opportunities and internships with a corresponding profile of the teacher of musical art, sends its young specialists to foreign universities for the Master and Doctor of Philosophy degree. It should be noted that for the teacher of musical art, from the point of view of the People's Republic of China's Ministry of Education, the priority for obtaining a scientific degree "Master" is the specialty "Secondary education. Music". The priority for obtaining the degree of "Doctor of Philosophy" is the specialty "Professional Pedagogy" with the obligatory condition of correspondence with the subjects of study of the main specialty and the applicant's working position.

The continuing education of a teacher and a teacher of music art in particular qualifications is the basis of the professional development. China's continuing education system is constantly improving, new methods and forms of continuous education of the teacher are presented with the full preservation of the forms traditional for the given pedagogical system. In China, modern multimedia tools are widely used, which help to simplify the process of continuing education for all categories of teachers of different specializations. The Chinese government is contributing to the improvement of continuing education system, which promotes the mobility and competitiveness of Chinese teachers, by involving foreign specialists in the system of continuing education, an online resource, and so on. However, it should be noted that the peculiarity of organizing the process of continuing education of music art teachers in the PRC today is its focus on the pedagogical component and the selectivity of the purely musical one.

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INFORMATION TECHNOLOGIES IN INCLUSIVE EDUCATION: FUTURE TEACHERS READINESS

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Modern education is featured by information retrieval techniques of teaching that have come to change the explanatory-illustrative and reproductive methods of teaching. It is obvious today that psychological readiness to live in the information society, initial computer literacy, a culture of working with personal computers to solve educational problems have become an inalienable part of people's life regardless of their professional activity. At the same time new claims have emerged for educating handicapped citizens of our society. It is a well-known fact that success of any society is ensured by updating of the scientific, methodical and material support of education at all levels, including a professional one.

Investigating the problem of application of information technologies in teaching children with special educational needs, it is necessary to notice that academician A. Yershov has become the founder of computer literacy approach of teaching. The scientist asserted that there are also special "defectological" means of using information technologies in teaching children with development disorders or different forms of disability [2].

A wide range of application of information technologies in the modern world has set itself the task of purposeful teaching children with special educational needs to work on screen. Mastering the main methods of work, using the potential of a computer as an instrument of activity and as a means of training that corresponds to the age, level of development, interests, promotes and facilitates the inclusion of children with special educational needs in the society.

The substantive basis of the given problem is the formation of the readiness of future teachers for information technologies as an instrument for solving the development and correctional problems of teaching children with special educational needs in an inclusive educational environment.

In order to justify the problem of the readiness of future teachers, at various stages of the process of education informatization, to activities under inclusive education, it

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is important to clarify the following concepts as “readiness for action”, “information technology”, “information computer technology”, “inclusive education”, “competence”.

According to V. Zasenko, A. Kolupaieva, B. Moroz, V. Ovsianyk the introduction of methods of teaching based on information technologies has become an important direction of increasing efficiency and quality of correction and educational process under conditions of the special and inclusive education [2].

The didactic and methodical problems of informatization of educational process are discussed in the works by V. Boltianskyi, V. Bepalko, M. Zhaldak, V. Monakhov, V. Rozumovskyi, O. Spivakovskyi and others. The psychological and pedagogical aspects of information technologies application in the educational process have also become essential for our research (Yu. Mashbytsia, V. Zinchenko, N. Talyzina and others). Experience and prospects of the use of information computer technologies abroad are discussed in works by R. Williams, K. Maklin, S. Peipert and others.

Taking into account scientific researches, we understand the future teachers` readiness for inclusive educational environment of modern schools as the result of professional training. We define it as a personal, psychological and pedagogical necessity to work as a teacher. The content of this activity is opened up through the complex of the formed system of knowledge, abilities and skills, personality meaningful and professionally important features, it is connected with ability to realize them in professional work and is determined by professional competences.

The general report of both Council and Commission on introduction of strategic limits of the European collaboration in the field of education and professional training (ET 2020) marked the importance and necessity of digital competence and great contribution of modern technologies in educational and teaching process as well as in management of education [4].

The following notion as “digital culture of a teacher” (i.e. acquiring and mastering a certain number of competences) has become of current interest (Figure 1) [4].

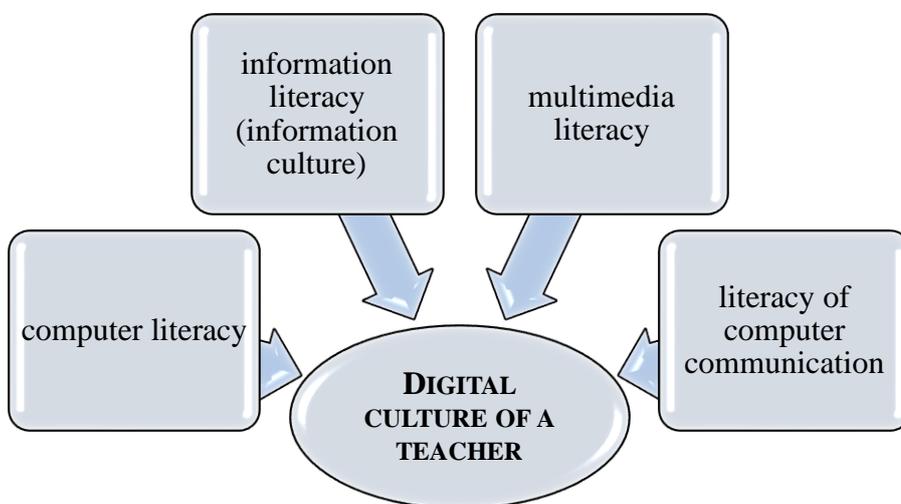


Figure 1. Information computer technologies – the teacher`s competences

British Educational Communications and Technology Agency defines main advantages of application of information computer technologies in inclusive education (Figure 2) [2].

Computerized teaching technology is defined as a complex of theoretical knowledge of computer facilities, and also methods that regulate its application in teaching process [4].

Therefore, taking into account the possibilities of information computer technologies in working with children with special educational needs, it is necessary to create such a methodical system of teacher training that would provide certain professional digital competences (Figure 3).

Development of information technologies and their application in educational process of schools stimulates the origin of a new educational system that is able to provide educational services of high quality under conditions of reducing costs on education, however it requires teacher`s readiness to work under conditions of the marked system.

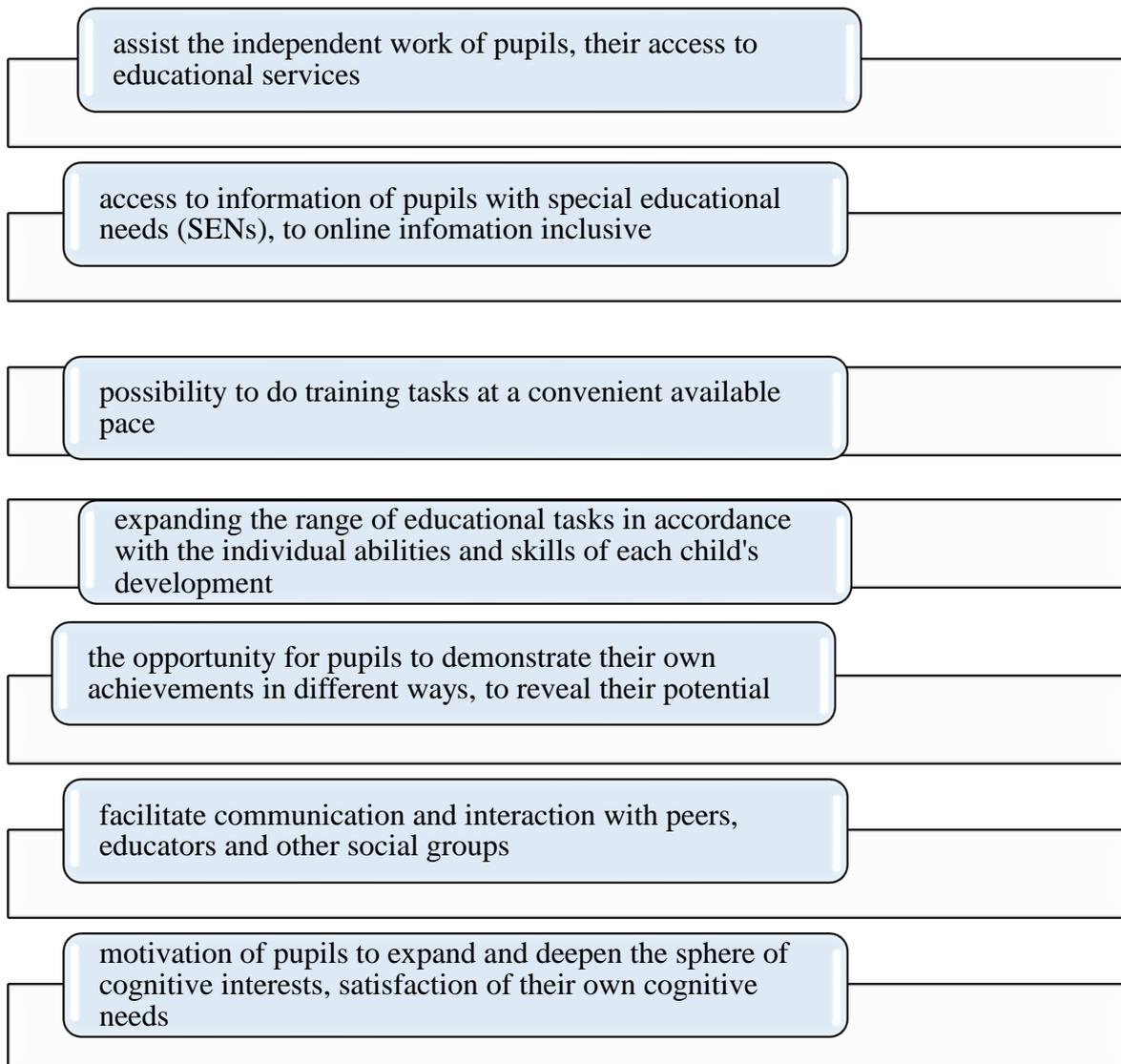


Figure 2. Information computer support of inclusive education

Taking in to account all written above, application of information technologies in inclusive education should be considered as an important constituent oriented to form digital and inclusive competences of future teachers in the process of their professional training.

Diagnostic tests of readiness to application of information technologies in inclusive education in the direction of “readiness as a process” was carried out by taking the process of formation of information culture as a criterion. Assessment and identification of indicators – motivational tendencies of professional orientation, frequency of their realization, correlation of desirable and actual, information worldview, actualization of yourself as an expert in the field of application of information technologies in inclusive education, the consistency of a character “I AM–the subject of information computer activity” with another I AM.

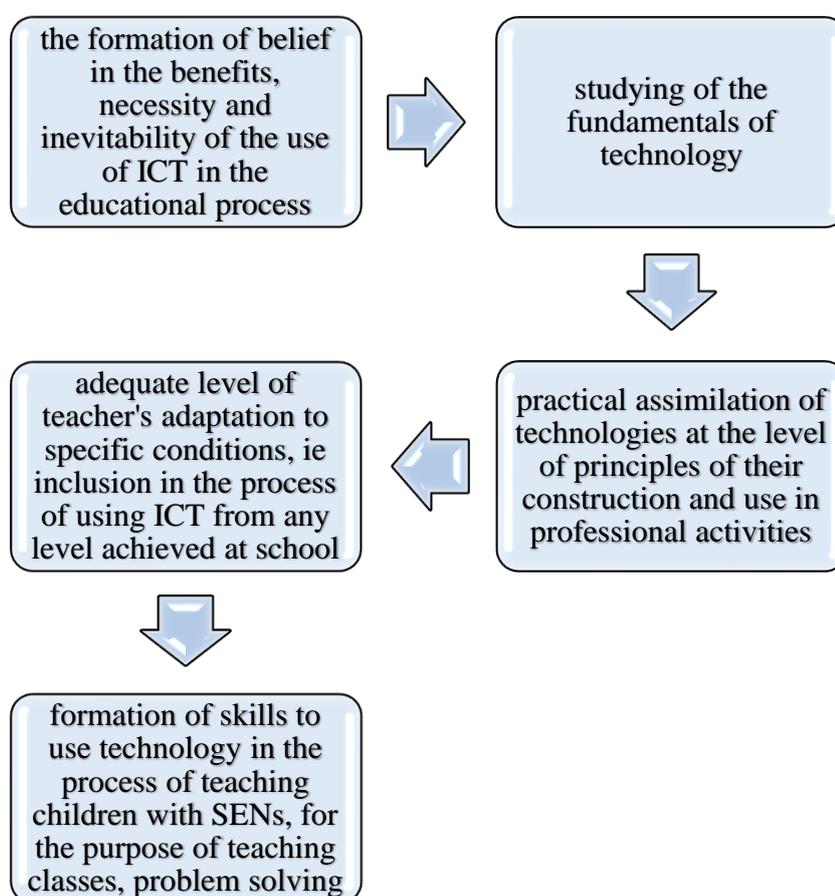


Figure 3. Components of teacher`s digital competence of working with children with special educational needs

This research revealed a rather low potential in the area of readiness for information and computer activities with the use of information technologies in working with children with special educational needs, although the growth or expansion of the potential of opportunities is aimed at increasing the level of readiness for the use of information technology in general.

So, the results of the survey prove that the readiness of students to use information technology under inclusive education has insufficient level of formation, and therefore, the personal potential of the readiness to use technologies in the inclusive environment under new educational conditions requires more detailed substantiation, research and development of the system of training future teachers for professional activities.

This research does not exhaust the affected problem. Scientific researches can be continued in the following directions: peculiarities of conducting lessons using information technologies, specialized bulk-methodical software of the inclusive educational environment.

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METHOD OF PROJECTS IN ENGLISH LANGUAGE STUDIES BY STUDENTS OF ECONOMIC SPECIALTIES AT UMAN NATIONAL UNIVERSITY OF HORTICULTURE

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Communicative competence is a component of the professional activity of specialists in the field of economics in modern society. That is why it is important to develop it in students of economic specialties for their further implementation in work. In our opinion, the project activity in classes of foreign languages provides for the acquisition of communicative competence through a number of the above-mentioned competencies.

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The American researcher W. Kilpatrick (1918) proposed the method of projects at the beginning of the 20th century. The main purpose of this method is to provide students with the opportunity to acquire knowledge independently in the process of solving practical problems and problems that led to the search for the necessary information in various scientific sources.

In our study, we adhere to the findings of British scientists G. Beckett and T. Sletter (2005) who believe that the main goal of the project activity is to show students how to develop speech and skills within the project work, consisting of two key components such as schedule and project diary [3, p. 110].

Application of project activity method on lessons of foreign languages undoubtedly has significant advantages. D. Fried – Booth (1996) considers project activity as an effective way to students' self-control using the technique "I am able / I Can" [2, p. 34], which allows students to evaluate themselves according to a certain set of criteria. For their development, teachers can use techniques and prototypes of self-assessments of professional speech skills developed by the Common European Framework of Reference for Languages (CEFR) [1].

The advantages of project activities include finding ways to solve problems of using by students logic reasoning; tracking the dynamics of individual student achievements; the possibility of self-control by students of their own academic achievements; development of skills for self-education and self-control; development of group activity skills; raising information culture; development of skills for search, gathering and presentation of information; motivation increase; development of creative abilities; integration of various subjects, etc. [4].

The problem of subjective assessment of creative work is also one of the significant shortcomings of the project activity, which, however, is overcome through the development of detailed assessment criteria and analytical – global assessment scales of students' knowledge, which assess certain aspects of student project activity.

At Uman National University of Horticulture (UNUH), students of economic specialties in the course "The Foreign Language (for professional orientation)" acquire reading, writing and speaking skills within such topics as Market Economy, Business Organization, Marketing, Taxes and Taxation, "Budget and Audit" and others. The educational activity is aimed at developing foreign language communication skills among students as future specialists in various branches of the economy and is an important component in their professional development and formation.

In applying the project activity in English classes for students of economic specialties, we chose the following stages of the project activity:

1. *Organizational-preparatory* (selection of topics, definition of tasks of the project, problem search, conclusion of the initial plan, determination of participants, methods, methods of research, mastery of terminology).

2. *Search and research* (development of research program; collection and study of necessary information; direct research using observation, experiment, analysis and synthesis methods).

3. *Reporting and design* (title selection of the research project, presentation of the project).

4. *Information and presentation* (project defence, self-assessment and evaluation of projects by other participants).

Thus, in teaching students English within the course “The Foreign Language (for professional orientation)” for students of economic specialties of UNUH, we used method of projects on certain topics. In particular, in the study of the topic “Market Economy” at the organizational and preparatory stage, we focused on the following issues: *What do you think a market economy is? Does Ukraine have a market economy? What are the characteristic features of a market economy? Etc.*

The method of “brainstorming” helped to intensify language skills of students and identify problems of the market economy in Ukraine. The next kind of activity that offered to students was an overview of the presentation “Fundamentals of Market Economy”, studying and discussing the foundations of the market economy, led to the identification of its advantages and disadvantages through discussion in small groups. In particular, students were asked to fill in the “Advantages / Disadvantages of Market Economy” table, divide into two groups and justify “pros” and “cons” in each of the groups.

At this stage of the project activity, the metacognitive approach was also applied, which helped to put students such tasks to the article on economic problems prepared by the teacher:

– *Share your thoughts (What do you think of the problems the author described in the article?);*

– *Analyse the most significant problem posed by the author, which in your opinion he set himself as a goal);*

– *Emphasize the words and phrases that cover the problem/ problems set by the author;*

– *Name the strategy to solve the problem;*

– *Identify other situations in which you can apply the above strategies.*

At this stage of the project activity, students consolidated the knowledge of economic terms that were studied previously. The topics of projects for two groups of students were selected (“Problems of Ukrainian market economy” and “Global crises in the market sphere: Ukraine's experience”), defined tasks of projects and benchmarks for finding solutions to problems; plan of development of each of the projects. There were defined participants of two groups of students, determined methods and techniques of research within projects.

At the research and development stage, students developed a program of their research on market economy issues in Ukraine, collected and studied information from modern economic sources and described their observations.

At the reporting and design stage, students completed their projects and presented their results in the form of a report. Finally, the presentation of projects by two micro groups took place and assessment and self-assessment of projects took place.

The aim of this study was to describe the implementation of the project activity in foreign language classes for students of economic specialties Bachelor Degree on the

example of UNUH within the framework of the course “The Foreign Language (for professional orientation)”. The results showed that the project activity in foreign language classes for students of economic specialties could be an effective means of interactive language use and create autonomy for students in their research activities on the project. Prospects are further potential improvement of the project activity for various areas of training specialists in the economic specialties of Bachelor Degree, in particular in “Marketing”, “Accounting and Taxation”, “Entrepreneurship, Trade and Stock Exchanges”, etc.

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FOLK TRADITIONS IN THE SYSTEM OF PATRIOTIC EDUCATION IN MODERN ELEMENTARY SCHOOL

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Modern school needs new approaches to national education, especially to patriotic one. You have to start it from preschool and junior school age. Children of this age are best subjected to education (V. Sukhomlynsky), since at that time the foundations of the future character are laid. Knowledge and skills accumulated by a child at this age, later become the foundation for the formation of stable moral habits and beliefs, high life ideals.

Patriotic education of children and youth is oriented to the formation of national ideological positions, ideas and beliefs based on the values of Ukrainian and world culture.

Considering national achievements as an integral part of the “golden fund” of all-human culture B. Grinchenko, M. Kostomarov, P. Kulish, I. Nechui-Levytsky, I. Franko, T. Shevchenko and others progressive representatives of the Ukrainian people in national cultural traditions saw the universal values. A. Makarenko, V. Sukhomlynsky, K. Ushinsky emphasized that the pedagogical influence of national cultural traditions on the formation of the personality of the child is unsurpassed [2, p. 10].

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The main task of civic education is to form patriotism of younger generation, devotion to the Motherland and at the same time a sense of belonging to the world community.

Another active person in the socio-political movement in Ukraine M.P. Drahomanov convincingly combined national and all-human values in his works on ethnography, he taught, us to build “a big building of cultural and social life in connection with the all-human culture ...”.

V.O. Sukhomlynsky called folk traditions “a living, eternal source of pedagogical wisdom”, “the concentration of the spiritual life of the people”. Thus, rituals, customs, ordinances, holidays, ideals have a folk shrine in their basis, they combine the past and the future, establish the eternal traditions of the native people in the souls of the present generation, integrate a certain community of people in a highly developed modern nation. Every nation recreates itself, its spiritual culture, its character through the system of traditions [3, p. 11].

Every nation historically developed its own system of national-cultural traditions, which is based on the solid foundation of the mentality of the nation, achievements of the past epochs and modernity which provides the younger generation with the most receptive way of cognition from national to the all-human and planetary. It must be with love to family and friends.

So, after analyzing the pedagogical experience we can say that providing patriotic education at school needs a special organized, purposeful process.

The emphasis in the work of the school and the family is laid on the education of students based on national traditions. It is provided during extra-curricular activities, which is due to a number of factors. First, extra-curricular educational activities are a more free, creative and open process; secondly, creativity and initiative of senior pupils and teachers are brightly manifested in the extracurricular and out-of-school activities, the process of self-education and self-development of personality is also active; thirdly, it is an important mechanism for combining the efforts of the school and the family in educating pupils on the basis of national. Under modern conditions, extra-curricular educational activities are developing too slowly, although its importance in the formation of a highly moral, independent personality is difficult to overestimate [1, p. 21].

The basis of national traditions is the generalized qualities of the national ideal: “a gentle and sincere, witty and humorous, talented and hard-working, truthful and benevolent, hardy and patient person, with her high emotionality, sensitivity and lyricism, which is manifested, in particular, in the aesthetic of national life, in customs and traditions, in artistry, in famous melodic songs, in a peculiar humor, in the brightness of applied art, in a concentrated focus on self-knowledge through nature and subtle reflections on her beauty. These qualities determine peculiarities of character, certain world outlook and livelihood of people – “the spirit of the nation”, or mentality”.

Teachers must constantly work on the revival of the historical memory of their native people through the renewal of traditions. It is important to perceive them by all the ethnic groups that inhabit the country, to form a sense of cultural unity and interethnic

understanding. On the basis of national cultural traditions, energy is accumulated for awakening national consciousness and respect for all peoples [4, p. 12].

The teacher must actively transfer national features to the younger generation, spiritual culture, psychological signs of the native folk.

Involvement of students in the national-cultural heritage of ancestors should be reflected in the content, forms, methods, all organization of the activity of a comprehensive educational institution. The school is called to rely on folk traditions, customs, rituals, age-old standards of behavior, psychological and moral qualities of a person, to encourage high school students to regulate consciously their behavior, which would correspond to the national spirit and mentality.

The teacher of elementary school can carry out work on patriotic education at lessons, electives, in the work of clubs, in the process of socially useful work, during the conduct of various extracurricular educational activities.

Great attention should be paid to playing and sports activities, organizing holidays, parties, excursions, because age feature of children is mobility, motor skills due to the development of muscles.

In work with children of junior school age you should pay attention to their age features. These children do not have stable interests, their own initiative is weak, their attention is unstable. They need constant help and advice from the teacher in organizing their leisure time.

This aged children thinking is generalization and abstraction are not typical to them yet. They are captured everything bright, interesting, because they think with sensations, sounds, colors. All this must be taken into account in educational work with school children.

As figurative prevailing thinking, the main place should be given to game methods and tricks of working with children: situational role-play, plot-role-playing games; methods of analysis of life situations; games methods to detect self-esteem; dramatizing games, staging, games conversations, virtual trips; collective creative projects, practical actions, etc.

An important role in bringing up junior patriots is also taken by the family, which is responsible for social reproduction of the population, for its national, moral, spiritual development, for creating a certain way of life. The modern family should be the real center for the formation of the foundations of patriotic education of children and young people. National feelings of a child arise as a result of purposeful educational influence of ideology, politics, art and social structure of the family.

Historical experience shows that the family itself cannot bring up a personality. This can only be done in close connection with the school.

P. Kononenko, T. Usatenko note that “the family educates a member of the state, a nation, a school develops him” [5].

So, the school should help a pupil to become a personality. To do this, she must find ways its becoming as a national, state institution, which will bring up the patriot, a citizen of a state with an active life position, loving his people and his Motherland.

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ROLE OF AUTHENTIC VIDEOS AND TELECINEMATIC DISCOURSE ANALYSIS IN TEACHING TECHNICAL STUDENTS ENGLISH FOR SPECIFIC PURPOSES

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In the present constantly-developing world, innovative technologies are becoming a primary object of study and improvement. They are created by students of technical specialties. In addition to general English, technical students of non-English speaking countries are usually taught English for Specific Purposes at universities. This type of the English language, being a branch of EFL (English as a Foreign Language), has the aim of providing future professionals in a specific field of study, for instance engineering, with the knowledge of a foreign language corresponding to their needs and requirements in the specialty sphere [3; 5]. The primary focus is on the development of ESP students' English communication skills.

The best way to teach the students in question the English language they need is to use authentic video records in English, originally created for native speakers and not purposefully adapted for teaching ESL or EFL. Among them, the most beneficial are films, TV series, and programmes. The reason for their implementation in ESP lessons is that they are thematically-diverse, informative, attention-grabbing, interesting, modern, and motivating. Movies and television series are popular cultural products that attract massive audiences around the world. The main advantages of such aids use – both for English lecturers and their students – are:

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- Constant relevance: their topics (events) and characters reflect aspects of the target language culture, including social realities and moral issues [Quaglio (2009), p. 17 as cited in 1, p. 181-182].

- Accessibility: nowadays, they can be easily found on YouTube or on the websites of such OTT (over-the-top) media services providers like Netflix, Hulu, Amazon Video, and many others in various countries worldwide, as well as be used in- and outside the class. Thereby, it has become obvious in recent years that the Internet has contributed to the revolution in English language teaching, providing real-time access to authentic materials everywhere.

Authentic multimedia aids, being bearers of the ‘real’ English language, are beneficial for teaching students of any specialty the English language, both general and for specific purposes, in its natural form, i.e. in the way it is used by native speakers, – with authentic vocabulary, including neologisms and idioms, and grammar forms. Hence, the authentic language used in movies, TV series, and programmes can become an effective language and communication model for students.

It may seem complicated for some English lecturers to prepare ESP lessons with tasks based on authentic videos viewing, but with proper preparation, it should not be that hard and may become even fascinating for the educator. It is better to start the development of foreign language lessons using videos with the telecinematic discourse (TD) analysis [7] of clips the lecturer would like to employ. The TD analysis prior to the English teaching process at university creates an interdisciplinary study between applied- and stylistic linguistics, pragmatics, and pedagogy (education). It is done to analyse the types of spoken language, lexical and grammar features, as well as the dependence of context on the meaning of spoken phrases that the ESP students will encounter during the viewing.

Although films and TV series are somewhat different in terms of the duration of the complete story presentation and the characters development, they have enough similarities to be analysed and used to the same extent in ESP lessons. Due to these similarities, Piazza, Bednarek, and Rossi [7, p. 1] have coined the term “telecinematic discourse” to refer to the language of TV and cinema together.

The telecinematic discourse comprises both television and cinema dialogues. The former is the dialogue uttered by actors on screen as their characters in TV series, while the latter is their talk in movies. The following similarities between television and movie narratives are the justification of them being examined together during the analysis [2]: 1) both are multimodal audiovisual texts, comprising language and kinesics, 2) both are fictional narratives, with plot and characters, 3) both are representations/recreations of the ‘real’ world, 4) both show a ‘double’ communicative interaction plane: interaction between the on-screen characters within the narrative, and interaction between the characters and the external audience of the narrative; 5) dialogues of both are scripted and multi-functional (e.g. defining genres, contributing to characterisation, engaging the audience etc.).

Both media products – films and series – produce texts with clear boundaries within which the diverse elements of image and sound ‘cohere’ on screen [Bell

(2008), p. 15 as cited in 7]. These texts in the written form are called scripts and are the key elements of the telecinematic discourse analysis alongside the features of the heard oral speech.

In the process of discourse analysis either audio and/or video recording of interaction or the collected together textual documents may be studied [8]. In terms of the telecinematic discourse analysis, both aspects can be scrutinized. Most importantly for qualitative analysis, the authentic videos to be used in the ESP lessons should be related to the students' specialty in some aspect.

In order to conduct telecinematic discourse analysis, all the selected texts (movie/series/programmes scripts or transcripts) should be analysed in the context of textual analysis. This is due to the fact that it is the method researchers use to describe and interpret the features of a recorded or visual message, describing the content, structure, and functions of the messages contained in texts [4]. The text linguistics sets out the following criteria:

- Text type. This notion, cohesion, and coherence are interrelated. Most linguists agree on the classification into 5 text types [6, p. 149]: narrative, descriptive, argumentative, instructive, and comparison/contrast. Sometimes text types may be divided according to 1) their function, 2) the topic, the producer and the addressee, or 3) the style. However, various text types frequently overlap, and often the text cannot be identified as just one text type.

- Structure: cohesion (syntax) and coherence (semantics). The former is, basically, conventions of the text (spelling, punctuation, capitalization, grammar, and sentence structure), whereas the latter is lexis, i.e. concepts and relations, and the way it is linked, relevant and used in the text to achieve effective communication.

- Meaning and Context.

In addition to the above-mentioned textual analysis criteria, interaction analysis should be also applied to oral speech heard in the viewed video record [4]: linguistic features (words and sentence components, nonverbal features, i.e. kinesics, interpretive aspects of language) and types of topics.

The result of the ESP lecturer's telecinematic discourse analysis will present concordances that will become, in their turn, the basis for vocabulary exercises in the ESP lessons with authentic videos, including film clips. An English lecturer can determine the concordances in their selected authentic video records (fragments of movies, series, and programmes) using corpus linguistic software, for example, WordSmith, which helps to find in the text all instances of a word or phrase (concordances), salient words in a text or set of texts, or wordlists in the text(s) in alphabetical and frequency order.

