

Juridisko un Sociālo Zinātņu
un Sociālo Zinātņu **BALTIJAS ŽURNĀLS**

Juridisko un Sociālo Zinātņu
BALTIJAS ŽURNĀLS

Baltic Journal
of Legal and Social
Sciences



Rīga:

Baltijas Starptautiskā Akadēmija

ISSN 2592-8813

 IZDEVNIECĪBA
BALTIJA
PUBLISHING

EDITORIAL BOARD

The editorial board implements the editorial policy of the Journal, determines the topical topic of the Journal, organizes scientific review and editing of articles, approves the content of the regular numbers of the Journal, prepares materials for publication, determines issues of distribution of the Journal.

The editorial policy of the Journal is to promote the development of objective scientific knowledge, open communication between scientists. The editorial board distances itself from political assessments of socio-political phenomena that are made by the authors of the articles.

The Senate of the Baltic International Academy approves the composition (or changes) of the editorial board.

Editor-in-chief of the Journal:

Dr. sc. Soc. **Vladislav Volkov** (*Latvia*)

Members of the editorial board:

Dr. oec., prof. **Stanislav Buka** (*Latvia*)

J.D., Ph.D., LL.D. **William Elliot Butler** (*USA, UK*)

Ph.D. in Law **Sergiy Glibko** (*Ukraine*)

Dr. hist. **Ivelin Arginov Ivanov** (*Bulgaria*)

Dr. habil. iur. **Viktoras Justickis** (*Lithuania*)

Dr. iur. **Sandra Kaija** (*Latvia*)

Ph.D. in Law **Tatiana Kalin** (*Estonia*)

Dr. iur. **Valery Matveichuk** (*Ukraine*)

Ph.D. **Irena Mikulaco** (*Croatia*)

Dr. iur. **Aleksandr Petrishyn** (*Ukraine*)

Dr. psych. **Irina Plotka** (*Latvia*)

Dr., Ph.D. **Pietro Andrea Podda** (*Czech Republic*)

Dr.habil.iur. **Gerhard Robber** (*Germany*)

Dr. psych. **Aleksey Ruzha** (*Latvia*)

Dr. hist. **Helena Shimkuva** (*Latvia*)

Dr. iur. **Andrejs Vilks** (*Latvia*)

Dr. habil.sc. **Jacek Zelinski** (*Poland*)

Dr hab.oec., prof. **Ewa Pancer-Cybulska** (*Poland*)

Cover design author professor **Mihail Kopeikin** (*Latvia*)

Baltic Journal of Legal and Social Sciences,

Number 4. Riga, Latvia : "Baltija Publishing", 2023, 82 pages.

Baltic International Academy is a co-publisher of this periodical.

Printed and bound in Riga by LLC Publishing House "Baltija Publishing".

Journal is available: www.baltijapublishing.lv/index.php/bjlss

DOI: <https://doi.org/10.30525/2592-8813>

Type of publication from the application:

Journal-Digital-Online

Issue ISSN 2592-8813

Contents

THEORY AND PRACTICES OF LAW	5
<i>Oksana Hnativ</i>	
THE POSITIVE OBLIGATIONS OF THE STATE TO PROMOTE THE REALIZATION OF THE RIGHT TO HOUSING IN THE CONDITIONS OF FULL-SCALE WAR IN UKRAINE.....	5
<i>Nelli Tsybulnyk</i>	
A MODERN VIEW ON THE ISSUE OF ADMINISTRATIVE RESPONSIBILITY FOR STATE SECURITY.....	12
THEORY AND INSTITUTIONS OF EDUCATION	18
<i>Liliia Ruskulis, Inna Rodionova, Lidiia Aizikova</i>	
LANGUAGE AND LITERATURE E-LEARNING DURING THE COVID PANDEMIC AND THE WAR IN UKRAINE	18
THEORY AND HISTORY OF CULTURE	27
<i>Liliia Kachurynets</i>	
MUSIC PROJECT ACTIVITY: TERMINOLOGY AND CONCEPTUAL ASPECT.....	27
<i>Anna Novosadova, Nataliia Mozgalova, Yaroslav Novosadov</i>	
THE FIGURE OF G.P. TELEMAN AS ONE OF THE FOUNDERS OF THE FLUTE REPERTOIRE OF THE BAROQUE ERA	36
THEORY AND INNOVATIONS OF SOCIOLOGY	42
<i>Tetyana Kadlubovych, Daryna Chernyak</i>	
TRUST AS THE BASIS OF A DEMOCRATIC SOCIETY	42
<i>Tatiana Rebrikova</i>	
THE ROLE OF BALLROOM DANCES IN THE FORMATION OF SOCIAL SKILLS AND INTERACTION WITH OTHERS.....	49
<i>Lunara Ryspay</i>	
DOMESTIC VIOLENCE AMONG IMMIGRANT WOMEN: CHALLENGES, CAUSES AND WAYS TO OVERCOME.....	56