To sum up, authentic videos are the most productive English-teaching aids in English for Specific Purposes lessons, specifically in teaching technical students listening and speaking, if used wisely – after the discourse analysis, selection of the appropriate vocabulary, and well-thought-out tasks planning. The TD analysis, in its turn, plays an essential role in the selection of suitable vocabulary and other common features (grammar, linking words, etc.) for the ESP students' use in the English language practice at university and in future professional situations.

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COMMUNICATION SKILLS IMPROVEMENT WITH CROSS-CULTURAL ACTIVITIES IN A SUMMER CAMP

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The communicative method defines the practical aim of teaching and learning languages, namely mastering cross-cultural communication through forming and developing cross-cultural competence and its components. When we speak about cross-cultural communication, we are concerning ourselves with the process of interpreting and sharing meanings with individuals from different countries.

Methodologist E.I. Passov in his conception of the development of a personality and individuality stresses that a foreign language should be taught cross-culturally. He places communication at the first place in teaching foreign languages and this particular communication is called cross-cultural or socio-cultural communication.

When we interact with the people of different cultures, we need to consider the role culture plays in making our communication understandable to each other. According to the cultural anthropologist Edward T. Hall, culture is communication and communication is culture [1, p. 126].

It should be mentioned that communication is a social process, in which the exchange of activities, experience, habits and skills is taking place. Under the cross-

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cultural communication we understand the functionally determined communicative interaction of people who are the representatives of different cultures. The foreign partners differ from each other due to different outlook, views on life, habits, specific traditions and customs that are common for their particular countries. Lack of this knowledge causes difficulties in successful communication [1, p. 126].

Teaching communicative skills is a teaching technique as well as a professional behavior and a multilevel dynamic system of linguistic and methodological worth. It is necessary for a teacher to transform his knowledge into professional skills, that to be able to organize foreign languages communication via verbal and non verbal activities [2, p. 131].

Language activities and games like quiz, bingo, crossword, mingle, etc. are being incorporated into the language classes, providing opportunity to compensate for the missing knowledge, they involve matching and reordering, guessing and urging learners' memory, reading definitions of words and guessing the meanings, raise competitive powers of learning groups. On the part of the teacher it is important that they should organize such activities properly. It is necessary to activate the process of activity doing or playing, choose worthy materials, set time and find the proper place in classroom [2, p. 130].

The best place to combine learning English with pleasure and cross-cultural communication skills improvement is a summer camp. Nowadays there are a lot of summer camps with English learning programs in Ukraine. The great advantage of these programs is teaching English with native speakers or volunteers from different countries.

We can tell students about cultural differences using modern textbooks or internet resources. Students can find on the internet interesting or curious facts about foreign countries and use them in the classroom, but it is better to communicate with a real foreign representatives that to know true facts about cultural and everyday life of their countries. Furthermore, students should use only English. It is another great value and advantage of such communication. It is not so important to have cross-cultural classes with native English speakers only. Representatives of any foreign country can realize the goals of such classes through English communication. The experience of my cross-cultural classes in the summer camp shows that Chinese, Indonesian, Tunisian, Turkish, Egyptian, Italian, Polish, Brazilian, Columbian, Estonian, Algerian, Slovenian, Swedish, Portuguese, Indian people can be fluent in English too. They tell real stories about their countries using photos, videos, drawings, national symbols and costumes. They cook national food and tell about history of their countries. Students ask questions they are interested in and tell about Ukraine. Mistakes and incorrect pronunciation do not stop communication. After every day classes and communication during three weeks the results are excellent. Goals of cross-cultural classes are achieved. Thus, students learn to understand cultural differences of different cultural groups, societies, behavioral patterns [3, p. 187-192].

It is advisable to use innovative techniques that are based on problem solving teaching that to arouse learners' interests and develop cross-cultural competence. The examples of such techniques are as follows:

1. Communicatively-searching tasks.

Read the text about cultural differences. Discuss the most amazing of them, compare with your country (e.g. Learners read the text about cultural differences in Indonesia and India, and then the volunteers from these countries add some more information about their countries. At this moment a discussion is taken place, children ask questions and compare information of the text with Ukraine);

Birthday party in different countries (Celebrating holidays and organizing parties is one of the most interesting topics for discussion. Foreign volunteers tell about step by step organization of parties in their countries, Ukrainian learners can compare, contrast and discuss given information).

2. Communicatively-oriented role plays.

Mingle activities include class questionnaires, matching activities (like "Finding your partner"), group dictations, and role plays.

The first class is good for the mingle role play activity "Find someone who...". All the learners are given the worksheet with the questions concerning some facts about personality, likes and dislikes of the people in the group. Everyone can try himself/herself in the role of an interviewer and interviewee. Mingle activities are good for the learners of pre-intermediate and intermediate levels.

3. Cognitive-searching tasks.

Learning history of another country is very important for better understanding the culture of that country. One of the bright examples is "The day of Egypt". The volunteers from Egypt tell Ukrainian children about the gods and goddesses, main historical events and dates of their country. They tell about the meaning of ancient hieroglyphs or symbols of writing. During evening classes the learners have such activity as quest where all the notes are written with ancient hieroglyphs. The task is to decode the notes with help of English alphabet and find the presents. This activity is so exciting and perfect for communication skills improvement.

4. Cross-cultural communicative projects, reports, etc.

One of the favourite activities among Ukrainian children and adults in the camp is "Intercultural festival" when all the volunteers organize virtual short travelling around their countries. They make presentations about their countries, put on national costumes and tell about them; cook national dishes and treat with them; present national symbols, music and dance. This festival is the very activity for communication skills improvement and achieving cross-cultural goals.

Cross-cultural activities with foreign volunteers are great opportunity to learn about other cultures and lifestyles, form lifelong friendships, make lasting memories, and, of course, good opportunity to improve communication skills. Foreign language learners acquire cultural background in order to communicate and to increase their comprehension in the target language.

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PENNY UR'S 100 TEACHING TIPS (BOOK REVIEW)

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The aim of the review is to give a concise and critical overview of the book by Penny Ur. This is a Cambridge handbook for language teachers edited by Scott Thornbury and first published in 2016 by Cambridge University Press. The book provides a set of 100 hands-on tips on 19 different areas of classroom teaching, including using a course book, giving and checking homework, classroom discipline, testing and assessment. Brief explanatory notes are based on the author's extensive teaching experience. Penny Ur started teaching in Israel in 1968. She has taught English in elementary, middle and high schools for over 40 years. She has also led courses on MA programs, presented at conferences around the world and authored a number of books.

The author has covered all aspects of language teaching in a balanced fashion. The book has a clear structure; it is logically divided into different aspects of teaching. Therefore, the reader may not read the whole book, but rather browse through it looking for headings of specific interest. The topics are listed alphabetically, each followed by a set of associated tips. Each tip appears at the top of the page, followed by comments, which include examples of classroom procedures, references to research or Internet sources.

The author is aware of the fact that the readers may find they need to modify or adapt some of the tips, or even completely reject them. She considers her tips not to be "directives from an authority" but rather "suggestions from a colleague". One must use them selectively and critically.

The author is effective and persuasive in sharing her own professional experience understanding that ours may be quite different as well as one's teaching personality, the character and expectations of our students.

The main argument of the book is that teaching a foreign language is an interesting and easy process in case it is well planned and properly organized taking into consideration the learners' needs. The author intended to demonstrate the ways to

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perform different lesson components, like beginning and ending the lesson, homework, testing and assessment, etc. She draws the readers' attention to such basic and at the same time trivial things as error correction, grammar explanation, fluency in speaking and eye contact. For example, the author suggests that the teacher should correct (sometimes) during speech, though some other teachers advise not to interrupt students; for grammar explanation students' mother tongue can be used. The recommendation to avoid grammatical terminology might be interesting as well. Besides, if students know a few samples of the use of a grammatical structure by heart, they can often create more of their own, intuitively feeling what is "right" [1, p. 35].

Dividing students into groups or pairs immediately multiplies the amount of time each student has to practice speaking. A class of 20 divided into five groups of four gives each student five times as many opportunities to speak, as he or she would have had in a full-class interaction [1, p. 87]. One of the things that stop students from participating in a speaking activity is that they simply do not have enough English to be able to say what they need to. Therefore, the task needs to be designed to use mainly language they already know [1, p. 90].

What I find most impressive about the book is the idea about lots of teacher talk in class. The author considers it an excellent source of English language comprehensible input. Therefore, contrary to some opinions about *learner-centered* classroom, Penny Ur supports the idea of *teacher-centered* classroom. "Be aware that you are *on show*, and use facial expressions, gesture and movement to make what you are saying more interesting" [1, p. 65]. Some of the author's conclusions might conflict with other books or courses but she uses enough convincing evidence based on her own teaching long-lasting experience to prove her point of view. The author also supports her arguments with vivid examples from her classroom teaching. Besides, she gives some good advice: "Do your own thing!" To be good at teaching you need to find your own teaching style and choose the methodology that suits you and your students [1, p. 118]. And one more thing to remember: Time and work invested in making the lesson interesting is well worth the effort [1, p. 59].

Some more *fresh* ideas are as follows: to use the course book critically and selectively, not just follow page by page; not to give homework at the end but explain it sometime in the middle of the lesson and make sure students have noted it down. The teacher's task is to make homework success-oriented and provide feedback on it. The importance of using group work has been rather over-rated in the professional literature. Pair work gets better results than group work: it is easier to set up and control, and ensures more participation [1, p. 41].

Concerning the basic language skills, the author's idea is that "listening is probably the most important of the four skills: it is the starting point for learning any language. Therefore, just asking students to listen and understand is a bad idea". At the same time, pronunciation is probably the aspect that needs least teaching [1, p. 66- 67].

I find particularly useful Tip 68: "Reading aloud in English is not in itself a very useful skill for most students' future lives. So, don't make students read aloud, as

his/her attention is necessarily on pronunciation and phrasing, not on comprehension (the exception is early stage of learning)” [1, p. 81].

“Penny Ur’s 100 Teaching Tips” greatly enhances the understanding of the teaching issues at hand. It gives new teachers a great chance not to “re-invent the wheel” or discover a useful teaching idea much too late, but shorten the process of learning from their predecessors. The book’s particular originality allows us to see what specific contribution it makes to understanding *teaching* as a complicated process.

It contains tips really worth using in language teaching. I advise everyone to use some of these tips in his/her language teaching. Anyone who is interested in professional self-development will really enjoy reading “Penny Ur’s 100 Teaching Tips”. Obviously, the reasons for the overall positive review are plainly visible and readers might benefit from this book. I suggest the audience would appreciate it. I would highly recommend this book to a potential audience as one could find enough interesting and useful teaching ideas to make his/her reading worthwhile.

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TEACHING A LANGUAGE: OCCUPATIONAL WELL-BEING

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Language teaching is a demanding task. Teachers everywhere in the world are faced with similar challenges. The obstacles they encounter can arise from many directions and the many roles and responsibilities they have to maintain, they often feel accountability for more than they should. Teachers frequently decry the lack of time they are given to prepare, plan and execute all the tasks that are demanded of them [1].

Being a language teacher is not an easy job. They have a lot to learn about the technical side of language teaching. When it comes to the personal, emotional side of teaching, they are confident not to need any real training or work in this area. The point is that they are just not prepared for the long haul. This lack of preparedness, resulting in feelings of stress and low professional well-being, affects their teaching.

Therefore, the subject under research is the importance of teacher well-being in the language classroom and considering practical steps teachers can take to enhance their feelings of well-being.

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The first issue to be examined is the recent developments in thinking about occupational well-being. Many researchers view well-being as a context-free, global construct. However, other researchers emphasize the importance of assessing well-being in specific contexts, most notably at work. Job specific conceptualizations of well-being differ from study to study [2].

Occupational (or career) wellbeing refers to feeling good about the work you do. It has many facets, including achieving a balance between work and leisure, maintaining positive relationships with colleagues, managing workplace related stress, the safety of the workplace environment and the climate of the worksite [3].

Occupational well-being involves the ability to achieve a healthy work-life balance, manage workplace stress and build relationships with bosses and coworkers while integrating the commitment to your occupation into a lifestyle that is both satisfying and rewarding [4].

We often think that work and life should be separate. We go to work, work hard and then come home and want to switch off. Instead of thinking that life and work need to be separate, we need to think of our life as one whole, and work fits into this, not the other way around. The reality is we have a life and work fits into this, however the problem is when we get home we do not have any clear mental and emotional boundaries to separate them. It is through establishing some simple boundaries that we can better create work-life balance. In a nutshell, we need to schedule our priorities not prioritize what is on our schedule.

The focus of our attention is also upon the concept of mindsets, specifically in learning and teaching activity. At its simplest, the concept of mindsets is based around two distinct worldviews. Some people tend to believe in the fixed nature of humans, that we are all essentially born with certain talents and characteristics and there is little we can do to change them. In contrast, other people see more potential for growth and change; if we work hard enough at something we will eventually succeed. Of course, people may have different mindsets for different areas of their lives, but in education, most of the discussion around mindsets has concentrated on ideas of natural ability and the power to grow through sustained, focused efforts. As far as language teaching is concerned, it is can be arguable that an understanding of our teaching mindsets can help our overall sense of professional well-being.

One of the most cited reasons for the uniqueness of language teachers is that of the subject matter, including both the unity and content of medium, and the variety of the content [5]. Moreover, some practitioners claim making an extra effort while preparing and delivering their lessons, since they must focus on how they were saying what they said. This fact may also become a factor adding strain and raising the anxiety levels of teachers, since they feel constantly evaluated.

Teaching is about so much more than the simple transfer of mental knowledge but the interpersonal side to teaching receives relatively little attention, leaving teachers feeling that they lack control or the power to change things. While many teachers are very supportive of growth mindsets for academic learning, they can have very fixed mindsets when it comes to the stressful aspects of teaching. One of the major causes of stress for teachers is the feeling of being pulled in several directions, always under

pressure to meet deadlines, of simply not having enough hours in the day. However, teachers often see poor time management as a personality feature, and something they cannot change.

On the grounds of the mentioned above, it is reasonable to suggest some practical steps teachers can take to reduce feelings of stress, to feel more positive and enthusiastic about their work, to essentially change themselves.

The first step to building teacher wellbeing is to understand the nature of wellbeing. It is not static or something you achieve, it is something you manage moment to moment along a continuum of emotions. It requires awareness of emotions and the decisions we make to manage these emotions.

The next is to acknowledge the challenges of teaching. Teaching is tough and sometimes the rewards do not match the challenges. We need to allow time and space for debriefing with a recreational whinge, but we must not live there, we must express it and move it.

Another essential step to support teacher wellbeing is to encourage the social and emotional development. Teacher training is very good at giving us skills in planning, assessing and reporting yet falls short in preparing us with skills to better understand and manage the social and emotional energy we use on a daily basis. Staff training must incorporate personal development as much as it does professional development.

One of the toughest aspects of teaching are the expectations we place on ourselves to perform, and the tasks required often seem endless. The antidote to this cycle is self-compassion, i.e., nurturing yourself, establishing healthy boundaries and modelling self-care. By cultivating compassion we gift ourselves fresh perspectives on how to solve challenges, think more freely and have more energy to give our students. Overall, self-compassion is about being mindful enough to make small choices that have a positive impact on the general wellbeing. This may mean going for a walk, reading inspiring material or laughing with friends. Self-compassion requires us to observe and control fearful or negative thoughts and reframe perspectives to acknowledge ourselves as worthy of the same love and care we so readily give to others.

Consequently, it can be concluded that the more we restore, the more we have to give and prouder we become of our own contribution in the world. Great teachers know how to set boundaries that include strategies for their own self-care. Thinking about oneself is not selfish. They know that in order to be their best for others, and be able to continue to give to others, they must know when and how to restore their own wellbeing. The next step to this is that modelling self-care is a powerful way of showing not only colleagues but also the students, how they too can better manage their own wellbeing. Professional well-being makes teachers perform at a higher level, and results in improved learning outcomes.

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INTEGRATION OF THE BASIC AND VOCATIONAL TRAINING OF FUTURE JUNIOR MEDICAL SPECIALISTS IN THE PROCESS OF STUDYING NATURAL SCIENCES

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Today, under the new socio-economic conditions, the reform of healthcare in Ukraine, the role of a medical worker is increasing. New tasks of medical education are the preparation of an initiative person who strives for self-development and self-education, capable of creative and personal development. The solution to such tasks requires higher education institutions (HEI) to provide graduates of medical establishments with a high level of knowledge in the professional sector. In medical colleges, the main fundamental disciplines in the vocational training of the future medical specialist are physics, chemistry, mathematics, and astronomy. It is known that the high quality of knowledge can be provided only if they are fundamental [1]. Therefore, the process of studying in medical HEI, in particular in colleges, should be built as a holistic and unified system, which originates from disciplines of natural sciences and is the theoretical basis for the training of future junior medical specialists. The idea is interesting that the study of fundamental disciplines forms the capacity of medical students for analysis, reflection, logical thinking, and the sequence of binding various facts [2]. Therefore, we believe that the professional orientation of the study of fundamental disciplines, in particular, natural sciences, is an important part of the process of forming the professional competencies of future medical workers.

The purpose of the article is to substantiate the role and place of natural sciences' disciplines in the educational process of a medical college.

Let us conduct an analysis of the concepts of "professional orientation" and "interdisciplinary integration", the content of which reveals the fundamental importance of natural sciences in the process of preparing a future junior medical

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specialist. The analysis of psychological and pedagogical sources indicates that a large number of scientific works is devoted to the issues of the professional orientation of education, the scientists point out that the professional orientation is: – a system of motives which prompts the professional to perform professional tasks and tasks of professional development [3]; – interest in the profession and the tendency to engage in it [4]; – one of the structural characteristics of the individual means a sufficiently conscious and emotionally expressed orientation to a certain kind and type of professional activity [5]; – a kind of fixation on pedagogical activity and psychological readiness for it [6].

In the study, the *professional orientation* will be interpreted as an integral characteristic of motivation (interests, needs, purposeful efforts, aspirations, etc.) to the professional activity affecting the choice of future specialty. Under the professional orientation of students studying natural sciences, in particular physics and biophysics of medical institutions of higher education, we understand the organization of their training, in which students purposefully and effectively acquire theoretical knowledge in these disciplines, professional skills to apply this knowledge in practice to solve professional problems, which contributes to the development of professional thinking.

“Integration (from Lat. integer – complete, integral) – is the creation of a new whole based on the identification of same-type elements and parts of several previously disassembled units (educational subjects, types of activities, etc.)” [2].

One of the ways used to achieve integration in the content and forms of education is interdisciplinary relationships that contribute to the formation of holistic knowledge of students. According to M. Fitsula, interdisciplinary relationships are also intended to show such an aspect, when the possibilities of one subject contribute to solving the tasks of another one [6, p. 106]. Polish scholars E. Goźlińska and F. Szlosek believe that the association of knowledge acquired by students in the process of studying various disciplines takes place through the integration of this knowledge in various subjects [9].

Given the above, in the process of studying natural sciences in the medical college, it is necessary to focus on the principle of integration of education, fundamentality, and professional orientation. The very interconnection between the fundamental and professionally oriented (vocational) knowledge during the teaching of general scientific disciplines, and especially physics, should facilitate the unification of these disciplines with professional disciplines.

In medical HEI, the discipline “Physics and Astronomy” is integrated into the discipline “Biological Physics and Medical Equipment”. The disadvantage of the content of working programs is non-envisaging of professionally oriented exercises in the process of performing practical works. In our study, we consider it expedient to introduce subject tasks, including exercises of medical content, in the study of this discipline.

Under professionally oriented exercises (qualitative, graphics, computational) we will understand tasks, quantitative characteristics, studying and solving which are useful and necessary for the future professional activity of a medical specialist. We

propose a classification of professionally oriented exercises in the discipline “Biological Physics and Medical Equipment” which includes exercises devoted to: – the specifics of physical phenomena and processes in medical practice; – use of physical phenomena, processes, devices in medicine (application in diagnostics for research, application in medical practice); – a description of the principle of the operation of medical devices, which are inherently physical devices.

Here is an example of a professionally oriented exercise that is proposed to be studied by medical students within the “Mechanics” section of the discipline “Physics and Astronomy”.

Exercise. Determine the average linear velocity of blood flow in the vessel with a radius of 15 mm, if during the systole 55 ml of blood pass through it. Suppose the duration of systole is 0,2 s.

$R = 0,015\text{ m}$, The volume of blood flowing through the vessel at time t is determined $V = 55 \cdot 10^{-6}\text{ m}^3$, by the ratio: $V = S \cdot v \cdot t$, where $S = \pi R^2$ – cross-sectional area of the $t = 0,2\text{ s}$ vessel. It follows that: $V = \pi R^2 \cdot v \cdot t$.

$v = ?$ Let's express the velocity $v = \frac{V}{\pi R^2 t}$.

Let's substitute numerical values: $v = \frac{55 \cdot 10^{-6}}{3,14 \cdot (0,015)^2 \cdot 0,2} = \frac{55 \cdot 10^{-6}}{141,3 \cdot 10^{-6}} = 0,39\text{ m/s}$.

Answer: the blood flow rate is $0,39\text{ m/s}$.

Professionally oriented tasks in physics can be used during the training sessions in studying the new material, re-teaching, consolidating and generalizing the learned material, during the organization of in-class and out-of-class individual work of students. Application of such exercises in physics classes in the training of future junior medical specialists increases interest in studying this discipline, promotes the development of students' thinking and understanding of those biological processes occurring in living organisms, as well as deepening understanding of physical methods and actions of technical devices for the diagnosis and research of biosystems, and forms a positive attitude to the chosen profession.

Therefore, integration of natural sciences and medical knowledge, students' skills contributes to the formation of a number of components of productive thinking, is aimed at ensuring the integrity of education. Such integration in the professional training of future medical workers is expedient to be carried out based on natural sciences, which are fundamental at the level of content of cycles of disciplines.

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MANAGEMENT OF EDUCATIONAL PROCESS IN SOCIAL SCHOOLS OF FRANCE

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The Regional Aquatory Institute for Social Work (IRTS) has its own peculiarities in the management of the educational process. The administrative structure of the social school has such form: functional organization of educational activities (responsible for the training center; office assistants); elementary education (headmaster of the department, kindergartener, social service assistant, science advisor, specialized teacher, pedagogue) [1, p. 334]; technology of social and well-known interference; specialized technical education; Moodle platform (educational manager; auxiliary teams; certification department); higher and permanent education (department manager; personal services sector); Department of Social Economics (head of social economy; assistants); Department of Family Assistance (manager of the department; teachers of social preparation); permanent seminars (specialized master; short training – administration management); service of development the permanent education (preparatory department – third level listeners, Quiz Department about student’s satisfaction with learning organization; coordination department); International department (Economics and Financial Department, Competency Evaluation Department, Erasmus + Department, Research and Animation Department, IT and Multimedia Department); Innovative Professional Development (pedagogical representative bodies; promotion commission; technical and pedagogical committees; manager committees); administrative resources (reception; lost and found office; information office); accounting service; school service (registration department: student card; reader card; scholarship card; certificate of education; certificate of registration; membership in social security of students; change coordinates for students); security; restaurant application [5].

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The management structure [3, p. 22] of the educational resources in the social school IRTS has such forms: educational project; coach to be responsible for further training; curriculum; individual training course; training group; pedagogical questions; pedagogical assistant in education; certification of participants; documentary center; works, reviews, advice on memoirs; loans; duplicator.

Access to educational services is through e. campus [4, p. 14]. The site is available to students and trainees during the whole course. The access to the site is carried out by the user's name: the name, password – 4 student card digits. On this site students and trainees find their curriculum, administrative documents, methodological and teaching materials and other practical information. The manager has access to the multimedia room of the social school. Access to the multimedia room is open from Monday to Friday from 8:15 till 17:00, and till 16:30 – on Friday. IRTS multimedia room has 15 work places, connected to the Internet and protected by antivirus. WIFI Zone in IRTS: there are classes on the ground floor and in the corridors. The connection is made by the student and trainee selecting the WIFI network “IRTS_visiteurs” from the terminal (smartphone or laptop). Students or trainees need to register and send a valid email address and they will receive an email and password (which is automatically provided through the portal) to this email address, which will have to be updated within 10 minutes.

Let's pay attention to the management structure of IRTS “representation and the right to express opinions” [2, p. 21]. This structure has a career progression. The purpose of this international commission is a leadership and directly exchange between students and the IRTS on various topics from the beginning of training. It is not just pedagogical difficulties, but also offers that go beyond the scope of the curriculum: practical life, renewal and use of resources, general organization, information about students, etc. However, during direct communication with the leadership, pedagogical disciplines can be mentioned in cases where all problems have not been solved before, at the meeting with the educational manager.

The IRTS management structure “representation and the right to express opinions” includes the so-called animated director, who communicates directly with the delegates from the students. Two representatives who are selected among the students take initial training: motivation training. Delegates play the role of representation at meetings. To do this, they collect questions or suggestions, attend meetings and inform them about their advancement of responses or provide information from management. They also ask to attend disciplinary committees. Delegates' election is conducted from the beginning of the school year and is organized by the responsible person for studying. Meetings are held 6 times a year, and occur on Wednesdays at 15:30. Conventions and reports are available at e.campus and are sent by post to the vice director of the IRTS governance structure “Representation and the right to express opinions” [5].

Consequently, the Statute of the Regional Association and IRTS Social Work provides the representation of students, trainees and pupils in the process of the educational management. Representatives are appointed or elected from delegates as well as among them. Elections or appointments are made by the responsible person

for training. Students, listeners and pupils through their representatives may: express their difficulties or issues of a general nature; offer suggestions; to participate by voting. Representative names in different instances will be available at e.campus as soon as they are selected.

The security department is involved in security and fire safety. The floor plan is available in the audience hall. Signs, placed on the walls of the building help to find the way out of the building. Details are in the IRTS lobby and indicate the location of the offices and rooms, with their numbering. Details are in the IRTS lobby and indicate the location of the offices and rooms with their numbering. In case of an accident that will make danger to people' health and safety, it is possible to inform the IRTS staff as soon as possible. Rescuers will be able to intervene immediately. A list of rescuers with specified office and telephone numbers is located on the wall in the lobby. The establishment also has 3 defibrillators. Evacuation plans and safety instructions are located in the main hall and at all evacuation points. The collection point is located behind the building at the parking near the document center. In the case of siren, the safety instructions are given below: keep calm; close doors and windows and evacuate closer to the safe exit to get to the meeting place with the rescuers; do not come back and do not wait when the signal will appear again; spend your time reading and learning the basic instructions; evacuation training can take place at any time [5].

IRTS has rules for using a document center, a multimedia room, e.campus – e.learning. It is a common life where you need to follow some rules. IRTS has a history, values, identity. This is an institution, where people work and study. The rules of conduct are based on a simple idea: to take care of another person, to create conditions for safe living. Article 1 of the rules of using IRTS is a regulations. This Regulation is formed according to the provisions of Articles L6352-3 and L.6352-4 and R6352-1 to R6352-15 of the Labor Code in France. It applies to all students, trainees and pupils, who are registered in IRTS, that is, a person who has complied with all administrative formalities concerning the conditions of access and registration in the cycle or training. This provision is also intended for everyone present in the room. Article 2 of the rules of using IRTS is a curriculum. The training program clearly includes goals, organization of training, teaching methods, assessment methods and certification tests. The program is sent with the applicable rules to each hearer or provided on an e-campus for students or pupils while entering the course. Article 3 of the rules of using IRTS – access to placements. Students, trainees or pupils must correspond the IRTS working hours and operational procedures, and be sure to take care of the provided teaching materials. Article 4 of the IRTS usage rules – attendances and certification. Obligatory participation in training events according to established schedules. A student, trainee or a pupil is required to sign the attendance reports that are provided to him in order to be deprived of disciplinary sanctions. Any absence should be justified [1, p. 335]. Absence is considered justified on the basis of official documentary confirmation for a maximum of 15 days: medical examinations, illnesses, accidents at work; holiday for family events. Reminding for students in the employment situation: during the

training hours the employer can't provide the work. This is not considered to be a justifiable absence. Internship time is defined as the training time at the institution or service that is mandatory with the conclusion of the IRTS agreement. A visit certificate is issued to a person who fulfilled the terms of the visit, and is indicated in a cycle or program, in accordance with the training program.

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PSYCHOLOGICAL SCIENCES

PSYCHOLOGICAL FEATURES OF THE GENDER IDENTITY OF UKRAINIAN WOMEN IN A METROPOLIS AND VILLAGE

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The problem of gender psychology in modern psychology is marked not only by the growth of the intensity of research, but also by the expansion of the range of research directions.

Ivanova N. and Kulaeva E. found connections between types of gender identity of women and self-determination parameters: self-attitude, motivation, values, decision-making method [1, p. 115].

Pogontseva D. determined the peculiarities of the representation of the gender identity of a beautiful woman: feminine and androgynous women tend to describe an attractive woman as feminine, and women with masculine and undifferentiated types endow an attractive woman with both masculine and feminine characteristics [4, p. 109].

A separate area of research on the problem of gender identity is the analysis of the characteristics of professional self-realization: A. Miroshnichenko discovered this specificity using various professions as an example [3], I. Lib found features for women entrepreneurs compared with men entrepreneurs [2].

Interesting, but not represented in our psychological science, there is such a direction of research as the analysis of the specifics of the gender identity of women depending on the place of residence. Therefore, our study is devoted to the study of the gender identity of women living in urban and rural areas.

Sample of the study: 48 women (24 women living in the city – Kiev and 24 women living in the countryside – Kiev region). Age of respondents is 35-40 years old.

Research methods: the gender identity research method of S. Bem (adaptation by M. Burakova), the “Who am I” method by M. Kuhn and T. Macpartland (modification by T. Rumyantseva). Mathematical data processing was performed using the Mann-Whitney U-test.

We found that 60% of women living in urban areas, have pronounced indicators of androgynous identity, which is characterized by a combination of high performance characteristics of feminine and masculine. And a third of this sample has dominant masculine attributes.

Women living in the village do not have a noticeable dominance of a certain type of gender identity. But the androgynous type of gender identity is high in 40% of

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respondents, feminine is represented in 25%, masculine in 20%. Also, this sample has minor manifestations of undifferentiated gender identity (5%). Scientists often associate the presence of this type of gender identity with early childhood traumas associated with the parents' failure to accept the gender and gender characteristics of the girl, with attempts to impose certain gender stereotypes and roles on her.

Very low indicators of differentiation of the "I-image" were found only in respondents with a feminine type of gender identity who live in rural areas (40%). The average indices of differentiation are among respondents of all types of gender identity, regardless of their place of residence, but most of all women of the feminine type who live in the city. High rates of differentiation are presented only in women of the androgynous type: 67% of the inhabitants of the city and 75% of the inhabitants of the village. A very high level of differentiation of the "I-image" is presented exclusively among the respondents with androgynous type of gender identity living in the city (8%).

In the sample as a whole, the dominance of the average indicators of differentiation of the "I-image" is noticeable, with the exception of the androgynous species, which is distinguished by high indicators of differentiation. These women identify themselves through more diverse modalities, focus not only on the actual signs of their own "I", but also on promising characteristics, more often indicate not only positive, but also negative characteristics; as well as vary the intensity of the manifestation of these personal characteristics. Consequently, from the point of view of differentiation of the "I-image", the most promising is the androgynous type of gender identity of women.

The positive valency of the "I-image" is represented in 42% and 38% of respondents with androgynous gender identity depending on their place of residence: the predominance of positive characteristics over negative ones indicates a stable positive attitude towards themselves as representatives of a particular gender.

The ambivalent valency of the "I-image" is diverse: it is inherent in a significant proportion of feminine women from the city (40%) and masculine from the village (50%). The dominance of ambivalent valence can be a manifestation of experiencing an identity crisis, which is characterized by dissatisfaction with one's own gender identity.

Neutral valency of the "I-image" was found in half of women with androgynous gender identity regardless of their place of residence: they have a balance between positive and negative self-identifications, which may indicate a certain "state of moratorium" in establishing a certain emotional relationship between these women.

The overestimated positive valency of the "I-image" is characteristic only for women with feminine gender identity, while for women living in rural areas, these indicators are half as high. They are characterized by an emphasis solely on the signs of their own uniqueness, which is based on protective defense mechanisms that mask their self-doubt.

The obtained results allowed us to create a model of psychological support for the formation of the gender identity of women depending on the type of their gender identity and place of residence.

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VALUE ORIENTATIONS OF MODERN MANAGERS

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The main characteristic of a modern manager is not so much the availability of the necessary theoretical knowledge and the formation of technical techniques. But in the first place, the development of the semantic sphere which includes both professional meanings (personal professional knowledge, professional attitude to the subordinate, professional ideals, norms and values, semantic motives of professional activity), and also developed personal and professional reflection [1, p. 51-52].

The meaning of life can be regarded as the value of extremely high order. First, it is a professional sense of life, which contains an idea of the meaning of human being, about the appointment of man. Secondly, this is the meaning of a professional's life. This aspect concerns the meaning of one's own life (family, profession). For many leaders, the main values are: to find oneself in life, to be "human", to achieve material wealth, and so on.

The problem of value orientations of the modern manager is relevant due to the important problems of the transforming society. The current researches do not cover the topic of value orientations of leaders in Ukraine in a context of both political and socio-economic crisis in the country.

I. D. Bech, a well-known modern Ukrainian psychologist, uses the notion of "personal values", which reflects the fact that the subject is included in social relationships and attitudes. He interprets a person as a sociocultural reality. More precisely, the notion of "personal values" is associated with the development of social values by particular individuals, and hence, the significance, personal meaning of certain objects, events, phenomena, etc. is fixed for a person.

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A psychologist S. S. Bubnova distinguishes three hierarchical levels in the system of value orientations of the person. She relates the abstract, most generalized spiritual, social and material values to the first level. Spiritual values, in turn, differentiate into cognitive, aesthetic, humanistic, and other, social – into the values of social respect, social achievements, social activity, etc. The second level, from the author’s point of view, is the values that are fixed in life and manifest as the properties of the person. And the third level is the characteristic ways of person’s behavior as well as means of realization and consolidation of values-properties.

The purpose of our research is to study the peculiarities of value orientations of contemporary managers in the Ukrainian society. The hypothesis of the research: the value self-determination of contemporary managers depends on their age, marital status and work experience.

Using the Kruskal-Wallis test, it has been established that younger leaders (under 45) value health more than older people (46-55 years). Those who are under 35 years of age, compared to 35 years of age, are more likely to appreciate the material well-being, happiness of others and value an interesting job, happy family life, honesty (truthfulness, sincerity) less (see Table 1).

Table 1

The differences in the value self-determination of managers by age

Values	Age (rank, median group)			Kruskal-Wallis test		
	up to 35 years old	36-45 years old	46-55 years old	χ^2 - distribu- tion	degrees of freedom	Asympt. value
health (physical and mental)	7,2	5,8	11,0	5,823	2	0,054
interesting job	12,0	9,0	3,0	6,363	2	0,042
material well-being	5,7	11,2	11,3	7,393	2	0,025
happy family life	14,7	13,3	8,5	5,255	2	0,072
happiness of others	4,4	14,3	14,5	8,596	2	0,014
honesty (truthfulness, sincerity)	15,0	10,0	5,0	7,089	2	0,029

For married leaders, the following values are more important (compared to single/unmarried): public recognition, parenting (good manners). For unmarried leaders, more important values are freedom, rationalism and efficiency in business (see Table 2).

Those who have a low work experience (up to 10 years) value independence (determination) more and happy family life, honesty (honesty, sincerity) less than their more experienced colleagues. Those who worked in a managerial position to 5 years appreciate an interesting job less (see Table 3).

Table 2

The differences in the value self-determination of managers by their marital status

Values	Marital status (rank, median group)		U-statistic	Z	Asympt. value (2-sided)
	Married	Single/ unmarried			
public recognition	9,6	11,3	62,500	-1,664	0,096
freedom	14,5	9,3	58,500	-1,840	0,066
parenting (good manners)	4,6	9,2	45,500	-2,412	0,016
rationalism	13,3	7,3	32,500	-2,980	0,003
efficiency in business	7,9	4,7	53,000	-2,092	0,036

Table 3

The differences in the value self-determination of managers by the experience of work

Values	Experience of work (rank, median group)			Kruskal-Wallis test		
	5 years	10 years	10+ years	χ^2 - distribu- tion	degrees of freedom	Asympt. value
interesting job	16,0	4,7	8,0	7,571	2	0,023
happy family life	15,5	15,0	9,2	5,727	2	0,057
independence (autonomy resoluteness)	6,3	8,0	15,3	12,531	2	0,002
honesty (truthfulness, sincerity)	16,0	9,3	7,3	5,443	2	0,066

Consequently, the age is the factor of managers' value self-determination. It affects mainly the instrumental values.

By matching the investigated group of managers with a group of subordinates as they identify the terminal values (TVs) and instrumental values (IVs), we have seen that they are statistically significant only in 5 out of 36 values (for **Mann–Whitney U-test**).

In general, such values as “development”, “honesty (truthfulness, sincerity)” are more important for leaders than for the subordinates for whom more important are “beauty of nature and art”, “neatness (cleanliness)”, “independence (autonomy, resoluteness)”.

The next step of our research was to compare the investigated group of managers with the group of subordinates by the degree of their manifestation of TVs and IVs) in each of the social and demographic subgroups (for **Mann–Whitney U-test**).

Male managers, in contrast to male subordinates, value more “creativity”, “tolerance”, “honesty (truthfulness, sincerity)” and value less “independence (autonomy, resoluteness)”.

Female leaders, in contrast to female subordinates, value more “honesty (truthfulness, sincerity)” and value less “development and “independence (autonomy, resoluteness)”.

The managers under the age of 35, in contrast to subordinates of the same age, value the happiness of others and appreciate less the beauty of nature and art, happy family life, diligence (discipline). And the managers at the age of 36-45, in contrast to subordinates of the same age, value more productive live and appreciate less sensitivity (caring).

The managers at the age of 46-55 years, in contrast to subordinates of the same age, value more interesting work, happy family life, honesty (truthfulness, sincerity) and appreciate less the materially secured life, neatness, independence (determination), irreconcilability to shortcomings, rationalism.

The single/unmarried managers, in comparison with single/unmarried subordinates, value more efficiency in affairs, firm will, honesty (truthfulness, sincerity) and value less precision (cleanliness), independence (determination), irreconcilability to disadvantages. The married leaders, compared to married subordinates, value honesty (truthfulness, sincerity) and value less development and independence (determination).

The managers with a work experience of 5-10 years, compared with subordinates with the same experience, value more health, diligence (discipline), honesty (truthfulness, sincerity) and appreciate sensitivity (caring) less.

The managers with a work experience of more than 10 years, compared with subordinates with the same experience, more appreciate the breadth of views, honesty (truthfulness, sincerity), efficiency in business and less appreciate the beauty of nature and art, neatness, independence (determination), diligence (discipline).

In general, the main factor of the value choice of managers is their age. It affects on the instrumental values.

Consequently, our research found that the managers and subordinates in modern society do not have significant differences in their value orientations.

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PSYCHOLOGICAL ASPECTS OF CIVIL MARRIAGE

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I.V. Bestuzhev-Lada, A.K. Vyshnevskiy, L.V. Kartseva, I.S. Kon, St. Stankunene, L. B. Schneider and other researchers consider that a civil marriage is an alternative form of marital and family relations as a new form in the wreckage of the old traditional patriarchal family. And such researches as E.G. Eidemiller, V.V. Yustytskis) consider the unregistered civil marriage as a result of a family crisis, manifestation of its dysfunction while V.N. Druzhynin – as abnormalities [6, p. 411], warning about the possibility of disappearance of the family lifestyle, emphasizes the need to strengthen the family's foundations of being. The gender system was studied by I.A. Zhrebkina, I.O. Holovashenko, I.V. Lebedynska, T.M. Melnyk, N.D. Chukhym while P.P. Hornostay, O.M. Kikinezhdi, L.E. Semenova and others have studied gender stereotypes and gender roles.

The purpose of our study is the revealing of the psychological aspects of civil marriage. A quarter of respondents are in the zone of normative inconsistency, because their inherent status captures differences with the normative representations of society. Proceeding from the fact that they implement practices that they themselves consider abnormal, they become more sensitive to imbalances, are more likely to experience risks. Responsibility for gender equality (from the answers to the question “Who should solve the problem of inequality of men and women in Ukraine?”), the supporters of civil marriage are less likely than the official representatives of the state (18,0 % and 26,0 %) and other social institutions [4; 5]. They are more likely to hope for a family (64,5 % vs. 35,5 %) in solving the problem of equality, since they neglected the state institution of registration of marriage relations in their own practice. The problem should not be solved by 22,0 % living in civil marriage and only 14,0 % – in the official although the problem is recognized more often by those who did not dare to register their relationship.

One can say that the refusal of an official marriage is not only a consequence of the expansion of gender equality, but also a way to cope with the risk of gender inequality.

Civil marriage is more likely to be stimulated by the increased social status of women (it is believed that career growth is higher among women: 19,0 % – among those who live in official marriage and 23,0 % – in civil one), increased vital tone (more women are engaged in sports: 10,0 % – of official representatives and 17,0 % – of civil marriages). Women in the civil marriage are more involved with children than in the official (64,0 % and 55,0 %) – most likely it's not about common children, but about women's children from previous partners. Here one can formulate another problem of civil marriages – the nature and content of parental roles, relationships

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with non-native children. The civil marriage leaves a woman under pressure from her choice of “family or career”.

Unemployment is equally estimated by both representatives of the marriage, and the employment opportunities are more likely to be attributed to men by the representatives of civil marriages (54,0 % and 47,0 % respectively). This is another manifestation of normative dissonance. The adherents of the civil marriage more often believe that men have more opportunities to choose any profession than supporters of the official one (33,0 % and 20,0 %). Men with a higher professional (social) potential tend to civil marriage – they can more easily afford civil marriage. They are more confident, they have more social resources. Men less need to strengthen their social status through the family, they have more opportunities to confirm their status through work and other forms of social activity.

Self-development, education and health do not affect the issue of the nature of marriage. Both of them equally perceive the opportunities of men and women as equal. The autonomy of the civic position of men and women is more respected in civil marriage. Civic position in civil marriage is perceived as sovereign and equal.

If we consider the family as a subject, then the civil marriage is a bifurcated subject – the partners are more independent in expressing their position. This difference exists at the level of the trend. Women are more likely to implement masculine features in the civil marriage.

Consequently, civil marriages give a sharp sense of inequality, because answers to direct questions are not a description of the real situation in the family, but only its subjective experience. The threshold of sensitivity to inequality is lower than that of those who live in civil marriage.

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PROTECTIVE BEHAVIOR OF TEACHERS OF A SPECIAL SCHOOL AS A PSYCHOLOGICAL PROBLEM

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In the conditions of reforming the system of special education and the transition to inclusion, which is observed recently in Ukraine, special attention should be paid to the personality of the teacher of a special school. After all, the teacher needs to combine pedagogical influences with psychological and medical ones; to provide a correctional and developmental orientation of the educational process; to form a unified security and pedagogical regime at school and within the family, etc., which requires him to improve himself constantly, to develop both his professional and personal qualities. Considering the fact that their professional activities are stressful in nature, the problem of the psychological health of teachers in this category acquires special significance.

An important indicator of the psychological well-being of the individuals is the level of their socio-psychological adaptation. In our research, we focused on the study of the protective behavior of teachers of a special school, because it is, in the opinion of many scientists (V.O. Ananiev, F.V. Bassin, M.A. Havrylenko, R.M. Hranovska, L.R. Hrebennikov, B.V. Zeiharnyk, E.I. Kyrshbaum, H.S. Korytova, I.Ya. Kotsan, V.K. Miaher, A.A. Nalchadzhian, I.M. Nikolska, O.T. Sokolova, M.V. Yurkova and others), a part of the general adaptive system of the individual, which protects it from psycho-traumatic experiences, eliminates anxiety and helps maintain self-esteem in a situation of motivational conflict [1, p. 78-86; 2, p. 114; 3, p. 17-20; 4, p. 80-135, 189-200].

The methodological basis of our research was the psycho-evolutionary theory of emotions R. Plutchik and the structural theory of personality H. Keliernan, according to which protective mechanisms are derived from emotions (joy, fear, sadness, anger, anticipation, astonishment, disgust, acceptance). The last mentioned, in turn, are defined as the main facilities of adaptation, which purpose is to solve the problem of survival at all phylogenetic levels. In order to cope with basic emotions, eight basic defense mechanisms are formed, the manifestations of which depend on the age development and characteristics of cognitive processes. In general, they form a hypothetical scale of maturity – primitiveness of the defense mechanisms, which with the maturity growing can be represented as follows: denial, regression, projection, substitution, repression, reactive formations, intellectualization, compensation. Psychological protection, thus, is considered by the authors as a consistent distortion of the cognitive and affective components of the image of the real exclusive situation in order to alleviate emotional stress [6, p. 3-33].

Using the psychodiagnostic method “Index of life style” (IHC) R. Plutchik, H. Keliernan, H.R. Conte, in the adaptation of L.I. Wasserman, O.F. Yerysheva et

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al., it was found that the leading mechanism of psychological protection within teachers of special boarding schools for children with intellectual disabilities is projection – 71,3%. We should add, that for the analysis of the dominant defense mechanisms, we used only mechanisms with a high level of intensity (high intension) that have diagnostic value for us (Figure 1).

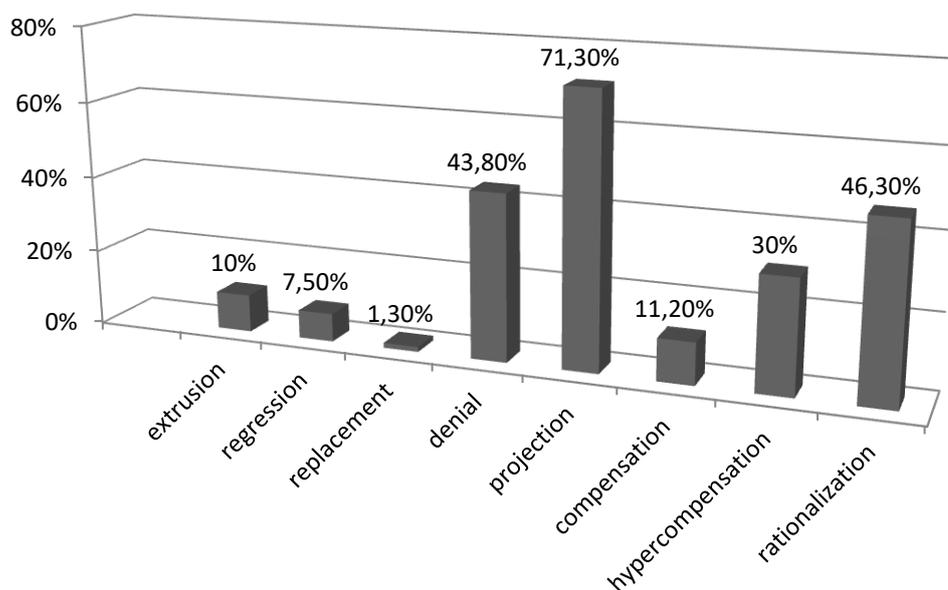


Figure 1. Representation of protective mechanisms within teachers of special boarding schools for children with intellectual disabilities

So, the majority of teachers in these educational institutions use a primitive, immature protection mechanism, as an option of eliminating stressful experiences, which, according to R. Plutchik, H.R. Conte, is a projection. The high degree of expression of this protective mechanism indicates the tendency of this category of teachers to transfer unconscious and unacceptable for their personality feelings, thoughts, motives of behavior to other people. At the same time, there is a lack of criticism towards their own imperfections, a tendency to blame others for their own problems, which can lead to an erroneous interpretation of reality. Teachers fixed the following manifestations of projection in themselves: they are irritated by people who dominate others, treat them unkindly or selfishly, gossip, achieve goals at any cost (“go over their heads”); they are repelled by hypocritical deceitful people who are trying to be constantly in the spotlight or people, who they can’t rely on. It should be noted that the basic emotion in the projection is rejection. Consequently, not accepting any side of their personality, teachers interfere with the transference, that intensifies the criticism of the surrounding reality and the nearest social environment. A negative consequence of such protection is the desire to correct an external object onto which their own unacceptable feelings, desires, etc. are projected. The nature of pedagogical activity allows us to use pupils as an object for such a transfer and, thus,

to prevent the loss of self-esteem and to justify their own negative manifestations towards others.

It has to be noticed, that a comparative analysis of the results, obtained from teachers of general education schools of different types, allowed us to state the following: the number of teachers in special boarding schools for children with intellectual disabilities with registered indicators of this protection mechanism at a statistically significant level exceeds the representation of indicators obtained from other categories of teachers: 71,3% of teachers of special boarding schools for children with intellectual disabilities significantly exceed 48,7% of teachers from general educational boarding schools ($p \leq 0,01$) and 52,5% of teachers in secondary schools ($p \leq 0,05$).

It should be noted, that the projection as the leading mechanism of psychological protection within teachers of special boarding schools for children with intellectual disabilities turned out to be a maladaptive form of psychological protection for this group of specialists ($r = 0,28$; $p \leq 0,05$). This gave us the reason to assume that the actualization of the specified unproductive protective mechanism indicated for the given pedagogical environment causes the emergence and manifestations of emotional burnout among specialists.

Using the methods of mathematical statistics, it was found that the projection is statistically more appropriate for teachers of special boarding schools for children with intellectual disabilities who have signs of emotional burnout ($p \leq 0,05$). It also found moderate positive relationships with burnout phases such as resistance ($r = 0,34$; $p \leq 0,01$) and depletion ($r = 0,39$; $p \leq 0,001$). Moderate positive relations with the symptoms of the exhaustion phase by “depersonalization” ($r = 0,47$; $p \leq 0,001$), “psychosomatic and psycho-vegetative disorders” ($r = 0,48$; $p \leq 0,001$) and the phase of resistance – “reduction of professional duties” ($r = 0,31$; $p \leq 0,01$) were recorded.

On the strength of the above, it can be concluded that the high representation of the projection in the repertoire of protective behavior is directly proportional to the vulnerability of teachers of special boarding schools for children with intellectual disabilities to the appearance of signs of emotional burnout. This mechanism of psychological protection largely determines the deformation (dehumanization) of relations with the subjects of professional interaction, who starts to be perceived as the objects for manipulation and do not cause any emotional response; the emergence of destructive changes in the emotional-volitional and personal spheres of specialists, in the system of professional values of the individual; leads to psychosomatic and psycho-vegetative disorders, which in turn cause all sorts of dysfunctions and worsen of the quality of life of a specialist.

Further prospects are the study of adaptive forms of protective behavior, which, in our opinion, have a preventive effect on the occurrence of emotional burnout in this educational environment.

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SOCIAL COMMUNICATION

INTERACTIVITY AND SELF-DETERMINATION IN CROSSMEDIA COMMUNICATION

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One of the final stages in the transformation from mass media to mass communication, what we see now, has indicated the symbiosis of the driving transformational processes such as digitalization, convergence, interactivity, and crossmedia.

In the distinguished work of V. F. Ivanov “Mass Communication” (2013) we find a reference to R. Burkart, who initiated the definition of “Quaternary Media” and according to him this new definition contains digital media and online communication with emphasizing interactivity and dissolution of the traditional division between communicator and audience [5, p. 145]. Based on this complementary classification we can safely attribute crossmedia to fourth-level media, while the multimedia belongs to the third-level media, so-called “tertiary” media, and that seems obvious due to the classification.

E. Fürsich, the author of the article “Media Convergence as a Risk and an Opportunity”, notes that the most valuable thing that is gained with the era of the cross-media is the first true opportunity for interactive communication with the audience. Instead of relict pseudo-feedback tools like as reader’s letters to editorial offices or indirect often overly politicized supervisory oversight. It has now become possible to communicate direct with readers, listeners, viewers and users. While the feedback has still not being used constructive enough and the discussion standards in Internet culture leave much to be desired, blogging shows us now that attracting users to a common network offers new opportunities for communication [3, p. 62].

O. Stins and D. van Fucht provide their own understanding of the crossmedia: A sender of the message is not limited by features of the only one media channel. A message can be transmitted through multimedia channels that resend the content in various forms. Crossmedia invites a user (reader, viewer, etc.) to switch over from one media channel to another [9, pp. 98-101].

M. Geffken, the director of the Leipzig Media School focuses on an important transformational aspect: the crossmedia should be understood as a triggered via web 2.0 trend, where media loses its self-determination as pure “senders.” In web 2.0 media senders are tied by network structures and therefore respond as recipients of news to the recipient’s feedback [4, p. 12].

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Professor L. Vasylyk emphasizes the interactive component of crossmedia communication. Crossmedia changes the traditional reaction of the reader's audience to a journalistic text. The media monologue becomes dialogue; it becomes expanded in time and in space. The consumer feels attracted to the communication process at the same level as the media. The audience joins authors via crossmedia, the audience pays more attention, it becomes more loyal and it constantly keeps up interest. This process is also supported by using names of individuals who have become brands and who attract attention of hundreds of thousands online: such as bloggers, TV presenters, politicians, public activists – the individuals, who enjoy a high level of confidence in society [10, p. 299].

Accepting the opinion of German researchers, L. Vasylyk believes the crossmedia is a communication that not only leads a user via various media but also returns to the generator like a reverse channel [10, p. 298]. So the subjects of crossmedia communication become not only the media but also the users themselves.

A dynamic process of cultivating one's personality is sometimes like a loop where the person becomes a hostage of its virtual twin. However, “newborn” virtual individuals do not always manage to overshadow their real prototypes. In the article “The Digital Gospel” H. M. Enzensberger skeptically notes that 99.99% of all circulated messages in the Internet are only interesting for direct recipients, and even this is a big exaggeration [2, p. 95]. While leaving the actual requests of the addressee out of sight, the new media create a picture of the world, “where to send a message and to be a message and by the way to be a community means the same thing” [7, p. 101].

This large-scale process of presenting a virtual personality as a guarantee of his existence was called “narcissistic representations” by the follower of J. Habermas, professor of Yale University, Sail Benhabib [1, p. 14-15]. We are not just self-referring, we are gaining our new identity (in essence, ourselves) by creating the image of the new identity.

There is a process of self-recognition: it was much more complicated earlier, because a philosophical self-recognition was understood with some clause of metaphoricity [6, p. 63]. The individual recognizes namely himself today and this happens thanks to new media. The Facebook asks its users: “What are you thinking about?” And it suggests writing a reply – writing a post. An individual has never asked himself this question so often before. Demonstration of someone’s approval or disapproval has always been something personal, often hidden. Social networks encourage to constantly expressing one’s approval or disapproval today, deciding what one likes and what not. A Like – is a unit of a social approval – it has already acquired some reflexive meaning for a long time. New media and in particular the cross-media encourage us to understand who are we, what do we like and what is interesting for us.

Calls of traditional mass media for civil responsibility or appeal to universal human values today do not usually create a remarkable impression, because it is addressed to everyone (all but me = none). A crossmedia newspaper is a version of a personalized virtual newspaper. The reader can register, open a personal office,

choose news stories and interesting for him rubrics here – the calls for responsibility in such a newspaper become targeted and efficient.

A self-presentation is acceptable and demanded in the contemporary culture, but as F. Schönhagen reasonably states, a one-sided concentration on products which are self-made and placed locally in the network is obviously highly overestimated as well as this product's importance for public communication [8, p. 92]. And it is difficult to disagree with this statement, although the phenomenon of the producing public is undoubtedly a new, necessary and well-timed staging point in the development of communication.

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SOCIAL SCIENCES

SOCIAL TECHNOLOGIES AND COMMUNICATIONS: BASIC TRENDS OF CHANGES

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Nawadays the absolutely exclusive cardinality of changes in the social environment is associated both with the achieved total power of humanity and with the fragility of civilization and nature. An extensive list of unsteady shifts is often focused in defining postmodern transformation or postmodernization, which has a long range of its own characteristics, features and properties. Their significant part stems from the specifics of the information age is coupled with increasing importance of the knowledge economy and cognitive activity, with its value-sense hierarchies and appropriate incentives. An effective social technologies and communications are reflexing new conditions of life. In particular, the survival and development of humanity requires a combination of a certain “nature similarity” (close to traditional culture) with a high degree of technological processes (characteristic of modernity), which allows wide variation of post-modern solutions acceptable for these conditions. Under these conditions, a sharp rise in development, a reverse movement, and a vectorless transformation are possible. Moreover, the factors and consequences of risks and opportunities are unevenly distributed. Correspondingly, the change in the direction of change is increasing. Priority differences regional, and socio-cultural nature. Often, it is not formal constructions, but the quality of life and the possibilities of creativity determine the indicators of a country's progress. New horizons of development are opening up to those states, in which the social system maximally contributes to the realization of the creative potential of citizens. The very content of social life is increasingly being set not by the “leading elite”, but by everyday contacts of individuals with each other. Intellectual creativity of the people (primarily in the system-forming relations of labour, property and management) gives the greatest socio-economic effect. Accordingly, measure of human’s vital activity should be subordinated thanks to the realizing prosocial opening and unfolding of creativity in society’s formal and informal organization [1-3].

If in labour as such, social relation exists along with the production process, then in creative work social relation is the essence of activity. Therefore, as alienated labour gives rise to an “economic person”, so free amateur creativity reproduces and requires a “creative person”, radically changing stereotypes of social and individual

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human behaviour and mechanisms of its determination, strengthening the special relationship between macro- and microfactors of social relations, increasing the requirements for people's freedom and responsibility, based on folk traditions, historical experience and social heritage. In turn, the scientific and educational complex today is an integral part of both the successful scientific, educational and industrial cycle, and the mechanism of socio-economic development. Accordingly, against the background of cardinality of postmodern transformations (in particular, post-globalization ones) at the macro- level, the processes of competition and partnership, in the trends of microeconomics, the increasing importance of factors stimulating the use of employee talent bring to the forefront of ensuring their competitiveness the intelligence of economic schemes. When the role of elements of social chaos increases, individual forces to return to fundamental of own value-sense complexes. It's naturally. Preference in choosing is based on both globalized information flows and the national and family memory, social and clan heritage and traditions [4; 5].

The transition to the logic of postmodern, to the logic of freedom is, at the same time, a rejection of the unity of any basis of development of an effective social technologies and communications. The radical nature and scope of the shifts are clear. In the presence of a complex movement that simultaneously combines different models, scenarios and processes. It's realizing not only in the political conditions for the realization of freedom, but also in much more global perspectives, associated with the dominant tolerance and multi-structuredness. When there is no stable external support in the form of a common ideology, a single culture, stereotypical science, it is necessary to recognize the right to the existence of a dissimilar, special and unaccustomed. The sciences of society change with society. Moreover, science is not just passively reflecting social transformations. No, science is actively involved in them. At the same time, by acquiring the qualities and characteristics of post-non-classical and freeing themselves from "methodological oppression," science becomes more vulnerable to unscientific methods of influence. Under the guise of new research, sometimes speculation and retrograde, pushing society towards neo-archaic, are sometimes hidden. The process of changes, which provide for the coexistence, intersection and resonance of a wide variety of development trends, among which (unlike the culture of modernity and tradition) no one can claim to be of exceptional importance, which would allow one to disregard others without harm, more actively declares itself. If earlier the epoch could be designated by the name of a determining, dominant state in the world, now on the contrary, it is possible to achieve success on the basis of different models. The competition for the best development of any one social model is replaced by competition of radically different approaches.

At the same time, the realization of contradictions that arise during this process depends largely on the state and nature of the employment relationship. In particular, the objective contradiction between sociocultural multicenterism, multipolarity, and attempts to hold back mature public innovations in old forms and subjective antagonism between the models of the unfolding of the government of the common good and the crony of oligarchic government is increasing. If in a state of common

good the source of power is the people, then the regime of the comprador oligarchy transfers the real power outside, to global centers. For a long time, it was labour that was the defining element of production and social life: it provided resources for economic growth, determined the quality of life, shaped values, and assigned specific niches to professional and social groups. At the same time, going beyond the usual limits of modernity is a row of labour, study and play in the creative process and changes the mechanisms for the subsequent reconstruction and development of social relations. The study of the institutional and value principles of organizing of different types of communities, alternative approaches to the evaluation of incentive systems makes it possible to overcome rigid production determinism, to abandon the analysis and assessment of economic situations and processes solely from the standpoint of immediate pragmatically interpreted benefits, to proceed to the study of behaviour and relationships with a broad palette historical, cultural, moral, psychological, religious and ethical traditions, plural models of personal, group and social choice.

For the stability of society's support for transformations and the creation in their process of long-term socio-economic development based on the an effective social technologies and communications, the immanent capabilities of a "smart society" require not only large-scale resource manoeuvre and state support for "growth points", in particular, innovation clusters of the sixth and seventh technological order, but also the formation of a stimulating creative vector of changes in the sociocultural environment, in particular, is an integrated strengthening the motivation for the development and realization of human creative potential, as well as providing attractive living conditions. First of all, it focuses on the use of labour relations mechanisms, as well as the introduction of average European social standards (for example, wages, pensions, living standards, etc.). At the same time, the effective implementation of directed reflexive modernization of society for the implementation of the new Super-project of socio-economic development correlates with the rise of consciousness.

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POLITICAL SCIENCES

NATION-BRANDING PROCESS AND THE SPECIFIC ROLE OF THE MEDIA

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Under the conditions of globalization, a positive image of the state makes a significant influence on all areas of the country's life. Good state image ensures smooth integration into global market and international political system, helps to attract more foreign direct investments, tourists and secures that country will gain the support of foreign countries and international organizations in solving various economic, political and security issues. A positive national image tends to enhance unity and public spirit of citizens, because respect and recognition of the country promotes sustainable cross-border relations.

So, nation branding, the practice of governments in conjunction with public relations consultants and corporate businesses to promote a certain image of a nation-state, is a rapidly developing area of study. Given its short history over the past three decades, the amount of research has increased substantially in pace with the spread of the phenomenon.

Even though branding is normally used as a commercial service within the organizations of the private sector, its principles are easily applied on a national scale. State branding is about using strategic marketing to promote a country's image, products, and attractiveness for tourism and foreign direct investment. State branding implies that countries "behave, in many ways, just like brands... they are perceived in certain ways by large groups of people both at home and abroad; they are associated with certain qualities and characteristics" [1, p. 79].

State branding is relevant because consumers and investors continue to rely heavily on country images to make their economic decisions. Equally important, branding has become a central tool of country competitiveness because having a bad reputation or none at all seriously affects a country's ability to compete. Thus, effective branding of a country can give it a competitive advantage in world and opens many opportunities for developing countries [6, p. 14].

Of specific importance is the involvement of public in the image formation process. Only by creating favorable conditions for the public to influence the realization of international goals, it is possible to create a stronger feeling of national identity and promote social cohesion. However, if the government fails to achieve a common goal and create control mechanisms typical for brand formation vision in the private sector, the threat for national brand failure becomes real.

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The political approach to nation branding is made up of analyses based in international relations, public relations, and international communication, where the concept of public diplomacy is at times used interchangeably with nation branding. A political scientists argue that nation branding is rapidly replacing traditional diplomacy, and that contemporary politicians are faced with the task to find “a brand niche for their state,” engage in “competitive marketing,” assure “market satisfaction,” and create “brand loyalty” [6, p. 6].

According to J. Vincente, three things are clear: 1) state branding is no longer a choice but a necessity; 2) it is no longer conceived as a function to be performed individually by the state, associations or individual private companies, but as an integrative and concerted effort by all interested stakeholders; 3) if done effectively, state branding can provide ‘soft power’ [6, p. 9].

The fundamental assumption in country branding is that country names amount to brands and as a result convey images, help us evaluate products and services and make purchasing decisions. Thus, a powerful country brand translates into a better perception of the country, increased exports and inward tourism and foreign investment. As S. Anholt has point out, country brands still stand for a limited number of qualities (power, wealth, sophistication) so there is still plenty of space for countries to brand themselves with qualities such as ‘creativity, music, philosophy, trust, innocence, wisdom, challenge, safety and so on [3, p. 229].

Country of origin can be defined as the country that a consumer associates with a certain product or brand as being the ‘home country’ of the brand (Honda identified as a Japanese product), regardless of where the product is actually produced (i.e. Honda assembled in the US). Products bearing a ‘made in Germany’, ‘made in Switzerland’ or ‘made in Japan’ labels are commonly regarded as high quality, due to the reputation of these countries as top world manufacturers and exporters. Consumers continue to associate and evaluate given product lines (e.g. cosmetics, furniture, cars and fashion articles) with specific countries. French perfumes, German cars, Japanese electronics, are just some of the examples where national image is synonymous with quality, workmanship, durability, style or taste.

Following S. Anholt, there can be identified ten top places or countries as far as brand image is concerned: United States, England, Scotland, France, Germany, Japan, Scandinavia, Switzerland, South Korea, Italy. Of them, the US is considered by most people to be the supreme country of origin for the world’s three most valuable and profitable business sectors: entertaining, merchant banking and information technology. Beyond the ‘top ten’, we can find an array of minor-country brands countries whose appeal is limited to one or two kinds of products or a few brands : Ireland, Canada, Finland, Spain, Taiwan, Wales, Portugal, Belgium [2].

A single branding project, starting with a government tender, could very well be described with a model consisting of four recognizable steps: 1) evaluating current perceptions of a country, 2) arranging seminars about the value of nation branding for government representatives and other actors involved, 3) defining a core identity of the nation, and 4) producing material to communicate the new image [4].

The current process of globalization and the accompanying increase in economic competition for markets has underlined the need for countries to brand themselves on four different dimensions of state branding and in an integrated manner. *Tourism branding* “typically involves ‘mass-marketing’ approaches (media advertising) by government and industry associations, and both mass and more focused approaches (such as personal selling and incentives to travel agents) by associations and individual firms.” *Public diplomacy* comprises a government’s range of ‘interactions not only with its foreign counterparts but primarily with non-governmental individuals and organizations’ aimed at furthering its image and reputation through mutual understanding. *Export promotion* is primarily carried out by individual exporters, with government and industry associations acting as facilitators (ie. arranging trade fairs, country weeks at major department stores in target markets). *Investment promotion* activities by all three actors tend to be of a personal selling nature rather than a mass-marketing one (i.e. investment missions and handling of individual investors by government agencies). This being said, each country’s level of emphasis on each of these four dimensions will vary depending on its brand essence and competitive advantages [5, p. 310].

Since state branding is a long-term, cumulative effort, in order for a country branding campaign to stand any chance of success, it must rely upon an integrated marketing and communications campaign. Branding, marketing, and image production are communicative activities that presuppose some sort of mediation. This is the fourth and most “critical” phase of the nation-branding campaign process (following research/evaluation, training/education, and identification of the core brand value).

A better understanding of the role of the media in branding campaigns is important and can contribute to the critical analysis of nation branding and related activities such as soft power, reputation management, and public diplomacy. A more systematic analysis of the role of the media means studying the media in their own right as technologies (e.g., television, the Internet, the press, advertising spaces) and as organizations (e.g., corporations such as the BBC, Euronews, CNN).

Some research reveal the complex web of interests that are involved in branding campaigns (as in most large-scale communication endeavors And although the initiators of the campaigns among national political administration, corporate businesses, and communications experts might have ideas on the domestic effects of the branding campaigns, the media (e.g. large-scale international media corporations such as BBC Worldwide, CNN, and National Geographic) have an important part in what will be covered, how images will be constructed, and in which reception contexts they will be interpreted.

The mediation can, quite naturally, take many forms: advertising clips on national and/or international television channels and in the press and the production of portfolios of pictures, information leaflets, or lobbying (for example, by having print or broadcast media produce content about the country in question).

To summarize the media technologies are involved in state branding, they are :
1) the printed media such as directed to an international readership, 2) the special

media—such as the brand books produced to convince political administrations or corporate businesses of the necessity to brand the country, 3) television and television channels and streamed video services such as YouTube used as platforms for the distribution of mediated information, mainly organized by large-scale, transnational media corporations such as Euronews, the BBC, and CNN.

Four different agents and objectives of state branding can be exemplified in Ukraine: agents are found within the political administration, branding consultants as the communications experts, the representatives for corporate business, the media corporations as platforms for the other three groups of agents, some large-scale international media corporations. These four main types of agents are also internally heterogeneous, and they comprise competing interests and wills that must be negotiated in the daily business of their activities.

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PHILOSOPHY SCIENCES

FORMATION OF THE SPIRITUALITY AS A NOTION IN THE UKRAINIAN PHILOSOPHICAL TRADITION

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The spirituality, its role in the formation of personality of Ukrainian society has always been in the center of national culture.

In the works of thinkers of XVII – XVIII centuries, the problem of “worldly vanities” occupies a prominent place, a critique of wealth that interferes with spiritual life, spiritual growth, and the unity of people.

L. Baranovich, I. Velichkovsky, I. Galyatovsky, A. Radivilovsky claimed that wealth does not contribute growing of a spiritual. “The rich cannot reach the heavens, because they forgot God behind their wealth, do not praise him, and do not pray ... because they have often acquired their wealth in a bad way ...” (I. Galyatovsky) [1, p. 145-146]. Hence, the most important is the richness of a depth of a spirit, that contributes to spiritual development, and not material assets.

I. Velichkovsky thinks a lot about the futility of the world, instability and its fluidity. He believes that the most valuable is the spiritual world [8, p. 64]. His work, as well as works of many other thinkers, is permeated by ideas of morality as the most important requirement of human existence, with requirements to adhere to the higher values about spiritual knowledge that help a person self-perfecting.

It should be noted that many Ukrainian writers also emphasized spiritual development as the most important human value: M. Gogol, P. Kulish, Lesja Ukrainka and others. For example, spiritual values, personal development, the problem of revealing their own potential to certain extent reveals in many works of Lesya Ukrainka and in her own personality. In other words, the writer has worked in line with moral and ethical philosophy, her creativity is perceived through the “heart” [6, p. 54]. The problem of spiritual growth covers the aspect of the choice between right and wrong. Internal contradictions and the choice of one part leads to the formation of a system of values that is special for each person, which is one of the important factors of personal, spiritual growth.

Even though the Ukrainian philosophical tradition did not directly define the notion of “spirituality” when dealing with the problem of spirituality, this problem is discussed in the context of the “philosophy of the heart” by G. Skovoroda, P. Yurkevich.

G. Skovoroda believed that the social progress of society entirely depends on the spiritual development of each individual. The problem of spirituality is reflected in

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the category of “heart”. He describes a person as being composed of two kinds – invisible – that is, the spiritual, and visible – the material. “If there is a body above your body, then there is a head over the head and the new heart higher than old one” [7, p. 136].

Spirituality is invisible, but the main essence of human. In the “philosophy of the heart” G. Skovoroda speaks about spirituality: “The good nature and the supreme beauty is a good heart. The good heart is the same as the source that gives pure thoughts” [7, p. 115]. That is, the path of spiritual growth is nothing more than the path of personal development. The spiritual substance of the heart is the foundation of being, the source of life, which gives power to create and develop. The philosopher also speaks about the spiritual nature of human and of the eternal world of spirit: “Eternity is one, it is inflexibility, permanence, hope. Let us put our hearts in the power of it” [7, p. 410].

We understand that human life should be headed to spiritual development, because it is the path to eternity. P. Yurkevich developed after G. Skovoroda the doctrine of a person as an individual, free, responsible personality. The heart acts as the guardian of the spirit, as the center of the moral life of human. The development of his heart is fundamental to human, because only this way it is spiritually self-asserting. “The heart is the center of spiritual life of human. So, in the heart begins growing self-confidence of human to one or another actions; there arise various intentions and desires; it is a place of will and its desires” (P. Yurkevich) [3, p. 69].

A lot of attention was paid to the problem of spirituality by the scientists of the end of the XIX – XX centuries. According to V. Zenkovsky, the spiritual life of the individual manifests itself in relationships with God, with the external world, with society, with the spiritual world. It manifests itself in life-creation, professional activity, actions, character of self-determination, social relationships [10, p. 59-60].

According to V. Vernadsky words: “... a person is deprived of the most important things, which gives its an opportunity to deeply cover space area – the view, so closely but inextricably linked with the brain, that gives a possibility to reproduce from the individual's immediate surrounding – reality; ... on the other hand, its environment... variable, because it can ... gradually, over time, deepen the scope available to its sensation, and the boundary of this deepening will go far beyond the boundaries of the biosphere” [9, p. 383]. Of course, it is not about physical vision, but spiritual, the development of spiritual vision as another way of perception.

According to A. Osipov, spirituality is the notion that the external world is a continuation of the inner world of human, and the inner world of human can not exist without extension in the space and time of his twin. Subjectively, this state (the unity of the external and internal) is experienced as the integrity, completeness of existence [5, p. 32]. Therefore, it can be argued that spirituality is compared with the disclosure of self-consciousness, creative self-realization, internal potentials, development of worldview. Also, many philosophers adhere to the persistent thoughts that spirituality can not be provided from the outside, which is only internal quality.

Representatives of the Kyiv philosophical and anthropological school also considered the features of spirituality through the prism of worldview (spiritual and

practical development of the world), spiritual advancement of human identity and morality.

In the XXI century, the problem of spirituality appears in the aspect of spiritual – pseudospiritual. This is not only a problem of good and evil, it is a problem of harmonious spiritual, mental, physical development of human. According to the concept of S. Krymsky, spirituality relates to the searching for a human's meaning and purpose of life, with the inner world of the individual, his freedom. S. Krymsky, I. Podlasii speak about the spread of pseudospirituality, which can lead to the decline of the modern social system. S. Krymsky emphasized on that in the XXI century it is impossible to speak of the fall of spirituality. The matter is not only in the absence of spirituality, but in the false spirituality. S. Krymsky speaks of the fact that the modern society has lost its benchmark, became pseudospiritual. A human, looking inward inside himself, sees nothing but his body; and the body is considered not as a body of spirit, but as a “self”. This way spirituality becomes pseudospirituality [4, p. 85-89].

For example, I. Ignatenko considers the problem of spirituality through the prism of the phenomenon of loneliness. She argues that “... initial loneliness is a situation that contributes to the formation and confirmation of the human spirit, since only turning face to face to itself, you can only give yourself a definition or outline the prospect of future progress” [2, p. 26]. In our opinion, in these words we can see one of the problems of postmodern society. People are constantly surrounded by other people directly or indirectly. Phone, Internet – on the one hand, do not allow a person to stay alone, on the other – in this diversity, a person feels lonely. But this loneliness does not allow (because of the presence of other people (other loneliness)) to investigate the soul to become a possible to work on yourself, therefore, people often choose an easier way – the way of pseudospirituality.

Thus, it can be noted that the role of spirituality in the formation of the individual has been understood as the direction of aspirations for spiritual development, control over own material desires, and even in a certain way restriction of them, or even refusal.

Understanding the phenomenon of spirituality was relevant in the philosophical researches throughout the history of mankind and remains relevant today.

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INTERIORIZATION OF EDUCATIONAL NORMS AND VALUES AS A COMPOSITION OF FORMATION OF PROFESSIONAL QUALITIES IN HIGHER EDUCATION SYSTEM

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The current state of the problems of the effectiveness of Ukrainian education reflects the contradiction between the growing demands of society on the morality and human intellect and the actual level of alertness of graduates of higher educational institutions. Under such conditions, the search for new approaches to improving the efficiency of the educational process with the focus on quality change is of fundamental importance.

To a certain extent, the issue of internalization is already traditional for domestic and foreign science. In the classical period of sociology and philosophy, the problem of internalization of the elements of social reality was considered by E. Durkheim, J. Piaget, L. Pento, N. Sardzhveladze. In Emile Durkheim (1995) work was presented as internalization process when the child borrows from the concept of social consciousness, action category, which then form the structure of his personal views.

Louis Pento (2001) studied the problems of internalizing those foundations that allow individuals to equally understand social reality. These foundations, becoming mental and deep, appear, in his view, as the relationship of the individual to himself, as part of a particular group or society as a whole.

Nodar Sardzhveladze (1989) considered adaptive function of individualization of social norms and values. Adapting to their social status and acceptance of certain social roles associated with the formation of a sense of belonging to a particular

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community (national, professional, age etc) and belonging to it as to some collective body, characterized by specific means of self-preservation and self-support (traditions, rituals, stereotypes and patterns of behavior and so on). Thus, an individual becomes involved in a particular culture or subculture.

Important aspect of internalization of educational norms in students is the internalization of socially significant values. In the context of research of value orientations, the definition of personality is so: a personality is the individual existence of social relations, which is formed through the internalizations of socially significant values, through the assimilation of social norms and attitudes.

Social processes are influenced not only by the dominant hierarchy of values in society, but also by the way of appropriating the values of the individual. Methods of internalization of values show the nature of the social action of the individual. An analysis of such methods reveals not only that the individual wants to declare, as he understands reality, but also the real basis of his social action: he carries it either on his own, on the basis of the reflection of the social situation and the principles of life he has developed, or independently, but influenced the environment imposed by the society of values.

Values are specific social and psychological definitions of the objects of the surrounding world, which show their positive or negative significance for a person and society. The specificity of value orientations lies in the fact that they function not only as means of rationalization of behavior, their action extends not only to higher structures of consciousness, but also to those which are simply referred to as subconscious structures. Values are most stable element of social the sphere of society.

It is obvious that the beginning of studying at a high school for a student is a situation new, unfamiliar and, from a socio-pedagogical point of view, potentially threatening. Actualization of this potential threat may occur in the future, for example, academic failure, bad relations in the student group and, as a result, the destruction of certain illusions, self-esteem, frustration and, above all, loss of interest in learning.

The desire to understand oneself and its peculiarities, the desire to compare oneself with others and to assess their qualities give rise to increased sensitivity to the assessment of the personal qualities of the first year student, his behavior, his attitude toward him in general. Therefore, the curator, teachers, practical psychologist and social teacher in their educational work should take into account the psychological and physiological features of freshmen students, the value of self-esteem of the student in the development of communication, morality, the degree of educational and non-educational activity (Boiko, 2002).

Self-development plays an important role in the formation of the student's personality. The development itself serves as a kind of social and pedagogical factor in the successful adaptation of freshmen to the conditions of study in a higher education institution. Personality and surrounding its social environment connects the conventional consciousness. Its content is typical and traditional for a certain society or a certain community of norms, values, social roles, mediated through a system of

meanings. As an image and a picture of the world, the conventional consciousness may be inadequate to new circumstances and the cause of inadequacy (Boiko, 2002).

The study of the effectiveness of the process of social adaptation of freshmen students to the conditions of education in higher educational institutions showed that educational, educational and spill-over can be attributed to the basic functions of social adaptation of freshmen students to the conditions of studying in higher educational institutions.

Given the scientific and methodological and development with identity problems of education of students, it should be noted the relevance of an approach of classic the in identifying key steps to support teaching first-year students in the process of social adaptation to training in higher education institution (Stepanov, 2005), which allows for concurrent processes and internalization.

At the first stage – *signaling* – the teacher records signals about the presence of a student-first-year student problems that he has.

At the second stage – *contact* – the teacher determines the emotional and psychological state of the student-first-year student, his readiness for conversation, provides the emotional and positive mood of the student-freshman to the conversation.

At the third stage – *diagnostic* – the teacher organizes a conversation with the student-first-year student, makes a diagnosis of his condition, finds out the causes of the problem that arose from the student-first-year student.

At the fourth stage – *projective* – the teacher helps the first-year student find a constructive solution to the problem.

At the fifth stage – *active* – the first-year student should follow the planned action plan for solving the problem, and the teacher carries out only the pedagogical support of the student's efforts.

At the last stage, a *productive-analytical* one, a teacher with a freshman student discusses the successes and failures of the educational work conducted, states the fact of solving the problem or other plan of action (Stepanov, 2005).

An important regularity of the process of social adaptation of students in the field of higher education is the goals of education and training. Targeted pedagogical guides will be perceived by individual subjects, student groups and pedagogical teams only when they are associated with their interests, needs and aspirations, they will be concerned. This is the most important pedagogical condition of the positive effect of the natural relationship between the pedagogical influence and the active educational activity of students, which contributes to their general and professional development, the formation of student collectives; A very important pedagogical regularity is the constantly existing need to create conditions for the successful transformation of external influences into the students' internal position. Each student has his own, individual acquired experience, his own individual peculiarities of emotions, will, cognitive processes, motives, needs, etc. Because of these internal factors and the transformation of external influence occurs. It is clear that this transformation is individual – in one it happens so, in another – differently. That is why, while retaining this individuality, we must develop everything positive in it; It

was established that the degree of development of the activity and independence of students and student groups is largely influenced by the style of teaching leadership of teachers, the level of their pedagogical skills. There, of course, there is a logical connection.

Thus, the main strategic direction of the development of higher education should lie in the plane of solving the problem of the development of not only the personality of the student, but also the teacher, and the process of technological development of learning, should be considered as providing an acceleration of adaptation of subjects and objects of study, with this process of internalization of their educational and social norms and values must be constantly improved.

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URBAN STUDIES: FROM THEORY TO PRACTICE

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The theory of the city in the socio-philosophical context associated with the problems of development and modernization of urban society. “Modern practical task in understanding cities is the creation of the modern theory that enables configuration of multy-subjective sector, which is responsible for rational city being. The lack of such a theory is felt in discussing issues of urban development and formation of local government structures” [1, p. 248-342]. This especially makes it important to study cities in the context of social philosophy, because, in our opinion, it is the only one that can integrate multiparticulate urban problems.

At the present stage of social development it has raised practice management and design of city life and social problems solving that derive from the positivist

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methodology vision of the city, not to the complexity of the tasks facing the administrative structures of the cities. In our view, the positivist approach to the analysis of the city focuses on the object-oriented aspects of urban life, presenting the city as a machine and as a structure–functional organization of joint activities based on division of labor. As we know, the techno–economic component is far from exhausting the contents of urban life. We proceed from the situation that the city is a unity of three subsystems: ecological, technical and social. Social structure is understood as a city community because the city is primarily people, a culture that determines the society [2; 3].

In our view, such a theory of the city can be a philosophy of the city while the city is the reflexive form of culture. This problem both in theoretical and practical terms, we will try to explore in the article. This becomes possible by reason, which is embedded in the cultural etymon of the city: the city is an ontological idea of gathering the man into a unified whole, the idea of space habitats, including their own human corporeality (“temple of soul”, the body as “the abode of the soul”), and in fact external to the individual forms of embodiment, forms of the urban environment, especially public communication of social space. The philosophy of the city – is the idea of the city, the concept of the city. Starting with ancient philosophy the city with its ideals of humanism and the urban community is the ideal man.

Today, the philosophy is in such condition that can be characterized by the words of K. Mannheim's: “People come from the direct study of things to the consideration of ways of thinking only when faced with many opposite definitions no possibility of direct and long-term development of concepts about things and situations” [4, p. 7]. Such a situation is not surprising because some authors deny our history that we have cities and they ever been, and is [5, p. 15].

So, the problem is that defining the scope and content of the concept of the city based on a particular historical area is impossible. The only option was to clarify the concept of the city relying on any ontological foundations for building a culture, independent of historical range not show this empirical concept of the history of civilization, and to build the city in the space of culture as a kind of ontological idea that has its history, its biography, its trajectory of becoming – as a kind of ideal archetype, from which became possible branches – at the European, Eastern and other.

From the point of view of the city culture in our homeland is even more desired than a cultural idea as it is born not in the West or in the East. It is born in a culture, or rather, as a cultural idea. As the idea of unity of man, the idea of gathering in its integrity, as an analogue of the Temple of Heaven. In this sense, a manifestation of the city actually became literature. Literary images of the city the essence of mirror images–shapes the city in which the idea of the city was implemented. This is the question whether we have the city. Yes we have, but it revealed not just in stone. It is represented in word, in literary texts. With this consideration in principle should be taken off European and Eastern contexts, and different cities can be only an illustration and example, but not the basis for conclusions.

Urban development in recent decades has grown dramatically. Urban tsunami moved from the West to the South and East of the planet, dramatically increasing the state economy. Unlike countries in the developed world, urbanization here is gaining momentum. And it happens hundreds of times faster and bigger than it ever was in the West. This wave of “urban revolution” main experts call the economic transformation of the new time: the center of gravity of the economy shifts to the East and South of the planet, from the developed world – to the developing one. The international trend has changed. And this is not an academic stamp, but reality given us in sensation. First cities have emerged as a result of the concentration of artisans. For thousands of years the main trend has been associated with the development of production. Then the direction changed: gradually began to manifest a request to the city from the citizens. In socio-philosophical perspective of urban society opens in complex heterogeneous composition of the population that contains many communities that vary in their value–semantic orientations. This makes topical problems of communicative public space of the city.

Culture changes the environment of the city and the city becomes attractive to new economies. Now the culture itself is a new economy. L. Mumford, for instance, in the book “Culture of cities”, argued that the city cannot be reduced to material structures, cause of high importance of social and cultural dimension. This is its essence, not in the form of streets or buildings. The main function of the city, according to L. Mumford, not in economic well-being, and the mechanism of transmission of cultural heritage. The city is both a physical unit together, and a symbol of collective efforts and consensus, that grow in its environment. Along with language, it remains the greatest work of man. “The nature of the city is not in its economic basis, the city is primarily a social organization. A sign of the city target social complexity. It represents the maximum opportunities for the humanization of the natural environment and for the naturalization of the human (cultural) heritage. It gives cultural form at first and materializes in permanent collective forms, at the second” [6, p. 5].

Speaking about Kharkov, it is quite obvious that the city began to occur significant changes; first of all, there was another, more humanitarian component of the development of the city. The trend changed in the right direction, in terms of the context of culture and civilization. It is very important what will be the strategy of socio–economic development. Kharkov should be much more comfortable city for living.

Today, much is being done to create public spaces in Kharkov, but mainly involves the Central part of the city. Gorky Park is an iconic Park, and to begin with it was quite logical. But in residential areas is a completely different situation. A public space are quite different. And another question is also important: what about the fact that these areas do not imply that Jane Jacobs calls a “mixed use”? Problem areas in the urban literature has been called the problem of “environmental communism.” Environment of communist apartment blocks – it's like Pandora's box. Everyone is afraid to look there. How to equip the peripheral residential areas, make them higher quality? In these areas you need to focus on identifying public space. That they

should meet from the point of view of landscaping and quality architecture. They should be wholly aesthetic, perfect. On very small areas to make a quality environment, and life in a huge area of people will appear to others. Parks, squares is a very bright, attractive pole.

The philosophy of the city needs to show horizons, which will be working on the development of the city.

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PHILOSOPHICAL APPROACH TO THE CLASSIFICATION OF NEEDS OF A HUMAN BEING IN 21ST CENTURY

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Philosophy has always shown interest to a human being as himself, to his existence and self-knowledge. All philosophical questions, as to Kant, are reduced to one: “What is a Person?” A human being, an individual, a person, as contemporary world-view categories of research in historical-philosophical discourse of the 21st century, were covered in philosophical anthropology and existentialism. A human being is studied as a self-sufficient part of culture and society, as a multi-layered, thinking, creative subject, and his life – as a field of self-identification, self-awareness, and self-actualization.

It is advisable to apply a hierarchical method for classifying the needs of the 21st century person, which involves the sequential division of the set of needs of the

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modern human being into subordinate classification groups, and classify the needs of a person at the level of the Individual – the Individuality – the Personality.

Individual is a separate representative of the human race, which has unique natural and social qualities [3, p. 435]. As individuals, people differ from each other not only by morphological features (such as height, body constitution and color of eyes), but also psychological properties (abilities, temperament, emotionality). From the standpoint of sociology, the individual is a characteristic of a man as a separate representative of the biological species of *Nomo Sapiens*. At this level, according to the developed classification, it is expedient to allocate **biological needs** in: *oxygen, water, food and energy, physiological needs, motion, relaxation and sleep, hygiene, clothing and housing, sexual need, gender needs*.

Undoubtedly, a person is physically immersed in the physical world, interacts with it, uses it for his own purposes, or in other words, a person needs the physical properties of the environment, or just biological necessities. Some of these necessities are vital: oxygen, water, food and energy, etc. However, human life is not determined by this necessity, since these needs serve only as an opportunity to live. Everything in the world and society is defined by people as opportunities. So, the need for food is an opportunity to survive, to prolong life, which “may or may not be”. And only the human being may understand it. And to meet this urgent need for life, a person is also treated as an opportunity: it more or less freely selects ways of satisfying it, which is always only possible.

Carl Jung, a Swiss psychiatrist and psychoanalyst who founded analytical psychology, stated that the goal of life is individuation, the process of coming to know, giving expression to, and harmonizing the various components of the psyche. From the foregoing it follows that a human being is already an individual by the fact of his birth. Initially, the he does not have the individuality, but can acquire it later.

Individuality is a combination of characteristic features and properties that distinguish one individual from another. It manifests itself in a complex of psychological peculiarities such as temperament, character, specific habits, dominant admiration, quality of cognitive activity, etc. When it comes to individuality, it is not enough to indicate only the unique features of a person, it is necessary to characterize the original relationship between the above categories. An important criterion in the description of human personality is the qualitative and quantitative analysis of her abilities. Intellectual capacity are a special feature of the psyche that determines the ability of a person to productively acquire knowledge and skills.

However, intellectual capabilities is not a fact of knowledge, but a prerequisite for their easy assimilation in an interesting field for a person to which she has an innate and/or acquired tendency. There are no two people with full coincidence of the configuration of emotional and psychological properties. The uniqueness of the personality is precisely by individuality. A distinct personality can be attributed to both talent in the intellectual and creative spheres, or intellectual talent in the field of interest. “Hidden”, less noticeable to people, but important for man’s manifestation of individuality, is a developed volitional principle that provides for a personal self-

control, endurance, prudence, etc. According to developed classification at the level of individuality, **social needs** are: *love, unconditional love, respect, and freedom.*

According to Maslow's hierarchy of needs, when the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Abraham Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging [2, p. 375].

Also, according to author's opinion, at the levels of individual-individuality the **existential-prestigious needs** are emerging, such as: *safety, psychological safety and personal comfort.* All existential-prestigious needs can be divided into basic necessities, objects of long-time use and luxury goods. For example, the primary necessity is water (running water), long-term use – filtered water, luxury – structured mountain premium class water. However, such a division is unstable: something that was considered a luxury item a few years ago can now be a matter of necessity or vice versa. In addition, due to various abundance, what is an object of luxury for one person, is a matter of necessity – for another one.

Personality is a human individual who is a subject of conscious activity, possessing a set of socially significant features, properties and qualities that he implements in social life. In a history, the concept of personality based on deepen knowledge about human being has changed. According to modern philosophers, a person is a social individual who has socially significant features that form a stable system [3, p. 436]. Consequently, in my opinion, a human being can be called the person when he has a certain autonomy and self-sufficiency in his actions, behavior and way of thinking. The level of personal development can be figured out by the variety of needs, by their nature, the ways of their origin and satisfaction. Thus, at this level the personality tend to **spiritual needs** in: *knowledge, self-knowledge, creativity and creation, esthetical needs, self-improvement; the sense of life; self-actualization; transcendental needs.*

The spiritual need for cognition of “higher” is felt by person's foreseeing and pre-aware of the mystery of eternity, destiny, death, meeting with the Highest, etc. This premonition stands in the special states of the human spirit, such as grief, horror, meditation, inspiration, ecstasy. Living in the 21st century, a person tends to feel the need for a transition to “higher” (transcendence) in such cognitive relationships with the world as family, gender. Consequently, as to Vladimir Zavalnyuk, contrary to the prevailing two-dimensional vision of a person as a being having a body and a psyche, it is worth recognizing the third “sphere”, the third human dimension – spirituality, or just the spirit [5, p. 70].

Breaking his own limits, a person seems to immerse himself in the sphere of “spirit”, where the main definition of the spiritual being is existential independence from the organic – freedom from coercion and pressure. A highly developed personality is primarily a person with deep intelligent needs, with a high culture of consumption. During the personal life, new needs are formed, they become more and more widen, their structure changes. As there is a constant and qualitative growth of needs, author agreed with the thought that the human needs are endless. But for a

21st century human being, the inherent feature is the desire for *existential-spiritual needs* in balanced and harmonic adequacies at all levels: the individual – the individuality – the personality. So, at the individual level, there is a need for symbiosis of biological needs; at the level of individuality – the need for synergy of social needs; at the level of personality – the need for introspection of spiritual needs.

At any given time, under “favorable” circumstances, any of the above mentioned needs can be transformed into *quasi-needs*. In author’s opinion, quasi-needs (mistakes, foolish, imaginary) are the needs for involution and disintegration. The satisfaction of which leads to physical and spiritual degradation of the human being, as well as harm to nature and society. Also, quasi-needs are called needs that go beyond the limits of reasonable standards, and take hypertrophied and/or perverted forms. For example: at the biological level, the need for food can be transformed into gluttony; at the social level, the need for love can be transformed into hate, and tenderness into sadism; at the spiritual level, the need for self-awareness can be transformed into self-digging. The phenomenon of quasi-needs of a person reflects the duality of human existence in a philosophical context: duality of needs – duality of being.

At the present stage of the evolution of philosophical discourse, in addition to the classical categories, such as “human being”, “society”, “existence”, and others, further explication of human needs have been gained. Taking into account the trends of society in the 21st century, the structuring of human needs has philosophical approach. A modern human being tends to move towards existential-spiritual needs, but if his biological, social and spiritual needs are not satisfied at least on the basic level, this movement is significantly slowed down. The modern classification of needs reflects the ideal way of personal development and focuses on the possible manifestation of quasi-needs that have the potential to affect destructively to human existence.

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GOVERNMENT SCIENCES

CITY BRAND AND CITY DEVELOPMENT AGENCY: INTERCONNECTION AND CURRENT SITUATION IN UKRAINE

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For today, city branding is becoming a popular tool for improving the image and competitiveness of the city. Orientation of the city brand to external stakeholders helps to increase the tourist and investment attractiveness. However, using an effective city brand it can be also possible to address important local issues and meet the needs of domestic stakeholders, the main ones being the local population and entrepreneurs.

In order to create a city brand and monitor performance indicators that affect the level of socio-economic welfare of the local population, it is necessary to create special institutions or organizations. They can exist as structural and functional units of the local government or as non-profit organizations.

For example, one of the most successful examples of such an organization is a non-for-profit private company limited by guarantee (LBG) London & Partners, which was established in 2011 at the initiative of Mayor of London and business partners. The purpose of this institution is to create the brand of London and support its image and development of some specific sectors, in which London can be competitive. The institution operates within the Greater London Authority (GLA). The organization primarily promotes London on the international level in accordance with the strategic priorities of the Mayor's Economic Development Strategy for London. Nevertheless, considering that only in 2017-2018 London & Partners managed to attract to the city economy £392 million and provided 7,343 locals with jobs [3], the author can be argued that despite the external orientation, the ultimate goal of the company is still to increase the socio-economic welfare of the local population, which is one of the important tasks of the city branding.

If we look at the current situation in Ukraine, in the conditions of decentralization, regions and cities are also interested in creating their own brands. Taking into account that one of the conditions for the effective implementation of the city's brand in Ukraine is "the presence in a local authorities a special profile structural unit for the effective management of the city's brand and control over all stages of its formation and implementation" [1, p. 137], the issue of the creation, development and positioning of city development agencies, in which city brand can be created,

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becomes very relevant. Some studies clearly indicate that city branding can be one of the functions of such agencies [2].

One of the conditions that makes it possible to create and operate city development agencies is the availability of regulatory and legal support. For today, in Ukraine accepted the Cabinet of Ministers Decree No. 285 of November 11, 2016, which called “On Approval of the Model Regulations on the Regional Development Agency” (in Ukrainian: “Pro zatverdzhennja Typovogho polozhennja pro aghenciju regionaljnogho rozvytku”). It cannot be considered as the basis for the regulation of the activities of the city development agencies, since it is aimed at the regional level, but other provisions and documents, which concerning to the city development agencies, may be based on it.

Despite the lack of clear regulation of the activities, functions and tasks of the city development agencies, such institutions have already been established in Ukraine. They are include the following city development agencies as: Mykolaiv Development Agency, Bila Tserkva Strategic Development Agency, Municipal Institution “City Development Agency” of Zhytomyr City Council, Melitopol Development Agency, Dnipro Development Agency, Municipal Institution of the Khmelnytsky City Council “Khmelnytsky Development Agency” etc.

One of the cities in Ukraine, which, according to the author, is the most advanced in issues of the formation and development of the city brand, is Lviv. The function of the city development agency in Lviv is assigned to a special municipal institute, which focuses also on the city branding issues – the Institute of the City (in Ukrainian: Instytut mista). This institution is positioned as an analytical center of communal ownership with a non-profit status and is subject to the executive committee of the Lviv City Council.

The purpose of the activity of this institution is to unite efforts of the local government, residents and entrepreneurs of Lviv to solve the key issues of strategic development and city branding. Expert groups conduct a thorough analysis of the processes of strategic development and, on the basis of it, formulate and correct the concept of branding. The Lviv City Institute coordinates the implementation of the “Integrated Strategy for the Development of Lviv”, “Lviv Competitiveness Strategy” and develops other sectorial strategies (“Lviv Strategic Investing Plan”, “Lviv Strategy for the Development of Culture”, etc.). The Institute of the City is also actively cooperates with international institutions of city branding and urban development to solve current city problems.

Due to the City Institute, in comparison with other Ukrainian cities, Lviv has the largest number of documents of strategic and branding issues, which allow to bring Lviv to the higher level of interaction with different groups of stakeholders. The most important of these documents is the “Complex Development Strategy of Lviv 2012-2025”, which clearly establishes the methodological basis for the creation of this document, conducted a detailed analysis of previous development strategies, taking into account their advantages and compensations for deficiencies, formed the strategic vision and objectives of conceptual development, and fixed the mechanism of organization and monitoring of the city development strategy. An important point

of this document is the definition of the city's visions from the point of view of the locals and defining development priorities of the city, which makes it possible to consider this document as the basis for the Lviv city brand.

As follows, it can be noted that in Ukraine, the city development agencies are already actively establishing and operating. Their presence accelerates the formation of more effective city brands. Despite this, there is a burning issue in regulating the activities of such institutions and approval of regulatory and legal documents. Also, it is expedient for local authorities in Ukraine to study and reapply the successful experience of the activities of the city development agencies, whose functions should include formation and development of the city brand.

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PUBLIC ADMINISTRATION AND STATE REGULATION IN THE CONTEXT OF LINGUISTIC RELATIONS

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At the end of the second decade of this century, the language question has not lost its relevance. It is constantly in the field of view of scientists, actively debating in political TV shows, social networks, the press, thereby testifying to his unresolved. The scientific works cover different views on this problem, consider the historical conditions that influenced the current linguistic situation, and analyze the policies of state bodies on a specific issue.

The transformation processes taking place in the system of linguistic relations are, to a certain extent, objective, since they are due to the world globalization, but this does not exclude government managing and control over them. Modern trends in the development of statehood and civil society make it necessary to revise the role of the state in managing public affairs, as well as the methods and means of its influence on social relations.

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Research in recent decades has increasingly highlighted the cardinal changes in approaches to the issue of governance of public processes by the state, the study of modern European and world experience of public administration. Among their authors: N.I. Baldich, D.Kh. Bekkaliev, M.P. Berliozov, Krzysztof Białobłocki, V.G. Bodrov, M.Yu. Varfolomeeva, V.N. Vinogradova, A.V. Vostrikov, N.S. Grishkova, L.E. Kalinina, M.S. Koltyshev, O.M. Mogilny, Nabiev Samir Adil Ogly, S.N. Naumenko, V.E. Negodov, O.M. Safronova, A.V. Serebrennikov, T.O. Shiluk, Harmut Shnider, E.N. Scherbak and other.

The starting point of these studies is the very definition of the concept of “public administration”. Traditionally, it refers to the organizing, executive and administrative activities of state bodies, local self-government bodies, public and other non-state formations, endowed with relevant state and authority, carried out on the basis of law and other regulatory acts [3, p. 1270].

The issue of public administration of society has deep historical roots. This problem was examined in the writings of ancient philosophers (Plato, Aristotle), thinkers of the Renaissance and Enlightenment (N. Machiavelli, S. Montesquieu, J. Rousseau, D. Diderot), the English materialist T. Hobbs and others [6, p. 43-50, 171, 398, 441-442, 539-543, 621-622, 850-853]. German scientists I. Kant and R. Mol developed questions of the constitutional state. The classics of Marxism-Leninism viewed the state as a political organization of the economically dominant class. In the Russian pre-revolutionary historical science, progressive figures (V.P. Bezobrazov, A.D. Gradovsky, B.N. Chicherin) sought to build an optimal structure for the local organization, to offer effective options for the relationship between state and local structures, which resulted in two theories of self-government: public and state. In the philosophical literature of the twentieth century, management is analyzed from the essential self-governing properties of society point of view (K. Popper, B. Russell, K. Jaspers). Positions and conclusions of philosophical thought created the worldview and methodological basis of scientific knowledge and practical improvement of management, which contributed to the orientation of creative searches. The historical aspect of management contains tremendous theoretical and practical knowledge, since it allows to see the place and role of management in various types of human civilization and in solving a wide variety of social, religious and national problems (N.M. Karamzin, M.M. Mikhailovsky, S.M. Soloviev, A.J. Toynbee) [6, p. 287-292, 553, 620-621, 622-625, 737, 772-774, 895-896].

In the 70s of the twentieth century, public administration begins to develop in two directions: first, as an independent direction within the general theory of social management (V.G. Afanasyev, Yu.P. Averin, V.S. Osnovin, and others); the second – as production management, which brought together researchers and practitioners, academic and university science specialties in Economics and Management. The synthesis of economic and technological knowledge, carried out by Western progressive figures F. Taylor, A. Fayol, H. Ford, H. Emerson, led to the formation of a system of knowledge, called the “management theory” [5, p. 38, 41, 44, 45]. The result of the rapid changes that occurred in the society of the former Soviet republics

and the newly formed independent states in the late 80s – early 90s of the XX century was a change of ownership of the production's means and, as a result, a sharp change in the nature of relations in the sphere of production, distribution and consumption of goods and services. These changes led not only to the abolition of the state monopoly on many types of activities and changes in the fundamentals of the economy, but also to a fundamental restructuring of the foundations of society that had been formed during the seventy-year Soviet historical period.

The result of the development of the tendencies under consideration and the response to the spontaneous changes in state construction of the early 1990s was the strengthening of the position of state regulation institution and its widespread use as the main instrument for influencing social relations in the vast majority of business areas.

Numerous publications by legal-scientists, economists, and specialists in public administration (V.B. Averyanov, E.G. Antonova, I.F. Ilitskaya, A.V. Perfilyev, M.P. Tkach and others) are devoted to the issues of the ratio between the concepts of “public administration” and “government regulation”.

Under the state, as well as any other type of management, imply the guiding influence of the subject of management (governing system) on the object of management (managed system). Characteristic features of public administration is the subordination of the object of management (which at the same time is a completely independent participant in legal relations and the subject of state authority) to the subject of management, represented by the executive authorities, officials, employees, authorized non-state actors.

State regulation, according to a number of scientists, is a notion narrower than state administration [1, p. 64-65; 4, p. 96-97]. It can be defined as a set of tools with which the state establishes requirements for organizations and citizens. It includes laws, formal and informal regulations and subsidiary rules, which are established by the state, as well as by non-governmental or self-regulatory organizations, to which the state has delegated regulatory authority. Sometimes regulation is considered as one of the management functions (V.B. Averyanov), due to the theoretical uncertainty of the relationship between these concepts.

It is more expedient to evaluate the similarities and differences between the concepts of “regulation” and “management” in the context of not only their interrelations, but also the general notions of “organization” and “organizational activity” [2, p. 1005]. Especially it concerns the use of these terms in relation to language policy and transformation processes that occur in it at the present time in the world space.

In modern scientific literature, the term “organization” in the sense of “organizational activity” (including the organization of the process of implementing language policy, transformation, etc.) is considered to be more extensive regarding the concepts of “regulation” and “management”. These concepts are considered as types of organizational activity that have common features that reveal the essence of these concepts through recognition of the nature of organizational influence on certain public objects.

Thus, “state management” and “state regulation” reflect various forms of manifestation and stages of organizational activity, which ensures the orderliness of social objects and the organization of purposeful influence on them. Based on the general concepts of the relationship between the fundamental concepts of management science, it is possible to comprehend the concept of “state regulation of language policy”. It should be determined based on the general management theory, taking into account the specific field of activity of state executive bodies. Consequently, the “government regulation” is a broader concept than the “public administration”, as it covers a wide scope of organizational activities of the state.

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CONDUCTION OF COMPETITION FOR VACANT POSITIONS IN PROFESSIONAL PUBLIC SERVICE IN THE LATVIAN REPUBLIC AND IN UKRAINE. COMPARATIVE ANALYSIS

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The development of professional public service in Ukraine determines the need for the systematic implementation of complex theoretical and practical measures aimed at the interconnection of the institutional elements of this service, ensuring the unity of all its entities and elements. At the same time, rather significant changes will be required in the procedure for holding a competition for vacancies in the civil service in Ukraine, which can not be achieved without paying attention to foreign experience, in particular the experience of state formation in the Republic of Latvia, taking into account the historical traditions of admission to the civil service in Ukraine.

Enrolling to the civil service in the Republic of Latvia is governed primarily by the Constitution of this country [2], which was adopted in 1922 and is in force today with changes. Article 101 proclaims that every citizen of Latvia has the right to participate in state activities and activities of self-government bodies, as well as to serve in the civil service in accordance with the law.

The procedure for enrollment to the civil service in Latvia is carried out in accordance with the Law of the Republic of Latvia of the State Civil Service Law (adopted on September 7, 2000) [4]. The competition for civil service positions is organized in the cases and in accordance with the procedure established by this Law (Articles 8-10).

Thus, an open competition for a vacancy must be announced by the relevant institution on the vacancy portal of the State Employment Agency. Earlier, an open competition was announced in the official newspaper “Latvian Bulletin”.

During the announcement of the competition the requirements for a candidate for the position of civil service are set in accordance with the job description; the terms of filing applications; the place where statements are accepted; the information that a person applying for a post has reached a certain age and whether he/she can be a candidate for the corresponding position. The deadline for submission of applications by candidates starts with the date of announcement of the competition for the post, and this period can not be less than 10 days and more than 30 days.

After taking statements is checked the suitability of candidates for the civil service. In particular, the eligibility of candidates for vacancies in the civil service is assessed by the relevant The Evaluation Commission for applicants and civil servants, which is established: 1) for the competition for the post of head of the institution (institution) of the public administration – the corresponding minister; 2) for the competition for other positions of the civil service – the head of the relevant institution.

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The eligibility of the candidate for the requirements set forth in the job description regarding the vacancy of the civil service is assessed on the basis of the assessment criteria for a position in the civil service established by: 1) the post of the head of the institution – the minister, who coordinates it with the State Chancellery; 2) for other positions of the civil service – the relevant institution.

A commission for assessment of candidates and civil servants shall select one or more candidates who complies best with the requirements set out in the job description for the vacant civil service position and, giving reasons for their choice, shall recommend them: 1) to the Prime Minister – for an appointment to the position of Director of the State Chancellery; 2) to a minister – for an appointment to a position of head of an institution; and 3) to the head of the relevant institution – for appointments to other civil service positions.

The relevant official (the Prime Minister, the Minister, the Head of the institution) examines the recommendation of the Evaluation Commission and makes a decision on the appointment (or non-appointment) of the appropriate candidate for a vacant post. The relevant institution publishes the decision of this official on the appointment of a candidate to the position on the vacancy portal of the State Employment Agency within five days from the date of such decision.

In case if the candidates have received equal grades in the competition, the preference is granted to a person who was previously dismissed from the civil service because of the liquidation of an institution or civil service. Previously it was also provided that the privilege could be granted to a person who was dismissed from the civil service due to temporary disability (medical condition) for a term exceeding 4 consecutive months, but this provision was repealed in 2008.

The candidate has the right to get acquainted with the recommendations of the commission, with the decisions of the relevant official (the Prime Minister, the Minister, the Head of the institution). The candidate also has the right to appeal the decision of the relevant official to a higher level institution or appeal to a court in accordance with the procedure established by the Administrative Procedure Law of October 25, 2001 [1], if there is no higher level institution or this institution (official) is The Cabinet of Ministers or the Prime Minister.

The Law of the Republic of Latvia of State Civil Service provides for the possibility of conducting repeated competitions of candidates. A repeated candidate competition shall be announced if: 1) no candidate has applied for the competition; 2) according to the decision of the commission for assessment of candidates and civil servants, no candidate has professional training conforming to the requirements determined in the job description for the civil service position; or 3) no candidate, of the candidates recommended by the commission for assessment of candidates and civil servants, is found to be suitable for the relevant position by the relevant official referred to in Section 9, Paragraph three of State Civil Service Law of the Republic of Latvia.

The procedure for conducting a competition for a vacancy in the civil service in Ukraine is governed by Chapter 2 (Articles 22-30) of the Law of Ukraine “On Civil Service” dated December 10, 2015, No. 889-VIII [3]. However, it should be noted

that the Law of Ukraine “On Civil Service” is much more detailed and formalized and suitable for holding a competition for vacant positions of civil servants. In addition, the conduction of such competition is separately regulated by the relevant Procedure, approved by the Resolution of the Cabinet of Ministers of Ukraine dated March 25, 2016, No. 246 [5].

Therefore, without going into a detailed analysis of the competition for a vacancy in the civil service in Ukraine, we will note the common and distinctive features of the respective competitions in the Republic of Latvia and in Ukraine.

Thus, the common features of the competition for vacant positions in the professional public service include the following:

- competition in both countries is carried out taking into account the level of professional competence;
- in both countries, the eligibility of most of the candidates for civil service is verified by the relevant commissions – the Evaluation Commission in the Republic of Latvia and the Competition Commission in Ukraine;
- in both countries, the deadline for submission of documents for participation in the competition can not be more than 30 calendar days from the date of publication of the information on the holding of the competition;
- in both countries for the possibility of a repeat competition is provided.

The distinguishing features of the competition for vacant positions in the professional public service in the Republic of Latvia and in Ukraine include the following:

- in the Republic of Latvia, unlike in Ukraine, the Prime Minister and ministers take part in the evaluation of candidates;
- the deadline for submission of documents for participation in the competition in the Republic of Latvia can not be less than 10 days from the date of publication of the information on the competition, and in Ukraine – at least 15 days;
- in the Republic of Latvia, a person who was previously dismissed from the position of a civil service in connection with the liquidation of an institution or civil service office is preferable, and in Ukraine, in case of reorganization or liquidation of a state institution, a civil servant is offered to apply for an equivalent or lower post (with his consent). In this case, in Ukraine, the appointment is carried out without a competition for the position;
- In Ukraine, some stages and parts of the competition are much more formalized: disclosure of information on the vacancy of the civil service and announcement of the competition; list of documents for participation in the competition; determining the eligibility of the candidates for the terms of the competition; registration and publication of the results of the competition;
- In Ukraine, the deferred right of the second according to the results of the competition for a candidate for employment of a vacant post of civil service is provided.

For perspective ways of borrowing Latvian experience in conducting a competition for vacancies in the professional public service in Ukraine, we can include the experience of involving senior executive officials in the selection process. In

particular, the possibility of strengthening the role of the Prime Minister of Ukraine and the ministers – in terms of selection and competition for heads of central executive bodies and heads of central bodies of executive power with a special status should be further explored.

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JURIDICAL SCIENCES

SOME QUESTIONS OF JUDGE'S VACATION: GENDER ASPECT

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According to the Law of Ukraine “On the Judiciary and Status of Judges” judges are given annual paid leave of 30 working days with the judge’s payment, except of the judge’s remuneration and help for health improvement in the amount of the official salary. Judges with a work record of more than 10 years are granted an additional paid vacation of 15 calendar days [1]. To the duration of the judge’s main annual paid leave for a period of 30 working days, only working days are deducted and paid as leave’s days, but weekends, festive and non-working days are not included. At the request of the judge, annual additional leave may be given together with the annual main leave. Herewith there are no differences in the leave granting on a gender basis.

The judges' leave giving order is determined by the schedule that is made for each calendar year not later than 5th January of the current year, approved by the chairman of the court and brought to the attention of all judges. Changes in the schedule are allowed only with the consent of the court leadership. Therefore the question is what if the chairman of the court, in virtue of these or other subjective circumstances, does not agree with the judges' leave?

System analysis of normative prescriptions of the Regulations on the procedure for planning, providing leave, material assistance and determining the needs for the judges' sanatorium treatment of appellate and local courts of general jurisdiction, agreed by the decision of the Council of Judges of Ukraine [2], allows to assert that annual leave is given to judges according to leave schedules, which each year until 5th of December are developed by the head of the relevant court with regard to judges with an even distribution of terms of leave for the year and approved by the such a court. The head of the court should issue an order, the reason for which is a judges' written report.

Point 2.1 of the Regulations indicates for ensuring financial discipline the heads of the courts issue orders on annual leave giving in accordance with the approved leave schedule. The head of the court is obliged to indicate the starting and ending date of the leave in the order. Therefore, in our opinion, the above mentioned settlement of the mechanism of given judges' leave is not entirely legal on the account of the following. If the leave order is not issued, the judge does not have the right to indicate the starting day of the leave. However, despite the employer's agreed leave

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schedule and judges' writing report on giving vacation according to the schedule, the judge may find himself in a situation when the head of the court does not issue a leave order that actually blocks the possibility of using the right to rest under the Constitution of Ukraine.

During the communication with fellow judges, we managed to find out that the cases mentioned above are inconspicuous; chairmen of courts often abuse the rights that give them an administrative position and use them to pressure the judges. Thus, we consider it is necessary to supplement the provisions of Article 136 of the Law of Ukraine "On the Judiciary and Status of Judges", part two of the following sentence: "In case if the head of the court does not issue an order on the judges' leave, the judge independently indicates the starting day of leave according to the previously approved leave schedule". This will be in line with the Conclusions "Appointment and role of the head of the court" (The First Expert Commission of the International Association of Judges, Madrid, 23-27 September 2001). According to the paragraph 3, heads of the courts must exercise their administrative functions in such a way as not to impair the independence of other judges, and should also not unlawfully influence judges in the performance of their judicial functions. The practice and procedural rules should ensure that the head of the court will not exercise unlawful influence on other judges [3].

According to the judges' wish the annual leaves are provided at a convenient time for:

- Women before or after the maternity leave;
- Women who have two or more children under the age of 15 or a disabled child;
- A single mother (father) who carries a child without a parent (mother); guardians, trustees or other single persons who actually bring up one or more children under the age of 15 in the absence of parents;
- Wives (husbands) of military personnel;
- In other cases stipulated by law, collective or employment contract.

Besides of this, judges' personal interests and their opportunities for rest, in particular, for women with children – periodic study process in the school year (holidays) must be taken into account.

Women judges, as well as all other women, are granted maternity leave due to pregnancy and childbirth of 70 calendar days before childbirth and 56 calendar days after childbirth. The indicated days are calculated in total and are given irrespective of the number of days actually used before childbirth, and, if they so wish, are given with partly paid parental leave for child care until the child reaches the age of 3 with payment for these periods of state social insurance assistance (Article 179 of the Labor Code of Ukraine) [4]. If a child needs home care the unpaid leave for duration due to a medical opinion is given, but no more than before reaching a child of 6 years of age.

The experts in the sphere of gender equality noticed special measures on the protection of maternity are neither temporary nor those that have to eliminate the imbalance between the rights and opportunities of women and men – these are measures of a permanent nature, the application of which is due to the existence of biological differences between women and men. They are aimed at providing women

with additional guarantees in the exercise of equal rights with men, as well as the protection of the future life and health of the unborn person [5].

In the gender legal examination Conclusion of the Law “On State Assistance to Families with Children”, adopted by the Verkhovna Rada of Ukraine on November 21, 1992 [6], the provision of Article 7 of the said Law, which provides for the right to assistance in connection with pregnancy and childbirth, and Article 8 of the same Law, which defines the conditions for granting and duration of payment of benefits in connection with pregnancy and childbirth, are not considered to be discrimination on the basis of sex in accordance with the paragraph 2 of these part 2 of Article 6 of the Law “On Ensuring Equal Rights and Opportunities of women and men”, according to which the special protection of women during pregnancy, childbirth and breastfeeding is not considered as discrimination on the basis of sex. Also, according to the mentioned article mandatory conscript military service for men, provided by law and special requirements for worker safety and health related to the protection of their reproductive health are not considered to be discrimination on the basis of sex [7].

Flexible employment options (work part-time working day or week) could be given for 1) women who have children under the age of six and 2) single mothers who have children under the age of 14 or disabled children.

The mentioned rule on women judges is declarative and ineffective in practice. The reason of this is impossibility to plan the length of trial beforehand. Moreover the catastrophic human resource hunger in the judicial system and the extremely large time sheet, including the consideration of a case requiring a collegial hearing, cause impossibility for mother of a child of tender years to regulate the end of the working day according to working hours.

Undoubtedly, family and maternal responsibilities are an obstacle to the successful career of many women. Besides of this as an obstacle to successful career men usually call a lack of a woman's desire for career growth. Therefore, the asymmetry of perception between men and women as an obstacle to a successful career is in the “we do not trust” / “they are aspiring to self”. Unfortunately, at a socio-stereotype level the parenthood is mainly motherhood. The employer often refuse to hiring women since in patriarchal society the main role of women is a motherhood. Women always evaluated as “potential mothers”, those who at any moment can get pregnant and go to the maternity leave. The gendered settings and real behavior of both women and men, in particular regarding tolerance to discrimination, are explained by the current low gender culture in society. Although official discrimination between men and women has almost disappeared, many stereotypes have not yet been overcome. Thus, a permanent conflict between professional and family (maternal) responsibilities injures and exhausts a female judge, generates a complex of guilt. Only during last years the myth of the mother's commitment to be inseparable with the child in the first years is breaking down.

The balance between work and family responsibilities must be realized in three main areas. They are the creation of a sufficient infrastructure for educational services for children, paid parental leave, family-friendly workplace (that include flexible work schedules, the possibility of remote employment, etc.).

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PEACEFUL MEANS OF RESOLVING INTERNATIONAL DISPUTES

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An international dispute is a specific political-legal relationship that arises between two or more subjects of international law and reflects the contradictions that exist within these relations. That is, it is a dispute that arises between States or other entities on the issue of legal fact or legal regulation of certain relations.

In the UN Charter for the qualification of conflict relations, the terms “dispute” and “situation” are used, but their definitions are not given. In accordance with the doctrine of international law, as well as the practice of the Security Council and the International Court of Justice

– The dispute occurs in the event that the States mutually present claims regarding the same subject matter;

– the situation arises when the collision of the interests of the states is not accompanied by the mutual presentation of claims, although it creates a misunderstanding between them [1, p. 283].

Thus, the situation is a wider category than a dispute.

The existence of certain differences does not yet determine the existence of a dispute between States. Upon recognition of the existence of a dispute, there is a duty

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to resolve this dispute. The international dispute should be resolved only by peaceful means, based on the principle of peaceful resolution of international disputes.

The classification of international disputes in the scientific literature is carried out according to different criteria:

- 1) the degree of security for international peace;
- 2) by object or subject of dispute (political, legal, economic, social, military-political);
- 3) for spatial distribution (local, regional, global);
- 4) by the range of subjects or parties (bilateral, multilateral). The most widespread are political and legal international disputes [2, p. 468].

They may arise in various spheres of state activity, in relation to the interpretation or application of an international treaty, in the event of a question of liability, etc. (legal disputes). Political disputes are not transferred to the courts and arbitration proceedings, but resolved by political means.

According to the UN Charter, the division of international disputes into such matters, whose continuation may threaten the maintenance of international peace and security, and disputes that do not have such features (Article 33), is important. The first in the doctrine is called qualified, the latter – ordinary.

A number of international legal acts regulated peaceful means of resolving international disputes long before the UN Charter. In 1889, the I Hague Peace Conference established a commission on mediation and arbitration and adopted the Convention on the Peaceful Settlement of International Disputes. In 1907, the II Hague Peace Conference revised the adopted convention, and in 1928 the Paris Treaty “On the Abandonment of War” (Briana-Kellogg Pact) was subsequently adopted, subsequently the Final Act of the Conference on Security and Cooperation in Europe of 1975, the Manila Declaration on Peace settlement of disputes in 1982.

Thus, the main sources of peaceful means of resolving international disputes are:

- Convention “On the Peaceful Settlement of International Disputes”, 1907;
- UN Charter 1945;
- Final Act of the Conference on Security and Cooperation in Europe of 1975;
- Principles of dispute settlement and the provisions of the CSCE peace-keeping resolution of disputes of 1991.

In general, there are two main ways of resolving international disputes: diplomatic and judicial. Diplomatic procedures do not always lead to an effective and final settlement of disputes, since the states participating in the dispute reserve the right to make a final decision. In the application of judicial procedures, the state agrees and obeys a decision whose contents they are not known at the beginning of the procedure [3, p. 543].

The mentioned international legal instruments list such peaceful means of resolving international disputes: negotiations, inspections, mediation, reconciliation, arbitration, court proceedings, appeals to regional bodies or agreements, as well as other means. Negotiations, surveys, mediation, good services, reconciliation are among the diplomatic ways to resolve international disputes; Litigation is an international judicial institution, arbitral tribunal and arbitration.

If all possible means have not helped and there is a dispute, it is important to determine precisely the date of its occurrence (in the case of a war, for example, depending on the international legal status of the status of neutral states, the calculation of the compensation to be provided, there is often an opportunity to appeal to the judiciary, etc.). However, it is difficult to formulate a general rule regarding the date of the occurrence of international disputes.

In general, disputes arise when the subjects clearly demonstrate or express their disagreement with the law, claims or behavior of another entity. However, in practice, widespread situations where relations have deteriorated, tensions have been created, pre-conflict situations have been created, and, with mutual consent, even after a dispute that can reach a high intensity, the dispute may disappear. In legal categories, it is difficult to take into account the diversity and complexity of specific cases.

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WAYS OF IMPROVING LEGISLATIVE SUPPORT OF PART-TIME EMPLOYMENT IN UKRAINE

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The spread of flexible forms of employment, such as part-time employment, reflects the modified behaviour of workers, which allows to harmonize work and other activities such as family, education or additional work, etc.

The reverse side of this process is untimely changes in labour legislation, which in its turn leads to job creation with a low level of social protection, lack of career promotion and low salaries.

The research of part-time employment was conducted by such scientists as B. Vasylychenko, N. Bolotina, V. Venediktov, C. Venediktov, V. Himpelson, L. Gruzina, P. Zakernychyi, V. Kabalina, R. Kapeliushnikov, V. Korotkyi, V. Kostiuk, L. Kotova, M. Inshyn, V. Petrov, S. Prylypko, V. Prokopenko, N. Ushenko, N. Khutorian, O. Yaroshenko, V. Shcherbyna and others. But in the

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context of ongoing European integration processes, some issues of part-time employment should be researched in the context of flexible forms of employment.

The Law of Ukraine “On Employment of the Population”, namely, Chapter 11, Part 1, Article 1 gives the following definition, “part-time employment is an employee’s employment during working hours, which are shorter than the time prescribed by law, and may be established under an agreement between the employee and the employer with wages proportional to the hours worked or depending on the output” [1].

We believe this definition to be quite precise because it highlights features of part-time employment, which makes it possible to distinguish it from full-time employment.

Such features include:

- working hours are shorter compared to normal working hours, established by law (40 hours per week);
- the basis of the establishment is the will of the parties and the employment contract;
- payment for labour is carried out in proportion to the time worked or the output;
- existence of categories established by law, which cannot be denied part-time employment;
- absence of limitation of labour rights and duties of the parties.

Instead, the current Labour Code does not contain a definition of part-time employment, and includes the provision of shorter working hours. In particular, it is determined that shorter working hours are established “under an agreement between the employee and the owner both during hiring or later, there can be established shorter working hours or shorter working week” [2].

Proceeding from the fact that establishment of shorter working hours is one of the main components of part-time employment, it is unacceptable to duplicate certain provisions of various laws and regulations as for establishment and payment for labour. We emphasize that these norms need to be harmonized and detailed in order to avoid collisions with this flexible form of employment.

It should be noted that the current legislation is not clear enough as for division of part-time employment into voluntary and involuntary, since there are cases when establishment of part-time employment comes not from the subjective desire of the party of the employment contract, but by objective circumstances. In this case, it goes about forced temporary part-time employment. We consider it necessary to differentiate the categories of voluntary and involuntary part-time employment in the current legislation.

In legal literature there are various positions regarding the relation between the concepts of “part-time employment” and “partial unemployment”. Some scholars consider them identical, while others convincingly deny this fact. In our opinion, it is impossible to identify these two concepts as the main factor distinguishing these two categories is external coercion and the lack of desire of the parties to establish part-time employment, so, we will consider them from this point of view.

V. Venediktova believes that a characteristic feature of partial unemployment, which distinguishes this economic and legal phenomenon from the phenomenon of similar part-time employment is the reason that leads to shorter working hours or shorter working week, and, as a result, reduce of wages. Such a reason is decline in the financial situation of the enterprise, associated with decrease in production, which, in its turn, leads to involuntary part-time employment [3, p. 31].

According to V. Bezusyi, the main feature that distinguishes partial unemployment from part-time employment is the employee's attitude to work under conditions of part-time employment. If an employee wishes to work full-time, but is forced to work part-time, this is partial unemployment. If an employee is satisfied with this form of employment, then this is not unemployment, but voluntary part-time employment [4, p. 15]. This state of affairs points at the need to supplement the Law of Ukraine "On Employment of the Population" with the definition of the concept of "involuntary part-time employment".

In our opinion, speaking about the legal regulation of part-time employment, it is necessary to analyse the main international legal acts that regulate this issue and were adopted in order to protect the rights and interests of employees working part-time. In particular, such acts include ILO C175 Part-Time Work Convention, 1994; ILO R182 Part-Time Work Recommendation, 1994; Council Directive 97/81/EC of 15 December 1997 concerning the Framework Agreement on part-time work.

ILO C175 aims primarily at preventing discrimination against part-time employees. It obliges the member states to take steps to ensure that part-time employees enjoy the same protection as employees in a similar condition.

It should be noted that prohibition of discrimination against part-time employees is the main provision of Council Directive 97/81/EC of 15 December 1997 concerning the Framework Agreement on part-time work. The Directive aims at improving the quality of part-time work and promoting its development on a voluntary basis. As a result, labour law of the EU member states prohibit discrimination against part-time employees; this prohibition is also present in the national legislation of other countries, such as the Republic of Korea, Mozambique, the Russian Federation and Turkey. In some cases, direct and indirect discrimination against part-time employees is explicitly prohibited (for example, Bulgaria and Sweden).

One of the important steps towards integration of national legislation on part-time employment was signing of the Association Agreement between Ukraine and the EU, Euratom and their member states. One of the areas of reform in Ukraine is social and labour, which involves implementing changes on employment, safe and healthy working conditions, social policy, equal opportunities etc.

The Government approved the Action Plan on implementation of the Association Agreement between Ukraine, on the one hand, and the European Union, the European Atomic Energy Community and their member states, on the other hand, dated October 25, 2017, No. 1106. The implementation of certain points of this plan should ensure the compliance of the employment legislation adopted by the Cabinet of Ministers of Ukraine and the authorized bodies of state power with the framework of implementation of European integration obligations of Ukraine. In accordance with

the Association Agreement, Ukraine has committed itself to adapting the national legislation to EU standards and practices in the area of employment, social policy and equal opportunities.

In terms of fulfilment of these commitments, in November 2015 the new Labour Code of Ukraine draft (Reg. No. 1658) was adopted at the first reading. The provisions of the Code provide the implementation of the provisions of some EU acquis (in particular, Directives 91/533/EEC, 1999/70/EC, 97/81/EC, 2001/23/EC). On April 11, 2017, the Verkhovna Rada Committee on Social Policy, Employment and Pension recommended the Parliament to adopt it at the second reading and in general [5]. But in spite of this, it can be considered that the two plan items have not been implemented, as the new Labour Code draft at the time of the deadline will not be considered at the second reading.

So, taking into account the analysis of the international regulations, European standards, the Labour Code and the new Labour Code draft, we consider it necessary “On Employment of the Population” to define the concept of “involuntary part-time employment” in the Law of Ukraine as follows:

“Involuntary part-time employment is the employment of an employee on terms of working hours, less than the standard working hours prescribed by law, established between the employee and the employer through macroeconomic and macro-social conditions that do not allow to work full-time and usually has a temporary nature”.

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BRUTE FORCE IN COMPUTER CRIMINALISTICS

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In Ukrainian realities, it is not uncommon to designate locked smartphones for computer forensic expertise. At the same time, the initiator of the research does not have information about the unblocking of the research object. In the absence of specialized hardware and software for selection of password the decision of the forensic expertise is complicated.

One solution to the problem of a locked smartphone, without of password information, is its selection. It is worth mentioning the professionals who use the brute force method. This method can help with checking the cryptographic stability of the password. And given its features, the password will be considered reliable if other methods do not give a faster result.

Now let's understand what is brute force and how can it help a computer criminalist.

Brute force – a method for hacking various accounts by selecting a login and password. Its essence lies in the automated overview of all valid password combinations in the account in order to identify the correct [1].

That is, if you adapt this method to research a smartphone, then an automatched overview of all combinations will be performed. The expert does not need to be executed manually. Of course there are a number of shortcomings in this method. The main thing is the time. About four and a half days can be spent to check all four significant combinations of passwords from “0000” to “9999” [2]. For more combinations, the term increases, which is not appropriate.

In this paper, smartphones are investigated, which are protected by four considerable PIN codes. For example, 2 smartphones were used: Lenovo P1ma40 (Android 5.1) and Sony Xperia XA(F3112) (Android 6.0).

Next, the question arises about the hardware device, which will perform an auto-matched overview of combinations. After analyzing web resources, I decided to stay on Arduino.

Arduino is an open-source electronics platform based on easy-to-use hardware and software. Arduino boards are able to read inputs – light on a sensor, a finger on a button, or a Twitter message – and turn it into an output – activating a motor, turning on an LED, publishing something online. You can tell your board what to do by sending a set of instructions to the microcontroller on the board. To do so you use the Arduino programming language, and the Arduino Software (IDE) [3].

Among all the variety of boards, for the set task are suitable: Arduino Leonardo or Arduino Micro. These models have a microcontroller ATmega32u4 with built-in

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USB connection support. This allows you to recognize your computer as an HID device (a mouse or keyboard) [4].

Arduino boards, Arduino IDE software, microUSB-USB cable and OTG cable are enough to perform brute force [5; 6].

For more efficient use, you need to connect to Arduino, for example, a 7-segment display. This is done to see the combinations that are entered [7]. In addition, after entering the correct password, Arduino will not stop and continue to enter. That is, you must also fix the correct result after unlocking. One of the options is video fixation on the camera. Even suitable for this webcam [8].

As a result of testing on smartphones, a positive result was obtained. Arduino Micro picked up passwords by brute force method.

Thus, the brute force method can solve most cases in the expert practice of unlocking smartphones without time spent with the request of the initiator of the research.

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IDENTIFICATION OF YOUTH INFORMAL GROUPS (ASSOCIATIONS) OF CRIMINAL ORIENTATION

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The transformation processes of the twenty-first century more than ever require us to pay attention to the issue of an increasing number of youth informal groups (associations) of an antisocial type. Not perceiving well-established values, striving for pseudo-self-identification, young people take the path of preaching ideas, theories, beliefs, and in the end – a way of life that is unacceptable for the majority of society. Moreover, this so-called preaching involves commission of crimes to declare themselves and their views, in particular, crimes of extremist nature. It is appropriate here to recall E. Fromm, who wrote: “We are proud that we do not submit to any external authority, that we are free to express our thoughts and feelings, we are confident that such freedom almost automatically guarantees our individuality. The right to express our thoughts, however, bears some significance only if we are capable of having our own thoughts; freedom from external authority is a long-term achievement only if the internal psychological conditions are such that we are able to create our own individuality” [1, p. 232]. But it is unlikely that hatred, neo-Nazism, aggression, destructive cults can become the ground for the formation of individuality, on the contrary – this is the path to the spiritual destruction of the individual and society. Therefore, detection and prevention of crimes of youth informal groups (associations) is a top priority for law enforcement agencies. The quality of this work determines stability of the existence and development of various social institutions in the state.

Criminal activity of youth informal communities is a rather extensive information resource that requires attentive and hard work, including consultations with specialists, who study youth informal associations. Separately, it is necessary to dwell on the features of detection of criminal informal formations.

Thus, identification of youth informal groups of criminal orientation can be carried out with:

- 1) the emergence of suspicion on the part of parents, relatives that the young person has joined or has been involved in the creation of a certain association, advocating some forbidden ideology (for example, Nazism, radicalism, anarchism, extremism, etc.). The reason for such suspicions may lie in the change in lifestyle, appearance, support for certain ideas, theories, etc. Quite often, young people mask membership in an informal community by participation in music groups, sports, hiking, casual meetings with friends.

These concerns can be confirmed by private detectives or by a continuing observation of a young man;

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2) receiving messages from teachers, lecturers, colleagues, friends about person's affiliation with a youth informal group of a potentially criminal nature. Such messages should be carefully checked, since support for certain ideas, attitudes, pseudo-religions is not always associated with creation of an informal group and commission of crimes;

3) study of information contained in social networks, such as Facebook, Twitter, Instagram and other. By studying such information, it is possible to determine where group members gather (for example, in which area or particular place), who is the leader(s), what ideas are being cultivated, whether unlawful actions are being prepared;

4) the maintenance by an informal association of its own channel on YouTube. In such case, one should pay attention to the date of its creation, the channel content, the number of subscribers, the number of views of individual videos as well as likes for and against them. An analysis of the abovementioned can confirm or disprove the assumption of the existence of a youth informal association of criminal orientation, as well as understand, if such group exists, its ideology, the number of possible adherents, including identification of its organizer, the ideological inspirer.

The identification of the mentioned youth informal groups (associations) is of great importance in order to prevent them from committing crimes, as well as to improve the quality of the investigation of the acts already committed.

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ENVIRONMENTAL PROTECTION REGULATORY MATTER IN UKRAINE IN 1960S-1980S

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The Ukrainian Soviet Socialist Republic as a part of the Union of Soviet Socialist Republics remained dependent in a political sense on the Union centre, and its economy was a component of the national-economic complex of the USSR. In the second half of 1960s – at the beginning of 1980s the party-state leadership elite of the USSR tried to preserve the existing command-and-control management method.

In the mentioned period we could observe the decrease of natural environment, growth of man-induced impact on the nature, the continued intense chemicalization of agricultural sector.

In accordance with the provision of the Constitution adopted in 1978, the Ukrainian SSR had a right to carry out development and approval of economic and social

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development plans, support of scientific-technological progress, and implementation of measures focused on rational use and conservation of natural resources, establishment of a procedure for using land, mineral wealth, waters, forests.

In accordance with provisions of Article 73 of the Constitution of the Union of Soviet Socialist Republics 1977 the powers of the higher bodies of state authority and management of the USSR were as follows: to define main directions of scientific-technological progress and common measures related to the rational use and conservation of natural resources. Article 40 of the Constitution of the Ukrainian SSR 1978 ensured the right of the Ukrainian citizens to use safe environment. A part of these provisions bore declarative character. New Constitution of the Ukrainian SSR 1978 did not introduce essential changes into the state and social life of the Soviet Republic, democratization of society and growth of political activity of the masses [1, p. 407].

Legal protection of natural environment was reflected in adoption of series of legal acts regulating protection and rational use of land, its mineral wealth, waters, forests, protection of atmospheric air and wild life protection.

The Constitution of the USSR and the Constitution of the Ukrainian SSR, other laws of the USSR, laws of the Ukrainian SSR played a key role in the system of natural resources legislation. Fundamental principles of the land legislation of the Union of Soviet Socialist Republics and Soviet lands, fundamental principles of water legislation of the Union of Soviet Socialist Republics and Soviet lands, the Land Code of the Ukrainian SSR, the Water Code of the Ukrainian SSR, the Natural Resources Code of the Ukrainian SSR and other special legislative acts regulated legal condition of particular parts of state fund of natural resources. Normative edicts of the Presidium of the Supreme Soviet of the USSR, the Presidium of the Supreme Soviet of the Ukrainian SSR, ordinances and resolutions of the all-union and republican governments, regulatory orders and instructions made by the ministries and departments of the Union and republics were also focused on the regulation of procedure for natural resources use.

The legal norms related to the environment protection contained basic ideological directions of the party policy, in particular, in joint decrees of the Central Committee of the Communist Party of the USSR and Council of Ministers of the USSR there was control on the part of party organs of all levels both all-union and republican.

The sixties of the twentieth century actually signalled the beginning of the development of ecology law science. It was associated with the impact obtained by the scientific researches of that period of time conditioned by the adoption of the nature conservation laws in all union republics of the former USSR [2, p. 165].

In June, 1960 the Verkhovna Rada of the Ukrainian SSR passed the *Law on Conservation of Nature of Ukrainian SSR*, in June, 1964 and in August, 1970 it was amended.

Except for general provisions related to the natural object conservation, the law defined functions of both governmental agencies and social organizations with regard to state and social monitoring of measures aimed at the nature conservation, rational use of natural resources, rehabilitation and continuous development of flora and fauna.

Juridical imperfection of the *Law on Conservation of Nature of the Ukrainian SSR* turned out to be in its incompliance with the special legislation on land, mineral

wealth, waters, forests. Mismatch of norms of the mentioned law with the norms of other environmental acts became one of the reasons of “gap” of the law with the special legislation on conservation of nature, that weakened its role as a regulator of environmental relations [3, p. 138-139].

Great attention was paid to the protection of land resources. under the terms of article 11. of the Constitution of the Ukrainian SSR, land, mineral wealth, waters, forests were in exclusive ownership of the state. In July, 1970 during the development of the provisions of the Fundamental Principles of Land Legislation (1968) Ukrainian SSR adopted the Land Code of the Ukrainian SSR.

Similar to the land resources, the water resources of the Ukrainian SSR were owned by the state, that made them almost abandoned.

Pursuant to the provisions of the Fundamental principles of Water Legislation of the USSR and Soviet Lands (1970) in June, 1972 the Water Code of the Ukrainian SSR was adopted. The water legislation defined as objects of legal protection all waters (water objects) subject to protection against pollution, clogging and exhaustion.

The water legislation obliged to construct at enterprises, which discharged polluted water in water-storage reservoir, waste treatment facilities, to prevent contamination and accumulation of mud in rivers, lakes, ponds, irrigation and drainage channels and other reservoirs.

Industrial production has been discharging in the water-storage reservoirs coal, which was suitable for fuel, oil and petroleum products. The researchers calculated that the cost of valuable substances being lost annually with industrial wastes during the mentioned period in the USSR, made up tens of millions karbovanets [3, p. 110].

The water resources were polluted as a result of various kinds of economic activity. However, the increase in volume and complication of physical and chemical content of industrial wastes had the greatest impact on this process. In 1975 in general in the Ukrainian SSR the volume of the industrial wastewater was 20,6 cubic kilometres [4, p. 53].

In order to improve the water resources conservancy, one raised a question on the size of water rate which would encourage industrial enterprises to water resources conservancy.

In July, 1975 the Supreme Soviet of the USSR adopted the Fundamental Principles of Legislation of the USSR and Soviet Lands on Mineral Resources, and in June, 1976 the Natural Resources Code of the Ukrainian SSR was adopted. These legal documents captured a system of legal measures ensuring the protection of natural resources against exhaustion and pollution, occupational safety when using natural resources.

The issues of legal protection of atmospheric air were reflected in the *Law on Protection of Atmospheric Air* on the 25th of June, 1980 passed by the Supreme Soviet of the USSR and a similar law passed in the Ukrainian SSR in November, 1981.

The mentioned law contained a broad list of breaches of legislation on protection of atmospheric air, in particular, excess of regulation governing maximum permissible discharges of polluting agents and negative impact on the atmosphere.

In June, 1977 the Supreme Soviet of the USSR passed the Basic Forest Law of the USSR, and in December, 1979 the Forestry Code of the Ukrainian SSR. These legislative decrees, first of all, regulated forestry relationships in order to ensure rational use of forests, as well as their protection and conservation.

In June, 1980 the Supreme Soviet of the USSR passed the *Law on Wildlife Protection and Preservation*, the similar law was passed by the Verkhovna Rada of the Ukrainian SSR in November, 1981. The aim of the legislation on wildlife protection and preservation was to regulate relationships in the branch of wild animal protection and preservation in order to provide conditions of their living in the context of natural freedom.

In the Ukrainian SSR measures aimed at the improvement of environmental protection policy were taken, a good many of legal acts in the field of conservation of nature were adopted, but the command-and-control methods of the regulatory legal act provision implementation did not lead to the expected results.

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PYLYP ORLYK'S CONSTITUTION 1710: ADOPTION AND HISTORIC MEANING FOR UKRAINE

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The relevance of the topic is based on the history of Ukrainian law and its impact on the modern legal outlook. Going back to the beginning of the 18th century, the time of the Cossack Hetmanate, one can see that it was a harsh time for the Slavic warriors, who sought independence and unity. The huge obstacle on their way was the Russian Empire, which claimed to empower its influence all over the Ukrainian

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territory. However, the Cossacks did not surrender and the burgeoning dream was still on.

The 18th century has left significant traces in history by producing the constitutions of the United States (1787), France and Poland (1791). Nevertheless, they were preceded by the Constitution, promulgated by Pylyp Orlyk, the Ukrainian “hetman” or leader. The document’s original name was “The Pacts and Constitutions of Rights and Freedoms of the Zaporozhian Host” and was adopted in 1710.

The adoption was quite a difficult task for Orlyk and his brothers-in-arms who were believed to be in exile at that time. According to O. Pritsak, “it is important to stress that the Constitution of 1710 was not just a work of the Ukrainian political elite in emigration. At that time Hetmán Orlyk still had a part of the Ukrainian territory under his control” [1, p. 472]. It may be inferred that some questions concerning the future document were debated in Ukraine as well. Indeed, “The Pacts and Constitutions...” was written by the Cossack leader himself: “I myself composed most of the Treaty and edited the entire Treaty [Constitution]. I composed it according to a certain plan, following the way such public treaties were being composed by other nations...” [1, p. 473]. It is noticeable that acceptance of Orlyk’s Constitution was recognized by Sweden and Ottoman Turkey.

In general, the Constitution provisioned array of civil liberties and, what is more, it was the first document ever known before to establish the separation of powers. First of all, the division of the government into legislative, executive and judicial branches was reflected in the Article VI: “Therefore we, the general officers, the Chief Ataman, and the whole Zaporozhian Host, have concluded... to adopt a law... that general officers should be [elevated to the position of] foremost councilors in our fatherland, both as a mark of respect for their original offices and because of their continuous residence at the Hetman’s side. They are to be followed in the usual order by colonels in command of town regiments, who should be honoured in a similar manner as public councilors” [2]. Thus, the Hetman’s executive authority was limited due to the establishment of the government bodies mentioned above. One should state here that the basement of the judicial power was set in Article VII. Its main concern was about the crimes committed against the Hetman. Consequently, he could not inflict the punishment, because such a case could only be referred to the general court.

The establishment of the separation of powers in this constitution was unique because no other documents of the time provisioned such a principle. Even the well-known founders of this theory, French philosophers Montesquieu and Voltaire, had not created their treatises at the time when the constitution was adopted. The well-known article VI was a result of a long-time work and effort made by Orlyk and his companions. O. Pritsak reflects on Orlyk’s remarks which confirmed the difficulties while composing the document. According to the Cossack Hetman, they “worked on this [article 6 of the Constitution] longer than one month. My emissaries traveled twice to and from Ukraine...” [1, p. 474].

Summing up, the Constitution of 1710 was the first one to be promulgated by the Ukrainian elite. The document consists of progressive provisions, therefore it is considered as a success: “It was the first written political and legal document that

affirmed basic rights and regulations to the people of the Ukrainian state” [3]. Although it was not put into practice, the Constitution made a great impact on the long tradition of Ukrainian political activity. Now it is a monument of Ukrainian history that should be taken into account by the people and their leaders in order to broaden the legal traditions of the country.

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SELF-DEFENSE AS A NON-JURISDICTIONAL FORM OF PROTECTION OF THE RIGHTS OF INTERNALLY DISPLACED PERSONS IN UKRAINE

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As we know, the jurisdictional form of protection is the most widespread in the field of protecting property rights of internally displaced persons, since it includes judicial, administrative and notarial defense procedure. However, there is also a non-jurisdictional form of protection of the rights of these individuals. To determine its specific features, it is first necessary to characterize non-jurisdictional form of protection of subjective rights within civil law of Ukraine.

Part 5 of the Art. 55 of the Constitution of Ukraine contains the rule according to which everyone has the right to protect the rights and freedoms from violations and unlawful encroachments by any means not prohibited by the law [1]. This norm is reflected in the Section 3 of the Civil Code of Ukraine. Thus, according to Part 1 of the Art. 15 of the Civil Code of Ukraine, each person has the right to protect his civil right in case of its violation, non-recognition or disputes, Part 1 of the Art. 20 of the Civil Code of Ukraine establishes the principle of exercising the right of a person to protect, and the Art. 19 of the Civil Code of Ukraine establishes the concepts and methods of self-defense of civil rights [2]. This indicates that any person has the

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opportunity to independently apply certain forms of protection of his / her right, in particular non-jurisdictional one.

O.P. Serhieieva rightly points out that non-jurisdictional form of protection covers the actions of citizens and organizations in protecting civil rights and interests that they exercise independently, without addressing to state or competent authorities. These actions are united into the concept of “self-defense of civil rights” in the Civil Code of Ukraine [3, p. 284].

The common feature of the views expressed in the scientific literature on the essence of self-defense is the desire of scholars to reduce the use of self-defense by pointing to a certain range of civil legal relations or otherwise, giving it the character of an exceptional measure. The main difference between the views of scholars is to determine the object of self-defense and legal qualification of its content (actions of the person concerned). Self-defense as the method of protecting civil rights is characterized by the fact that a person protects his civil rights and interests independently, by his own actions. It is protection without addressing to the court or other state agency that protects civil law.

Urgent and important issues of protecting the rights and interests of internally displaced persons, namely the self-defense method, include Guiding Principles on Internal Displacement. Thus, Section III (“Principles Relating to Protection During Displacement”) is aimed at resolving issues related to the violation of the rights of internally displaced persons, including property ones. Principle 21 states that no one shall be arbitrarily deprived of property and possessions. Paragraph 2 of the same principle contains the provision that the property and possessions of internally displaced persons shall in all circumstances be protected, in particular, against the following acts: pillage; direct or indiscriminate attacks or other acts of violence; being used to shield military operations or objectives; being made the object of reprisal; and being destroyed or appropriated as a form of collective punishment [4]. Although this collection of rules is not a regulatory document in its direct meaning, however, after the adoption of the resolution of the UN Commission on Human Rights (1998) it was emphasized that the Special Representative of the Secretary-General of the United Nations on internal displacement issues will rely on them in the framework of the dialogue with governments and all those whose mandates or activities relate to internal displacement. Thus, taking into account the world’s standards of ensuring and keeping human rights in our state and the European, democratic vector for the development of socio-political processes in Ukraine, we can state that we must adhere to international human rights standards. At the same time, providing such rights as property right, the right to return to their homes (when it comes to internally displaced persons), the right to protection from forced internal displacement, etc. at the state level, Ukraine guarantees to internally displaced persons the observance of these rights. When it comes to guarantees, this indicates that these rights can be protected in case of violation. And in this case self-defense can not be an exception.

The Art. 1 of the Law of Ukraine “On Ensuring the Rights and Freedoms of Internally Displaced Persons” dated from October 20, 2014 No. 1706-VII, defining

the concept of internally displaced persons, considers both Ukrainian citizens and foreigners and stateless persons [5], who according to the Art. 26 of the Constitution of Ukraine enjoy the same rights and freedoms, as well as have the same responsibilities as citizens of Ukraine [1].

The above indicates that internally displaced persons may use all means permitted by the law to defend their violated rights. However, in the course of self-defense, actions committed by such persons must be commensurate with the caused damage. For example, in order to protect their own home, such persons may install additional housing protection measures (alarm system, grilles on windows, etc.) or take so-called preventive measures.

Sometimes there is a situation where, in the case of forced internal movement or forced return to the abandoned place of residence, a person does not agree with such actions and, having the right to self-defense, evades the execution of the measures of coercive nature against him. This human right is stated in the Art. 3 of the Law of Ukraine "On Ensuring the Rights and Freedoms of Internally Displaced Persons" [5]. However, by establishing this rule, the law does not indicate how exactly a person can protect his or her right. Therefore, it can be assumed that it is done by avoiding certain actions that are not independent non-judicial way of protecting property rights of internally displaced persons, but serves only as a kind of possible variants of a person's behavior while self-defense.

Despite the wide range of the rights of internally displaced persons and the ways of their protection, some scholars believe that it is not enough to commit only an independent action for a person to defend his right. For example, Yu.H. Basina and A.H. Didenko state that self-defense is considered not only the actions of the authorized person, directly addressed to the offender, but also actions performed on his request by other persons (agencies), who do not consider the dispute between the parties [6, p. 8]. An example of this is the Pinheiro principles, which state that everyone should be able to submit a claim for restitution and / or compensation to an independent and impartial body (Principle 13.1). The right to full and effective compensation is an integral part of the restitution process. Compensation may be monetary or in kind, when the remedy of restitution is not factually possible, or when the injured party knowingly and voluntarily accepts compensation in lieu of restitution, or when the terms of a negotiated peace settlement provide for a combination of restitution and compensation. (Principle 21.1) [7]. However, we do not agree with the opinion of these scholars, because restitution is a judicial form of protection, which in essence provides a mechanism of a person's appeal to a competent authority for the protection of his violated right.

Thus, self-defense is the most operational and effective form of protecting civil rights and interests, which becomes vital in the relations involving internally displaced persons, since such relationships require a quick and clear response. Unfortunately, the legislator, at the present stage of development of the legal system, defines self-defense only in general terms, without detailing it and not revealing the legal possibilities of individuals to protect their rights in relation to specific situations. Of course, it also refers to situations involving internally displaced

persons. Therefore, one can assume that the realization of self-defense of property rights of internally displaced persons will consist in the commission of adequate, within the limits of law, actions by a person whose right is violated for restoration or elimination of negative factors influencing it.

On the other hand, the jurisdictional form of protection of violated rights includes the possibility of an individual to appeal to the competent authorities with the requirement to restore the right. In case of internally displaced persons, the feature of this procedure will differ only in the fact that not all state authorities have the power to consider the issue of protecting the rights of internally displaced persons. Such issues fall within the competence of specially created agencies and authorities competent to deal with such issues.

As a conclusion, we note that today in Ukraine there is almost no nation-wide concept of protecting and restoring property rights of forced migrants. However, the national regulatory base contains separate provisions, the use of which allow the protection of certain rights of internally displaced persons. Therefore, by improving the Ukrainian legislation in this context, it is necessary to actively use the world experience and standards of the Council of Europe. However, by borrowing certain norms of foreign law we should address the problem issues of protecting the rights of internally displaced persons, taking into account the current realities and existing challenges of Ukrainian society.

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HISTORICAL SCIENCES

DECLINE OF TRUTOVSKY'S CLINIC: THE ROLE OF A MANAGER IN A FUNCTIONING OF THE EARLY 20th CENTURY PRIVATE MEDICAL INSTITUTION

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Doctor Ya. Ya. Trutovsky organized his own private psycho-neurological hospital in 1900 in cooperation with his companions [5]. Since that time and until the sudden death of the owner in 1914, it was the second largest private unit of such a direction in Kharkov and one of the biggest ones in the Russian Empire. For years, fashionableness was the characteristic feature of the institution. But in 1914 the situation began changing.

Exact date of Trutovsky's death is unclear. For the last time Ya. Ya. Trutovsky was mentioned in the "Kharkovskiy calendar" by the place of residence of 1914 (calendar was composed in 1913 [2, p. 65]), and he was mentioned as a Privat-docent in 1915 (composed in 1914 [3, p. 72]). In the following 1916, he was not mentioned in either of the periodicals [4], but it should be remembered that this is a situation of 1915. In the reference book "Ves Kharkov" 1915, published in 1914, it was pointed out that the director of the hospital was his ex-employee A. P. Rapoport, and Trutovsky was mentioned only as a Privat-docent, moreover, he was not mentioned in the list of residents, and at the former address in the building № 18 at Nikolaevskaya str. there lived another person. Nevertheless, houses №№ 7 and 9 at Chernoglazovskaya str. were still registered to his name [6, p. 91, 158, 173] (the same situation repeated the next year). However, it may be explained with inertness and insufficiently operational update of data. In the same periodical of 1916 (made in 1915), Trutovsky was not mentioned in the list of city doctors, and his daughter lived at the address Yeparkhialnaya str., 5 [7, p. 317]. Thus, it can be claimed that Ya. Ya. Trutovsky lived in Kharkiv since 1885 till 1914. The most likely reason for the disappearance of any data is a disease, which had struck 47-year old doctor, as a result of which he had lost his ability to work and died soon. In the catalog of the Russian National Library the date of the death is pointed out; it is 1914.

Anyway, after the withdrawal of Ya. Ya. Trutovsky from business, the quality of medical care in his hospital "dropped", although the institution was called after his name for a long time. In the hospital which was run by widow of A. P. Rapoport, who died in 1914 (she had no medical education) [1, Fund 4. Reg. 183. F. 234. Sh. 2], bedbugs multiplied in great number. Priest F. Efremov, whose daughter was admitted

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there, complained that patients could not sleep because of insects. The food was unsatisfactory, valuable items disappeared, in particular, a golden ring of the patient. They did not even return all the linen, although they made her father sign a receipt about its return. Having spent 2 months in the hospital, the patient lost 14 pounds. Attendance and conditions of even provincial zemstvo hospital were characterized by the priest as much better. The difference in payment was also considerable, fee for treatment of his daughter in Rapoport's hospital was 210 roubles per month, in the provincial zemstvo hospital fee equalled 40 roubles (obviously paid boarding is meant). Private doctors talked relatives out of putting diseased people in the zemstvo hospital [1, Fund 304. Reg. 1. F. 861. Sh. 6], and it is not strange, because they would have lost their job otherwise. This scandalous accident is not uncommon. In 1917, a warrant officer, whose name is unknown due to illegibly written surname, complained on insanitary conditions and great number of bedbugs, which bothered patients. Several caught insects were enclosed to the letter. As the inspection of hospital conditions found out at that time that the walls needed whitewash and plaster, bedbugs were also found in the mattresses and soft furniture, poor ventilation and overcrowding had also been found. Patients were put in the lobbies, in the small wards there stayed 4 patients. Water closet turned out to be disgustingly dirty as in 1904. The men's department lacked lighting [1, Fund 4. Reg. 183. F. 541. Sh. 1, 7-9].

Attitude to the mid-level and junior medical staff also caused dissatisfaction. In 1917, a complaint written by employees and nurses on difficult working conditions, living in a wet and infectious basement, bad food, beating, insults, low payment, fires of those, who demanded an increase in payments, were described. As a result an inspection was appointed with the participation of city doctor A. M. Popov and sanitary doctor R. M. Rosenberg. Delegates from the staff confirmed that supply and maintenance manager Theofil Heimanovych Rapoport, brother of late owner really beat the servant, fact of fires had also been confirmed, physician assistants called servants "bastards" and "idiots", beat their hands.

It should be noted that in the spring of 1917, when the events took place, there were 44 employees for 52 patients, and there were 36 actual diseased people, mostly women. Employees worked in two shifts for 12 hours. Men were paid 15-20 roubles, women – 12-15, which is not much. In the morning they were fed with tea, bread and herring, for lunch they had borsch, meat and fish, cereal, for supper they had tea, borsch or soup. Food according to the results of the inspection turned out to be of satisfactory level, unlike everything else.

The problem of living in the wet basement had also been confirmed. Number of beds was not sufficient either; servants had to sleep two people on one bed. Water closet was traditionally kept in disgustingly unsatisfactory condition, it was impossible to get to it without getting dirty [1, Fund 4. Reg. 183. F. 234. Sh. 2-3].

For the first time there happened an unexpected event in the hospital – a suicide of a patient with firearms. It was committed by 22-year old nervous student G. O. Yarosh. He turned to the hospital by himself, but no problems with psyche were found by the doctors, only neurasthenia was noticed. He as a calm person was put into women nervous department. Doctor A. K. Gan at the concilium confirmed

the diagnosis. The patient was prescribed bathes every two days, arsenic under the skin, mangle-shower every day, vibratory back massage, sun baths and galvanization of the spine, caffeine under the skin. The student was very nervous because of his health and all the time he approached the doctors with the slightest reason. He like all the nervous patients with sense had right to leave the hospital freely, he left for the city many times and returned. Nevertheless, once after returning from the city he headed to the cloakroom of hydropathical establishment and shot himself with "Nagan" in the heart. Administrator of the hospital doctor A. P. Rapoport and hospital physician G. H. Niggol provided him with first aid. The case was immediately reported to the authorities and surgeons were called. During search of Yarosh belongings the revolver was not found, apparently one of the servants got rid of it cautiously. It turned out that the weapon was brought from home by the suicide; it was a present from his friend, who was killed at the war. He himself wanted to enlist, but his father prohibited him to do it [1, Fund 4. Reg. 180. F. 307. Sh. 1-6].

During the revolution years, mentions about ex-hospital of Trutovsky disappeared. Only in 1921, during the time of the NEP at Chernoglazovskaya str, 5 (apparently numeration had changed) there again was private hospital for nervous and mentally diseased people belonging to doctors V. A. Zhdanov and F. A. Hurevych [8, p. 68], but no continuity between it and the previous institution has been established.

As we can see, Trutovsky achieved success in his field, but it turned out that an order in his modern exemplary private hospital relied on him alone and that led to its obvious collapse after Trutovsky withdrawal from the business.

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THE VASIL KRYCHEVSKY POLTAVA LOCAL LORE MUSEUM: FROM FOUNDATION TO THE PRESENT

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Poltava region has always attracted the interest of scientists, as determined by the dynamics of social and cultural and artistic life. The region has a special approach in historical musicology, folklore and ethnography.

An in-depth study of the history of the formation of museums is an actual topic in the modern conditions of the revival of spirituality and culture of the Ukrainian people. Nevertheless, in spite of this, the topics of the Poltava Museology are covered only in a fragmentary way in the studies of N. Besedina, A. Vasylenko, V. Vrublevska, G. Mezentseva, M. Ozhitska, I. Yavtushenko and some other scholars.

The rich history of the Poltava region is preserved in museums, the oldest of which is the Poltava Local Lore Museum – a significant scientific and cultural center, created in 1891 at the Poltava provincial zemstvo board in three small rooms of the wing. The first exhibits of the institution was a collection of soils and herbarium collected by the expedition of the famous scientist, professor V. V. Dokuchaev – 4,000 soils, 500 specimens of rocks, 862 herbarium sheets [5].

In 1908, the architect V. Krychevsky and the painters S. Vasylykivsky (who performed the decorative painting of the museum) and M. Samokysh (created three huge canvases in the session hall of the zemstvo) built a genuine architectural masterpiece, which is still considered the most original building in the city. It reflects the entire heritage of Ukrainian art and folk architecture – the combination of design forms and ancient Ukrainian ornaments is a majesty and uniqueness of the building. Tent cover, wicker columns, carvings, ceramics and majolica, decorative painting – approved a new architectural style – Ukrainian Modern. Only in 1920 this building was completely transferred to the museum premises.

At the same time, information on the creation of collections and the search work of the museum is posted on the pages of local lore editions. Poltava Museology Studies are intensified with greater force in the late 80's – early 90's [4].

The stocks and collections of the museum kept numerous valuable collections – more than 117900 exhibits, including in the pre-revolutionary period, the collection of soils V. Dokuchaev was more than 3 thousand units; 20 thousand exhibits and 14 thousand books of the famous collection from Kruglik, a scientific library. Such a generous gift to the museum was made by K. Skarzhynska and others. Valuable collections of oriental antiquities were handed over to the museum by P. Bobrovsky.

During the war, the museum suffered, numerous destruction and losses – the collections were plundered by the Nazis, the building was set on fire, but managed to save about 20 thousand exhibits.

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In the difficult postwar years, the Poltava Local Lore Museum has been in restoration for almost 20 years and only on September 23, 1964, it was solemnly opened. The museum treasury consisted of 2318 exhibits, of which 912 – the main fund and 1406 – scientific auxiliary [4]. At this time there is a revival of Ukrainian ethnography, especially historical, in general.

In today's conditions there are 40 museum halls, 24 of which are completely rebuilt. They contain more than 300 thousand exhibits – antiquities of different parts of the world (Ancient Egypt, India, Indonesia, China and Japan), valuable antiques, life and folk art. However, the Cossack antiquities are the greatest pride of the museum.

Among other exhibits here are: weaving products, carpet weaving, wood-carving, folk embroidery, church sights, archaeological, numismatic and natural values.

The museum takes an active part in international exhibitions in various fields of scientific exhibitions, festivals, mass events and artistic events, presents scientific and publishing activities in the field of natural and historical research, organizes conferences, round tables and seminars on issues of scientific, educational, tourist, volunteer and cultural work.

The scientific work of V. Krychevsky's Poltava Local Lore Museum staff is more than 800 articles and publications. The scientific staff of the museum delivered over 70 reports and reports at international, all-Ukrainian and regional scientific conferences in Kyiv, Kolomyia, Lviv, Dnipro, Kharkiv, Lubny, Khorol, Opishnia and Poltava. In addition, there are various exhibitions, sections, clubs, associations – “Poltava and Poltava residents”, “Music Room”, “Nature is our temple”, “Literary Kaleidoscope” and others [2, p. 581-582].

Around the museum is planned to create an archaeological and landscape park.

The activation of the local lore movement at the present stage reflects positive changes in the spiritual life of society. Important place in this process is given to local lore museums that collect, store, study and exhibit historical materials and are original chroniclers of the history of their region [1, p. 154].

Successful collectivist work continues. Over the past year, the museum's fund was replenished with 1173 museum exhibits [2, p. 558].

Now the Poltava Local Lore Museum works in the following directions:

- research activities;
- cultural and educational activities;
- memorabilia and memorabilia work;
- provision of methodical assistance to museums of different forms of ownership;
- measures to maintain the building in good condition.

However, the main activity of the museum is aimed at preserving cultural heritage monuments and supporting Ukrainian statehood and national traditions.

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PROTECTION OF THE MONUMENTS OF UKRAINE IN THE STATE POLICY DURING THE 20-30th YEARS OF THE XX CENTURY

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Nowadays, in Ukraine there is an increased interest in national traditions and cultural monuments, that is why the problem of lost cultural values in modern Ukrainian historiography appeared on a “new level”. With increasing interest in this topic, some aspects of the attitude of the Soviet regime towards Ukrainian history and culture and the destruction of its national monuments began to be explored. However, the analysis of literature suggests that the problem is under the study and has not sufficiently developed yet, and some of its aspects have not attracted the attention of historians at all.

So, after October 1917, while establishing the state protection of cultural heritage, the Soviet government proclaimed the preservation of the cultural and historical values of all nations that were part of the Russian Empire. Therefore, on November 24, 1917, the Council of People's Commissars (RNK) and the Russian Central Executive Committee (Central Executive Committee) adopted a decision “On the transfer of trophies to the Ukrainian people” [1, p. 3], which were taken away from Ukraine after Catherine II. The first security measures were implemented in Ukraine in January 1919, when two sections were created at the Kharkiv provincial department of public education: the museum and the monuments. To the districts of Poltava, Kiev, Chernihiv and Ekaterinoslav provinces, was made an application of the urgent measures to protect the historical and cultural values left by previous owners. Taking into account the conditions of the war, there was a need to create a state body that would manage and coordinate the preservation of cultural heritage on an all – Ukrainian scale. Therefore, in February 1919, the Ukrainian Committee for the Protection of Monuments of Art and Antiquity (VUCOPMIS) was established in Kharkiv. By the decree of the Soviet Government of Ukraine on April 1, 1919, all historical and artistic values on a territory of the republic were transferred to the

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charge of the People's Commissariat of Education. Throughout Ukraine, the nationalization of historical, cultural and artistic values began to take place. It was subjected, first of all, to museums, estates and farmsteads, historical and ethnographic and artistic institutions of the largest cities of Ukraine. Thus, in June 1919 a special decree on the basis of nationalized collections of Bogdan and Varvara Khanenko was created by the Museum of the Ukrainian Academy of Sciences; from 1934 it was the Kyiv State Museum of Western and Oriental art. The same decree was the nationalization of a collection of works of art by an industrialist, collector and sponsor Oscar Hansen, on the basis of which the Third State Museum was created, as well as the Kiev Art – Industrial and Scientific Museum, which was named as the First State Museum. Since 1924 it was called as the Ukrainian Historical Museum named after T. Shevchenko, and since 1965 – the State Historical Museum of the Ukrainian Soviet Socialist Republic. In the same year, it was declared the property of the republic with the corresponding section of the Holosiivsky Forest, which belonged to the Kievo – Pechersk Lavra (the former Goloseevsky Desert). Its control was entrusted to the Ukrainian Academy of Sciences, and the Museum of Religious Worship was created on the territory of the Lavra itself [2, p. 107]. The decisions of the Soviet government and the activities of the Ukrainian Committee for the Protection of Sights of Art and Antiquities (VUKOPIS) created certain prerequisites for the deployment of museum building. If in 1910 in Ukraine there were 24 museums, and in 1917 – 36, then in 1922, on the basis of the requisitioned collections, there were organized 63 new museums [3, p. 188].

The mid-twenties was very promising for Ukraine. In June 1926, the Ukrainian Central Committee (VUTSVK) and the Council of People's Commissars (RNK) approved the “Regulations on Sights of Culture and Nature” [4, p. 27]. According to this document, the state registration and classification of immovable landmarks, its scientific research, creation of a network of historical –cultural and natural reserves, museums and other cultural establishments began. A promising plan for historical and archaeological research was developed, which in 1928 already had scientific expeditions in 30 (out of 40) districts of Ukraine. However, in the late 1920s, this movement was suspended and the protection of monuments began to decay sharply. Antiquities were considered as architectural and artistic works that reproduce the epic of feudalism and capitalism. According to the same scheme, the issues of protection, research, use and popularization of monuments were also considered. It was considered as unnecessary to preserve the fortifications of antiquity of the ruling classes. In practice, this led to the destruction of antiquities, especially of a cult character: monasteries, churches, and also estates of historical and cultural destination.

At the end of the 20's most of the monuments of historical and architectural value appeared to be cathedrals, churches and synagogues. In June 1929, the second congress of the Union of militant unbelievers proclaimed the struggle against religion as one of the most important areas of the class struggle and one of the main conditions of the socialist offense. Following the ideological aggression, the campaign for the destruction of ancient collections and monasteries began in the

policy order. According to the NKVD (NKVD) of the USSR in 1917 there were 106,356 existing houses of worship of all faiths, and in 1928 – 38,194, including Orthodox decreased respectively from 77,767 to 32,995 [1, p. 11]. Monasteries, churches, churches, synagogues were closed and disassembled on the decision of citizens for a building material. On the one half of Ukraine in the 1927–1932 almost all wooden churches that were achievements of Ukrainian architecture, were destroyed, except churches in Novgorod – Seversky, Lebedin, Novomoskovsk and several other cities [1, p. 15]. In Ukraine at that time not only the pictures and photos of ancient churches, crosses and bells, but also embroidered crosses were destroyed.

Not only religious buildings, but also buildings of civil architecture were destroyed under the pretext of obstacles to new construction or street traffic. For example, due to the order of the local authorities, under the pretext of acute shortage of bricks and stones, the remains of the castle of Bogdan Khmelnytsky disappeared in Chyhyryn. In general, the attitude towards the Cossacks was “special”: the burial places of all hetmans of Ukraine, Cossack leaders and Cossack cemeteries were destroyed. Survivors of the mutilated graves of the atamans of Ivan Sirka and Kostya Gordienka survived.

Institution of the protection of monuments, having no opportunity to prevent the demolition of religious and civil structures, were limited to measures to partially preserve the property that remained of them. For evaluation of religious property, special commissions were formed consisted of representatives of the local council and a representative of the Department of Public Education. The last one was given the right to withdraw things of historical, artistic or archeological significance.

In October 1931, in order to slow down the process of damage and destruction of monuments, a decree “On the State and Tasks for the Protection of Monuments of Culture and Nature” was adopted, which noted the unsatisfactory state of storage and use of cultural property. The resolution stated that on the contrary to the current protective law in recent years, state and public organizations and individuals have illegally destroyed many cultural and natural monuments [1, p. 16]. It was proposed to strengthen the general concern for the preservation of all recorded cultural monuments from destruction, and also to approve registers of newly discovered monuments, and to expand the network of historical, cultural and natural reserves. In addition, the Ukrainian Academy of Sciences and other scientific and educational institutions were invited to combine their research work with the protection, study and propaganda of cultural and natural monuments. Unfortunately, despite all these proposals, all these measures which was developed have remained only at the level of declarative plans. In fact, the monuments of archeology, history, architecture and nature were beyond state security. They were scattered across different departments and business organizations. Its fate, as a rule, was solved by officials who had nothing to do with the problems of preserving and studying cultural values.

Along with the destruction and rebuilding of architectural monuments, huge losses were in historical, cultural and artistic values too. At the end of the 1920's, a sale at the western auctions of works and art and antiques, organized by the Union association “Antiques” began, and in the 1930's it had been growing in acquire scale.

The Soviet government referred to cultural values as a commodity, a source of foreign currency. Almost priceless old treasures were sold. The civilized world did not know such a sale of national historical and cultural values. Ukraine received only 18 million rubles from this “cultural export”, which amounted to more than 6,000 tons of different values, accounting for a small proportion of the total import volume in the USSR (about 3.5 billion rubles) [1, p. 30]. In addition to the patches of history and artistic works of museums, libraries, archives, the Soviet government generously embittered, for political reasons, foreign diplomats and businessmen. This was especially noticeable when Western countries began to cut trade relations with the USSR. Isolated values that fell into the State Museum fund repositories were also not insured against destruction: they were drowned due to the lack of proper storage and non-tacit tensions by employees of the People's Commissariat of Internal Affairs, the Antiquarian Association, the United State Political Office – the People's Commissariat of Internal cases (ODPU – NKVD), foreign and their own collectors.

At the end of the 1930s a wave of destruction of monuments began to fall. What reasons have led to this, even now it is hard to say clearly. Probably the administrative-command system, which was so intensely planted in society, got a certain stability. In the protection of cultural monuments, the republican administration in their own negative experience came to the understanding that the total destruction of cultural property did not add authority to the state. The uncontrolled mass sale of works of art and antiquities abroad was stopped, attention was paid to the preservation of monuments of military valor and its use in patriotic education. The government once again managed to radically reorganize public administration in this area.

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SPECIAL DETACHMENTS OF THE UKRAINIAN LIBERATION MOVEMENT IN 1944-1949: VISIONS OF MODERN SCHOLARS

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In the postwar period, the strategy and tactics specifics of the struggle of the Ukrainian liberation movement subjects with the punitive and power structures of the Soviet totalitarian regime in Western Ukraine led to the special role of the Security police of the Organization of Ukrainian nationalists (SB OUN(b)), which, according to D. Vedeneyev, "... ensured the implementation of the basic schemes of underground activities of the OUN" [2, p. 181]. Being formed as a "separate organizational unit", the SB OUN(b) administrative offices gained a special place in the underground system and had bundles of communication and work plans.

The purpose of the research is to analyze the modern domestic historians' studies of the special units activities of the Ukrainian liberation movement in one of the hottest periods of the confrontation with the punitive powers of the Soviet totalitarian regime in 1944-1949.

The outlined scientific subjects are presented in numerous scientific publications of contemporary Ukrainian historians. For example, in the works of Y. Antoniuk, D. Viedienieiev, V. Ilnytskyi, V. Yefymenko, O. Lysenko, V. Trofymovych and others.

Domestic historians claim that the major losses of the Ukrainian Insurgent Army (UPA) foremost forced the leadership of the Ukrainian liberation movement in November 1944 to give a sober reassessment of the previous struggle stage. In the list of outlined measures of further struggle I. Patrylyak defines the following statements: the nationalist underground should have held back positions and reorganize all structural units; should have reduced the number of administrative offices and made the OUN(b) network more mobile. The Ukrainian Insurgent Army had to refuse from regular military operations and "... finally turn into partisan-sabotage methods" [11, p. 434]. I. Patrylak also emphasizes the growing attention of the insurgent intelligence and counterintelligence command, which greatly intensified the influence of SB OUN(b) [11, p. 434].

During the winter of 1945-1946, the punitive structures of the Soviet totalitarian regime significantly depleted the strength position of the Ukrainian liberation movement through the system of military, ideological and political measures. The unequal difference of the warring parties potential, lack of international support sources for the OUN(b) and the UPA struggle and problems with growing, chronic fatigue of the population had a major influence on the situation. Despite the countermeasures taken by the SB OUN(b), the counterintelligence of the independent

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forces failed to respond adequately to the insidious agency-operational activities of the Soviet secret services [9, p. 386].

It should be emphasized that the activities of the SB OUN(b) and of the intelligence services of the UPA in their post-war confrontation with the communist government and Soviet punitive structures are properly represented by monographic works of D. Viedeneev, (co-authored with V. Yegorov [3, p. 485-503] and G. Bystrukhin [4]). Their monograph is one of the first, which investigated a matter of the SB OUN(b) and UPA post-war activities on a solid source base from the archives of the SB OUN (b) and its regional departments. The monographic study of O. Ishchuk and V. Ogorodnik [7] is fully dedicated to the Mykola Arsenitch's activity – one of the organizers and leaders of the OUN(b). On the basis of processed archive materials, researchers state that “the activity of the SB OUN(b) was not systemless and senselessly cruel as Soviet propaganda claimed it to be. It was well organized, regulated by clear instructions and orders, which were personally approved by M. Arsenitch and other employees subordinated to him” [8, p. 286].

Y. Antoniuk carried out the regional natural history discourse on the activity of the SB OUN(b) in Volyn [1]. The author emphasized the preconditions for the formation, periodization and evolution of SB OUN (b) activity. In order to provide an adequate picture of the activities of the OUN secret services, Y. Antoniuk acknowledges that the SB OUN(b) was one of the most influential in the structure of the nationalist underground in the region and one of the strongest parts of the Ukrainian National Liberation Movement [1, p. 136].

An important scientific value is the publication of materials and documents on the activities of the SB OUN(b) in the 1940s. It was published under auspices of the Institute of History of Ukraine of the National Academy of Sciences of Ukraine and the Taras Shevchenko National University of Kyiv [10]. Document specialists O. Lysenko and I. Patrylyak included 21 documents on the history of the SB OUN(b) for the period of 1941-1947, revealed the evolution of the secret services tasks in different periods, stated that SB OUN(b) activities made the national liberation struggle last for a decade longer [10, p. 294].

The historiographical analysis of the scientists` works makes it possible to outline the main theses, which determine activities of the SB OUN(b) and of the UPA intelligence service. Firstly, the organization of the secret services activity, their specific importance in the deployment of the national liberation struggle was caused by the extreme historical conditions of the fight against the Soviet punitive and military structures, the choice of both sides to use force methods to achieve their goals; the need to protect the organizational cells and cells of the underground, insurgent divisions; political differentiation and complicated internal relations, “the specifics of the ideology and socio-political mood of the movement participants of the OUN and the UPA” [5, p. 348]. Secondly, historians have been thoroughly researched the main organizational forms, key areas of activities, functional responsibilities of special units, the receptioned forms and methods of their operational work taken from the enemy-states special forces arsenal [5, p. 349]. Thirdly, activity of special detachments of Ukrainian nationalists “... was directed to

intelligence and counterintelligence protection of the underground positions and to participate directly in counteraction to sovietization processes in the region” [4, p. 137]. Modern scholars objectively emphasize on the SB OUN (b) “cleansing” actions among the membership of the underground rebel movement [4, p. 138], mistakes, cruelties and reprisals against the local Ukrainian and Polish population [1, p. 135]. In this context, the conceptual and methodological significance comes from D. Viedeneyev and G. Bistrukhin works, which claim that “... both sides did not disregard the methods of inhumanity, and only then the victorious side, using propaganda, totally rewrote (or concealed) the history. Victorious side profitably interpreted events for themselves, glorifying themselves and in every way demonizing actions of the opponent” [6, p. 8]. Special forces of a non-state nature, as generalized by D. Vedeneev and G. Bistrukhin, are “... structural elements of national liberation and other governmental movements (organizations), their military formations, which carry out intelligence, counterintelligence, operational-combat and other specific functions that are typical to the special detachments in order to promote realization of the strategic and current tasks (of the mentioned movements or organizations) by using specific means” [6, p. 45-46].

Generally, contemporary Ukrainian historians are unanimous in concluding that the intelligence and control activities of the special detachments of the OUN underground and the Ukrainian Insurgent Army caused the development of the national liberation struggle and were one of the key factors that “... provided the duration, scale and fierce anti-Soviet resistance movement in the region” [4, p. 138].

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CULTURAL STUDIES

ANALYSIS OF EXPENDITURE FOR SPIRITUAL AND PHYSICAL DEVELOPMENT AND SOURCES OF THEIR FINANCING

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Spiritual and physical development of a person is a promising direction of socially oriented policy of a democratic country. The state must provide the necessary legal, financial and economic conditions for the creation, dissemination and preservation of cultural heritage, spiritual values, the development of physical culture and sport in society. After all, a spiritually and physically developed nation is a guarantee of economic growth and social well-being of any country.

In recent years, much attention has been given to the problems of spiritual and physical development. Moreover, the high level emphasizes the importance of using the strategic resource of cultural goods in the context of the formation of an innovative economy. So, if in the early nineties, organizations of cultural institutions were in full state support, then the current funding by the state, in percentage terms, decreased several times. In this regard, an urgent problem is the search for alternative sources of financing and analysis of the expenditures of spiritual and physical development, to which this report is devoted.

The state policy in the field of spiritual and physical development in Ukraine is based on the provisions of the Constitution of Ukraine, which states that the state promotes the consolidation and development of the Ukrainian nation, its historical consciousness, traditions and culture, as well as the development of the ethnic, cultural, linguistic and religious identity of all indigenous peoples and national minorities of Ukraine [1, art. 11]. Citizens of our country have the right to freedom of association in political parties and civic organizations for the realization and protection of their rights and freedoms and for the satisfaction of political, economic, social, cultural and other interests [1, art. 36]. In addition, the Basic Law guarantees to take care of the development of physical culture and sports, to ensure sanitary and epidemiological well-being [1, art. 49]. It is also proclaimed that the cultural heritage is protected by law. The state ensures the preservation of historical monuments and other objects of cultural value, takes measures to return to Ukraine cultural values of people who are beyond its borders [1, art. 54].

According to the Law of Ukraine “On Culture”, Article 26 of the sources of financing of cultural institutions is: funds of state and local budgets; funds received

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from economic activity, provision of paid services; funds received for work (services) performed by the institution of culture on the order of enterprises, institutions, organizations and individuals; proceeds from the sale of workshops, enterprises, shops and farms, from the provision of premises for rent, facilities, equipment; grants, charitable contributions, voluntary donations, monetary payments, tangible assets received from individuals and legal entities, including foreign ones; funds received by state and communal institutions of culture as a percentage of the balance of own revenues received as a payment for services provided by them according to the main activity, charitable contributions and grants and placed on current accounts opened with public sector banks; other sources not prohibited by law [2].

As practice shows, the level of financing for the implementation of the strategic tasks of the social and economic development of the Ukrainian nation depends on the real volume of GDP (Gross Domestic Product) creation in the country. Between the parameters of the volume of GDP and the share directed at the costs of spiritual and physical development there is a direct and turning relationship. What is the use of funds for the development of cultural goods, which are appointed through the distribution of the existing financial system, which determines the material basis of the development of social functions of the state, taking into account spiritual and physical development in terms of quantitative and qualitative indicators. Thus, the development of the cultural sphere is a prerequisite for the positive dynamics of GDP, which plays an important role as an instrument for the sustainability of socio-economic policies in the country. The positive aspect is that the share of expenditures of the consolidated budget on culture and sports to GDP in 2004-2018 constantly increased by 0.8%, and as of February 2019, the maximum amount of consolidated budget expenditures was executed – 11% [3].

According to the functional classification, the expenses of spiritual and physical development are directed to various budget and communal institutions, which are schematically reflected in Figure 1.

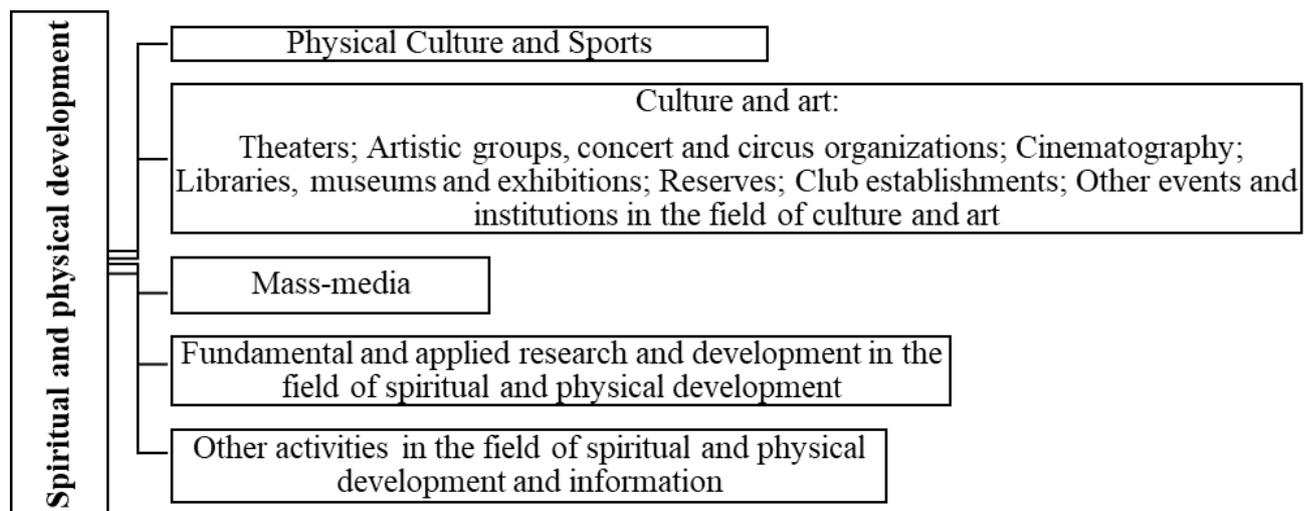


Figure 1. Directions of financing of spiritual and physical development

Source: compiled based on [4]

The Ministry of Culture of Ukraine is the main manager of budgetary funds for the sphere of spiritual and physical development, which provides financing of state and local budgets for the needs of spiritual and physical development. However, the local government budget is a priority source of cultural goods. Observing the data of the Ministry of Culture, a series of events was held with the support of creatively gifted children and young people to ensure the development and application of the Ukrainian language. The information base of international and all-Ukrainian competitions, festivals and other periodical cultural and artistic events (projects) was created. Through creative grants of the President of Ukraine, creative projects of young people of culture and art are supported. Also, at the present stage, the development of creative industries is taking place.

At the same time, the lion's share of budget financing falls on consumption expenditures, that is, on wages and utilities for spiritual and physical education institutions. Instead, in shaping both the state and local budgets, the government needs to control the development of expenditures for subsequent years to further increase the overall budget financing of the spiritual and physical sphere. Since, in a market economy, most organizations of spiritual and physical development are economically unprofitable, but socially necessary.

Having worked out the data of budget financing for the sphere of spiritual and physical development, it is proposed to consider dynamic growth rates and expenditures for 2013-2018 years (Figure 2).

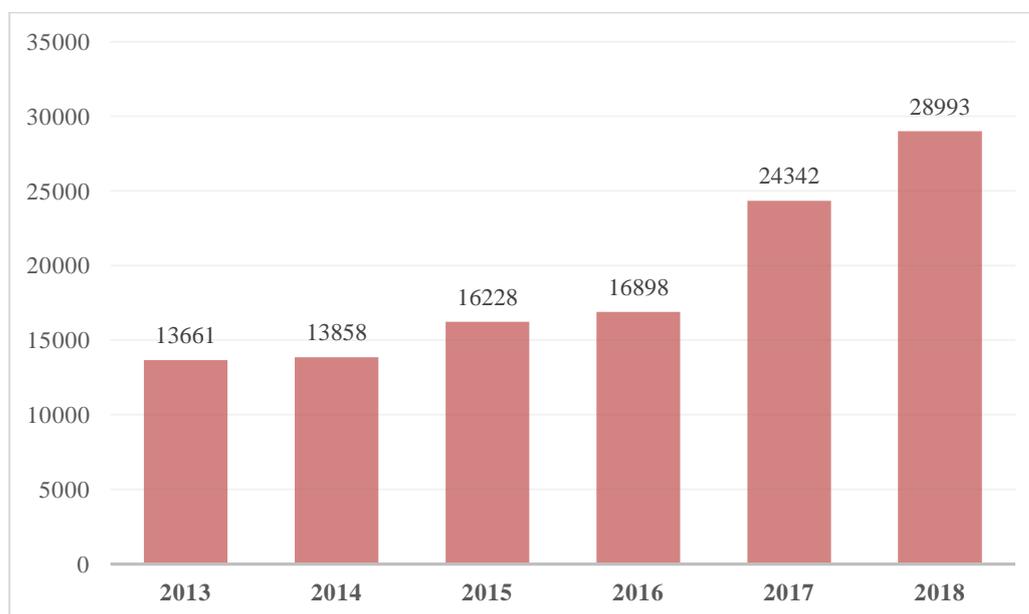


Figure 2. Dynamics of expenditures of the Consolidated Budget of Ukraine for spiritual and physical development for 2013-2018, (billion UAH)

Source: calculated by the author under data [4]

Analysis of expenditures of the Consolidated Budget of Ukraine in the context of the economic classification shows that positive changes occur annually. Over the last period, funding for spiritual and physical development has been gradually increasing,

from 2013 to 2018, expenditures have increased by UAH 15332 billion, which is 47.12% in the percentage. The largest share of expenditures goes to culture and art, if in 2013 the total amount of expenditures amounted to UAH 8444 billion, then in 2018 the amount of budget expenditures for cultural and artistic needs doubled and amounted to UAH 17977 billion, or 62%. However, the smallest amount of budget expenditures of this industry goes to the reserves, as the financing from 2013 to date has decreased by 32.29% due to the deterioration of the ecological situation in the country as a result of the sharp reduction of environmental expenditures from state and local budgets of different levels. The fact that the main place in the country is physical culture and sports, as at the end of 2018 it amounts to 8509 billion UAH, or 29.35%. However, the least significant place in Ukraine is devoted to fundamental and applied research and development in the field of spiritual and physical development. In addition, the financing of this industry has decreased by 19.53% in recent years, if according to the Consolidated Budget 2013 the amount of expenditures amounted to 39 million UAH, then in 2018 budget expenditures amounted to 32 million UAH [4].

Summarizing the above, it is obvious that the improvement of the current system of financing spiritual and physical development has a great socio-economic significance. After all, their funds are directed at the rational use of cultural education and health of the nation, which occupies a significant place in the state policy of Ukraine. We believe that, in addition to the funds received from the state institutions of spiritual and physical development, it is appropriate to receive income from its own non-commercial activities. It is necessary to change the paradigm of state support from the patron of state to the investor state, since the expenditures on the development of the spiritual and physical direction are investments in human potential and savings of the future of our country.

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NATIONAL IDENTITY AS A CRISIS CHALLENGE FOR IMMIGRANTS FROM THE EAST OF UKRAINE

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The concept of national identity can be considered through the prism of different approaches, each of which gives this concept a corresponding content load.

National-cultural identity and identification of Ukrainians were considered by I. Bychko, I. Boychenko, O. Hnatyuk, O. Hrytsenko, O. Zabuzhko, M. Zerov, O. Lisovy, M. Ryabchuk, I. Fedorova. Developed this problem as well M. Vyvcharik, M. Hrushevsky, V. Lichkovakh, N. Pogorila, M. Popovich, Yu. Rymarenko, D. Chyzhevsky and others.

Identity and identification issues are among the most important in culturology. It would seem that similar, but completely different concepts. Interest in this issue arose in the late nineteenth century.

From the point of view of psychological knowledge, the concept of identity can project its inner world to other people, see another person as the continuation of himself, his “I”, transfer the world of other people into his inner world, reincarnate in them [7, p. 162].

Formation of national identity occurs even in childhood (primary identification) in the family circle and under the influence of the microsocial environment. The child first identifies himself with his mother, and then with his parents, whose gender is recognized as his own. It is precisely this consciousness of the person that is filled with the national content, as a result of which the world is expanding. J. Lacan interprets the primary identification as follows: “Each object relation corresponds to its own identification method, the signal of which serves as an alarm. Such identification is preceded by the identification of its own” [3, p. 94].

According to I. Lebedinskaya: “the intentionality of the cultural identity of a person means its mediation “incivility” in the symbolic topology of the world of culture” [4, p. 258].

O. Nikolayenko uses the term “cultural-national identity” in his study of modern Ukrainian literature, defining it as: “a complex psychological complex of man's representations of his “I” in relation to the cultural tradition of a certain nation with which he identifies himself” and separates three elements of its structure — cultural memory, communication and political component [5, p. 5], and the researcher G. Fayzullina adds to them the mentality, world outlook and discursive measurements of ethno-cultural identities [6].

In Ukraine, in the XXI century, processes of self-identification and self-awareness of its citizens continue to be carried out on their role in society, politics and socio-

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cultural environment. In the modern cultural space, the problem of national identity determines the level of socio-cultural dynamics [1, p. 9].

Cultural interaction is now mainly through computer networks and the media, which leads to the erosion of borders between national cultures and changes in the understanding of traditional identities. There are only fragmentary ideas about national culture.

According to T. Kolosok: “At the beginning of the XXI century. Socio-cultural identity in a multicultural world is not guaranteed, but European cultural identity cannot be opposed to national identity, since they correlate with each other on the principle of complementarity” [2, p. 14].

It should be noted that the military conflict in the East of Ukraine led to the fact that a significant number of Ukrainian citizens were forced to leave their homes and move to another area where administrative services were provided and conditions were created for better adaptation to new living conditions during hostilities in the occupied territory. It is important, under such conditions, to preserve the integrity and national identity of the displaced families, which constitute a significant part of society, and therefore the nation. Unfortunately, in such an environment there are controversial questions about their own belonging to the state, though opinions are somewhat disconnected, and identity issues are retreating into the background, in acutely crisis conditions. This leads to marginalization — the loss of cultural identity, since settlers partly integrate into another regional culture.

A productive way out of such a situation is to preserve the national cultural core and its development on the basis of new cultural ideas and directions.

The basis of national and cultural identity is the self-identification of a person, the definition of their own belongings in the process of obtaining ethno-cultural information, the search for archetypes, ideas, cultural invariants. People fix their own socio-cultural identity with certain characters — language, religion, history, way of life, clothing style, customs and rituals, songs and dances.

Internally displaced persons lose part of their own culture, leaving the occupied territories. On the foreground of the citizens are the problems of registration, housing, food, social benefits, ensuring the standard of living of their family, services for the protection of life and health. This leads to a state of maladaptation, people often remain alone with their problems in the new living conditions. They break the relationship with the environment, isolating themselves in their internal, full of conflicts, the world. Ukrainian society at the same time tries to solve several urgent tasks: the formation of civil society, the creation of a national idea and the preservation of the state. The condition of their solution is the question of the formation of a national identity.

In today's situation, when Ukraine is in an unstable situation, self-identification is very important as a worthy citizen must clearly understand his place in society and identify himself in new, political, economic and cultural conditions.

The adoption in the state of ethno-national values through transformational changes will lead to the prospects for Ukraine's development, as well as its emergence on the international level. Understanding the individual and the society in

which he belongs, his own position in the state and society is possible provided that the historical and cultural memory is restored.

In modern conditions, essential changes occur in the socio-cultural space and the formation of a national identity of the individual. Man, as a social being, is in constant interaction with the surrounding world, with other people and continuously identifies himself with different social groups, defines his status in society, his attitude to one or another event. Maximum consideration of historical experience and the creation of complex methods for the study of ethno-national identity will contribute to the procedural nature of the concept being studied.

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HISTORY OF ART

PRINCIPLES OF CLASSIFICATION OF THE CHORAL MINIATURE GENRE IN MODERN MUSIC

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Miniature as one of the immanent properties of artistic culture, associated with *small forms* of the surrounding world reflection, is the most important genre variety of various types of art such as painting, sculpture, graphics, literature, poetry, theater. In each of them, the miniature is endowed with a number of common features that distinguishes it from the forms of *monumental* art. This is the desire for conciseness of artistic expression, saving of means of expressiveness, the inclination to a form chambering, and, at the same time, compositional integrity, completeness; and sometimes it's a display of considerable content in a small form. The latter quality – the ability to reflect “the big in the small”, together with the specifics of the lyrical expression – is the artistic essence of *musical miniature*, which is widely spread in Western European and domestic musical art, from the era of strict style and ending with the works of the turn of XX – XXI centuries.

The content of the music miniature aims at an extremely concentrated reflection of the surrounding world. The basis for the creation of a miniature in music, as in other types of art, is the observance of the principle of reflection “the big in the small”. This principle not only determines the scale of works related to the genre of musical miniature, but also becomes its most important aesthetic criterion. The aesthetics of the musical miniature genre corresponds to the selection of certain means of expression, the use of simple forms, the predominance of the chamber method of playing music.

In musical miniature, one can find the interrelation with the works of small forms of other types of art. Like portrait miniature in *painting*, one image-portrait is embodied in musical miniature. At the same time, unlike painting, in musical miniature the main image is perceived not statically but can be interpreted as an initial sketch with its subsequent development, deepening, disclosure of hidden inner qualities. In this understanding, one can find the interrelation of a musical miniature with *literary works of small forms*, the characters of which also reside in the context of various conditions and undergo certain changes in the development of the plot [3].

One of the types of musical miniatures is a *choral miniature*, which has its own specific features as compared to instrumental, chamber-vocal and orchestral analogues. Choral miniature is a genre of professional musical culture that has

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developed on the basis of small forms, embodying both religious and secular themes, addressed to the choral composition of performers and intended primarily for concert music.

The genre properties of choral miniature and the principles of its classification were considered in the works of P. Levando "Problems of Choral Studies" [1] and L. Parkhomenko "Ukrainian Choral Play: typology, subject matter, composition" [2]. The researchers have a different approach to solving the problem of classifying historical and current choral genres, according to the material chosen for analysis and the general tenets of the definition of the musical genre set in the works of L. Mazel, V. Tsukkerman, A. Sokhor, E. Nazaikinsky, and others.

The classification of choral works proposed by P. Levando considers the following factors:

1) the content and nature of the work; 2) the scale of the composition and its structure (miniature, large form, cycle); 3) the composition of performers (choir, piano, orchestra, soloists); 4) performance conditions (concert performance, theatrical performance, mass singing, etc.); 5) the peculiarities and degree of the composer's creative participation in the creation of a work (original composition, processing, arrangement); 6) the type of choral art (a capella, with accompaniment) [1, p. 78].

As a result of such differentiation of genre-forming indicators, the researcher comes to the conclusion that there are seven main genres in modern choral practice: 1) choral song; 2) choral miniature; 3) a choir of a large form; 4) cantata-oratorio genre; 5) opera-choir genre; 6) processing; 7) choral arrangement.

These genres can also be divided into three groups. The first includes the "solely choral" genres, in which the defining significance of a choir (choral song, choral miniature, and a choir of a large form) is obvious. The second group includes the so-called "synthetic" genres in which the choir is one of the participants of the performance (cantata-oratorio and opera-choir genres). The third group consists of the "auxiliary" genres, uniting the works and not being the result of original choral art (choral processing and choral arrangement). Also P. Levando raises the question of the predominant use of one or another type of choral art in a particular genre and comes to the conclusion that for choral miniature, as well as for processing, a capella is most characteristic. Reasoning about more particular genre varieties, reflecting the characteristic features of each of the genres represented by these features, the researcher notes in the genre of choral miniature its homogeneity, highlighting only historical varieties, such as chorales and madrigals [1, p. 80-81]. It should be noted that P. Levando practically does not touch upon the problem of intra-genre classification of choral miniature, dwelling only on the characterization of the general tenets of the genre.

In the monograph "Ukrainian Choral Play", L. Parkhomenko presents a somewhat different genre typology of modern choral art in general and an in-depth, multilevel classification of the genre of choral play (miniature) in particular. The proposed typology is based on a harmonious, hierarchically interacting system of the subordination of the initial and specifying criteria. One of the undoubted advantages of the classification proposed by L. Parkhomenko is the selection of several levels of

internal differentiation in the systematics of the choral play (miniature) genre. The main of these levels are: *the genre form*, representing the “highest level of the intra-genre hierarchical system, generalizing category, which reveals the semantic nature of imagery, character and the main principles of its reflection”; and *the types of works* that “reveal the maximum semantic concretization of figurativeness and close connection with the origins of the genre, such as declamatory, motility, chant, instrumentality or sound image, and with everyday forms of playing music, such as songs, romance, etc.” [2, p. 19].

Summarizing the classifications of L. Parkhomenko and P. Levando and generally accepting their main suggestions, we note that the creative activity of contemporary composers in the field of choral music, including the genre of choral miniature, over the past two decades has been focused on the processes of further activation of intergenre interactions and a significant expansion of the themes of works. A variety of new readings of the genre of choral miniature in modern music gives us the opportunity to offer another intra-genre classification. It is based on the content, which allows to reveal folklore, religious and secular types of the choral miniature.

The folklore miniature has signs of folk-song tradition, a close relationship with national folklore sources, song and dance genres of folk art.

The religious miniature, based on texts of spiritual and religious themes, bears the imprint of a centuries-old church-singing tradition of musical culture. In the historical retrospective of the development of choral music, religious miniature is one of the earliest forms of the genre formation.

The secular miniature reflects the programmaticity of a figurative and associative type, peculiar to the genre of miniature. This programmaticity is announced in the title of the work and is specified in the poetic text. Secular miniature can be indirectly linked to folklore and religious sources.

Each type of genre is characterized by the attraction of a certain literary origin, possessing genre-forming features and causing a whole series of figurative and semantic associations to live. A fundamental principle of popular-song folklore becomes such origin in the folklore miniature; the texts of canonical church chants – in the religious miniature; the poems both literary classics and modern poets – in the secular miniature.

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METHOD OF COMPARISON AND AXIOLOGICAL APPROACH TO THE STUDY OF MOVIES OF THE ACTORS OF KHARKIV SCHOOL

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The main goal of the method of comparison, researchers V. Sheyko, N. Kushnarenko, are defined as follows: “Comparison is one of the most common methods of cognition. This is the process of establishing similarities or differences between objects and phenomena of reality, as well as finding a common, inherent in two or more objects”.

Therefore, for the deep analysis and comprehension of the movie theaters of Kharkiv's actors in our study, the method of comparison was used extensively. For example, to compare images: in the film “The Poem about the Sea”, actors L. Tarabarinov and E. Bondarenko embody two antipodes that symbolize the Sea and Earth, which interact with each other and can not exist without one. And in Kumanchenko's and Krynitsky's images of mothers, we can clearly see the relationship with natural phenomena like Mother-Earth, the mental organicity of existence in the natural environment and work with imaginary symbols such as horse harness. We also compared the Kyiv and Moscow acting schools, the hero L. Tarabarinov with the literary hero Don Zhuan, and so on. The images of the mercenary and serfs performed by B. Stavytsky and I. Zhilin were also analyzed by the comparison method and the contrast between the character of the heroes and their actions in almost identical circumstances, as expressed in the performances of both actors, was revealed. Actors build a score of their characters to the opposite of each other qualities – infantilism and determination. Also, the method of comparison helped to understand the acting decision of O. Litskanovich in the role of divorce Marusy and betrayed by the bride Tamara, which is also based on the contradiction, but characteristic to the actress in the manner of the game, which is based on the similarity with the behavior of the snake.

According to the definition of the same researchers V. Sheyko, N. Kushnarenko, we understand the essence of the axiological approach: “Axiological (value) approach is based on the notion of value and makes it possible to find out the qualities and properties of objects, phenomena, processes capable of meeting needs an individual and a certain society, as well as ideas and motives in the form of a norm and an ideal” [1, p. 71].

In the dissertation, we consider the following values of the Ukrainian people as traditions, the old way of life, earth, family, house (hata), white vyshyvanka (soul), space, philosophy, personality, nature, humanism. By the way, the natural interpretation of the cinematic images through the connection with the elements and the organic existence in the natural environment is distinguished by the Kharkiv

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actor's school, which tends to the humanistic direction. Also, we refer to the national values of the continuity of generations in the transfer of knowledge in the field of art, in particular, it refers to the actor's and director's knowledge, which are represented by the “school of corsets”, “the school of Kurbas” and continued in movie theaters of Kharkiv acting school.

The methodological basis of scientific research is the principal position of the researcher. Thus, based on the methodological foundations of scientific research, we were able to answer clearly the questions about: the supposed leading scientific idea, the essence of the phenomena of the Kharkiv theater school and Ukrainian cinema, including the poetic, contradictions that arise during the research, stages, stages of development, trends. This is the scientific concept of our study.

In the future, a more thorough understanding of the specifics of the work of the Kharkiv school actors is planned on the basis of the substantiation of the currently neglected cinematic samples of Ukrainian cinema with the participation of Kharkiv artists.

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THE PIANO FANTASY IN THE CREATIVE WORK OF THE VIENNESE CLASSICS

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The fantasy – the expression of human creativity – is an integral component of the historical process of the development of art. Formed as a musical genre by the 16th century [7; 11], the fantasy has retained its significance until today. The variety of forms, types of content, developed by the fantasy in the process of its historical development, interacted with the complex of those stable features that saved the genre from disintegration, from absorption by other genre forms. The historical epoch of the development of the genre chosen for the analysis (the end of the 18th century and the beginning of the 19 century), a certain instrumental “slice”, contains a range of research problems that are relevant to the modern musicology. They are associated with the need to establish the historical specificity of the genre and to detect differences in its individual-style interpretations.

The piano fantasies by V.A. Mozart were created in the last period of his creativity, and they culminate his heritage. The 1782 fantasy trilogy (Fantasy and Fugue C-dur 394 KV, Fantasy c-moll 396 KV and d-moll 397 KV) coincided with the beginning

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of the mature stage in the composer's work; Fantasy and Sonata c-moll of 1785 (475 KV) – with the time of the creation of the opera masterpieces (the end of “The Marriage of Figaro” and the beginning of the work on “Don Juan”); Fantasies f-moll (594 KV) and (608 KV) – with the last year of V.A. Mozart’s life. The composer turns to the genre of the fantasy, reaching absolute maturity and perfection of the creative style.

In the piano fantasies by V.A. Mozart there is a process of deepening and expanding the lyrical and dramatic spheres of imagery, which F.E. Bach preferred. The fantasy as a form that cannot be associated with the crystallized scheme became for V.A. Mozart an ideal opportunity to embody the content of a preromantic type. The dynamics of the artistic world of the fantasies by V.A. Mozart is in a gradual exacerbation of contrasts, increasing tensions of figurative comparisons of artistic and semantic development.

J. Haydn created the only work in the genre of fantasy – Fantasy C-dur (in 1789). The genre of fantasy in J. Haydn’s composition was not the embodiment of forebodings of a romantic imagery [6], but the composition of the composer uniquely expresses the romantic standard. The music of the late J. Haydn’s creativity multi-dimensionally anticipates the psychologically complex artistic world of the romantic era. The 18th – early 19th centuries – it is the era of a radical transformation of the genre of the fantasy. The fantasy manifested itself as a special type of compositions, possessing both specific stable features and moving, changing characteristics.

One of the students of V.A. Mozart, who achieved European fame and celebrity, is J.N. Hummel. The composer’s appeal to the genre of the fantasy is not accidental. The fantasies of the composer are the most significant compositions in the piano heritage of J.N. Hummel. The appeal to the fantasy genre, in the development of which he was an unsurpassed master, is associated with the 19th century and covers almost a quarter-century period (the first piano Fantasy Es-dur op. 18 written in 1805, the last – C-dur op. 124 – dated 1833).

Hummel’s interpretation of the fantasy genre, in addition to inheriting all the previous experience of creating such compositions, reflects the new laws that emerged in the 19th century. One of the manifestations in the work by J.N. Hummel of the innovative approach to the development of the genre becomes the emergence of fantasies on the borrowed topics. Apparently, the composer was one of the first in the Viennese classical school to create fantasies not only on the original material, but also on the borrowed topics, becoming one of the pioneers of the genre. Consequently, the preromantic tendency found in the interpretations of the fantasy genre in the creative heritage of V.A. Mozart and J. Haydn is confirmed by J.N. Hummel’s special kind of the fantasy – the fantasy on the borrowed topics. However, the piano Fantasy Es-dur op. 18 and Rondo una fantasia op. 19 E-dur, which are the first examples of the genre of the fantasy in the creative heritage of the composer, should be attributed to the number of fantasies written on the original themes.

Since romanticism does not create unambiguous concepts, the subject of the fantasy contemplation for J.N. Hummel in Fantasy for piano op. 18 is not only the

content, but also the principles of forming which are peculiar to the studied genre. In the work of Rondo una fantasia op. 19 E-dur, written in 1806, the genre synthesis declared by J.N. Hummel is already at the level of the genre name of the composition.

The genre of the fantasy is one of the constants in the works of L. Beethoven. The composer's piano fantasies received coverage in the scientific literature in connection with the study of L. Beethoven's piano sonatas. A number of works is devoted to the research of the sonatas “quasi una Fantasia” op. 27 No. 1 and No. 2, and among those works there are the works by B. Asafiev [1], V. Bobrovsky [2], Y. Kremlev [4], A. Goldenweiser [3], L. Reshetnikov [8]. Some information about Beethoven's Piano Fantasia, Op. 77 is contained in foreign studies [9; 10]. The task of periodization of L. Beethoven's mastery of the fantasy genre coincides with the division of the composer's creative works into periods generally accepted in the scientific literature (“three styles”). The early period of L. Beethoven's creative work is represented by Sonatas “quasi una Fantasia” op. 27 No. 1 and No. 2 (1800-1801), the central period – by Piano fantasy op. 77 and Fantasy for the piano, orchestra and choir op. 80 (1808-1809), the later period – by Sonatas for piano op. 101, op. 106, op. 109, op. 110, op. 111 (1816-1822). Although in the last five Sonatas their author's definition of them as the fantasies is absent, nevertheless there is a research interpretation of them as the fantasy sonatas [5].

Developing the Mozart tradition of combining the fantasies and sonatas, L. Beethoven created Sonatas op. 27 in 1800-1801 No. 1 and No. 2 which are the first examples of reference to the genre of fantasy in the composer's piano music. The author provides them with a general genre definition of “Sonata quasi una Fantasia”, based on the interaction of two definitions – “Sonata” and “Fantasy”, the result of which was a new synthetic genre name. Having created Fantasy for the piano, orchestra and choir op. 80, L. Beethoven refers to the interpretation of the fantasy genre as an independent composition. This composition is a harbinger of symphonic fantasies typical for the Romantic era. The piano Fantasy by J.N. Hummel op. 18 (1805) turned out to be a kind of the prototype of Fantasy for piano or. 77 by L. Beethoven or, more precisely, the Beethoven fantasy became a kind of the response to the composition by J.N. Hummel. Fantasy op. 77 is one of the few examples of compositions in which L. Beethoven, following the abruptly changing moods, unites them. Despite the abundance and diversity of themes, this fantasy maintains inner unity, reflecting the process of the consistent development of thoughts, feelings and moods. If in Fantasy for the piano with choir and orchestra op. 80 L. Beethoven embodies the grandeur of the plan in the genre sample monumental in scale and content, the creation of Piano Fantasy op. 77 is associated with proximity to the type of interpretation of the genre, developed in the creative work of V.A. Mozart and J.N. Hummel.

The fantasy in the art of the Viennese classics contains a whole range of artistic discoveries that served as the basis for anticipating the principles of romantic art concerning the interpretation of the fantasy genre. In the creative work of V.A. Mozart and J. Haydn the piano fantasies were created on original themes, and

only J.N. Hummel's and L. Beethoven's fantasies return the type of the genre interpretation typical for the fantasy of the 16th century – the processing of vocal and vocal-instrumental pieces. At the same time, J.N. Hummel's and L. Beethoven's piano fantasies, in addition to anticipating interpretations of the fantasy of the Romantic era, are also a generalization of the history of the development of the genre, inheriting not only the Baroque traditions, but also the traditions of V.A. Mozart and J. Haydn. The genre synthesis as a method immanently inherent in the genre of the fantasy, in the piano works of the Viennese classics acquires a peculiar embodiment.

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