THEORY AND DEVELOPMENT OF POLITOLOGY	63
<i>Andrii Kobetiak, Oleg Sokolovsky</i>	
POLITICAL DETERMINANTS OF THE ORTHODOXY JURISDICTIONAL DIVISION IN UKRAINE IN THE EUROPEAN CONTEXT.....	63
<i>Yurii Mateleshko</i>	
FEATURES OF RUSSIA’S SOFT IMPACT ON UKRAINE (UNTIL 2014).....	72
INFORMATION FOR AUTHORS.....	80

THEORY AND PRACTICES OF LAW

DOI <https://doi.org/10.30525/2592-8813-2023-4-1>

THE POSITIVE OBLIGATIONS OF THE STATE TO PROMOTE THE REALIZATION OF THE RIGHT TO HOUSING IN THE CONDITIONS OF FULL-SCALE WAR IN UKRAINE

Oksana Hnativ,

*Candidate of Law Sciences, Associate Professor at the Department of Civil Law and Procedure,
Ivan Franko National University of Lviv (Lviv, Ukraine)*

ORCID ID: 0000-0002-4161-8478

gnativ.adv@gmail.com

Abstract. The right to housing is a person's constitutional right, a component of the right to a proper (sufficient) standard of living; the responsibility for creating the conditions for its implementation rests with the state. The state has a positive obligation to a person to create appropriate conditions for exercising and protecting the right to housing. In the need for a full-scale war, these obligations of the state transformed.

The state, adhering to the principles of private law, cannot interfere in civil (personal) relations except for exceptions established by law. In this connection, there is a need to create new and improve existing legal mechanisms to promote realizing the right to housing.

Forms of assistance in realizing the right to housing should include: 1) provision of preferential mortgage loans by state financial institutions at the expense of grant funds; 2) provision of preferential mortgage loans at the expense of budget funds; 3) formation of a housing fund for temporary residence of internally displaced persons; 4) compensation of costs for temporary accommodation of internally displaced persons; 5) compensation on the current account or financing of construction or acquisition of new real estate in case of destruction or damage of individual real estate objects.

Key words: residential relations, the right to housing, civil legal concerns, property rights, and the right to use accommodation.

Introduction. In the conditions of a full-scale war of the Russian Federation against Ukraine, the question of the state of Ukraine fulfilling its positive obligations to the owners remains relevant. It is, in particular, about realizing constitutional rights and, first of all, the right to housing. According to Art. 47 of the Constitution of Ukraine (The Constitution of Ukraine, 1996) imposes positive duties on the state, which include creating appropriate conditions for exercising the right to housing by building, purchasing, or renting it. Given the full-scale war, the damage to the housing stock is constantly increasing. According to estimates of the Kyiv School of Economics, the losses of the housing stock of Ukraine as of the end of May 2023 amount to 54 billion US dollars (Over \$54 billion..., 2023). A full-scale war against Ukraine does not release the state from its positive obligations to create appropriate conditions.

Analysis of recent research and publications. Scientists from different countries studied selected segments of this topic. Thus, D. Birchall examines two forms of international obligations in human rights: obligations to regulate the market and responsibilities in human rights protection (Birchall, 2022). However, these obligations of the state can have a negative nature. In particular, the state must prevent violations of the property rights of other subjects; that is, it must not abuse its power (Strydom, Viljoen, 2014). In addition, the issue of affordable housing in the example of the Republic of Azerbaijan was studied by Veliyev and Redkin (Veliyev, Redkin, 2022). According to Moreno, housing cooperatives are one of the forms of realizing the right to affordable housing (Moreno, 2020).

Separate issues of creating conditions for ensuring the constitutional right to housing were highlighted in Ukrainian legal and economic literature. In particular, consumer lending for housing was

considered mainly from a financial point of view. In particular, N. Tkachenko thoroughly disclosed the peculiarities of the Ukrainian mortgage lending model in general, which made it possible to determine the main directions for its improvement (Tkachenko, 2012). At the same time, M. Guba and O. Guba indicated the dependence of the affordable housing mortgage lending program on economic and political conditions since the state should act as a guarantor of the implementation of such programs (Guba M., Guba O., 2018).

The peculiarities of lending under the «Affordable Housing» program from the standpoint of legal doctrine were studied by O. Sudarenko, who pointed out the different levels of implementation of the «Affordable Housing» programs (state, local) and also noted the short-term nature of the state program, which was limited to the first contribution of an individual to the authorized banking institution (Sudarenko, 2010).

In her monograph, O. Avramova only briefly mentions the problems of returning housing to internally displaced persons from Donetsk and Luhansk regions and persons deported from them by the Russian Federation (Avramova, 2021). However, the author needs to indicate ways to solve this problem.

The mentioned scientific research was carried out before the full-scale attack on Ukraine. Therefore, they must reflect the directions of studying the right to housing in the specified conditions. Moreover, in connection with this, they do not indicate ways to solve them.

The article's purpose consists in describing forms of assistance by the state in realizing the right to housing in the conditions of a full-scale war in Ukraine.

Research methodology. To write the article, primary sources were worked out, including international acts and the legislation of Ukraine and the practice of its application (court decisions). The article analyzes the scientific works of foreign and Ukrainian authors, which are devoted to certain aspects of the investigated problem.

In carrying out the research, the authors used the Aristotelian (philosophical) method and general scientific methods (systemic, structural-functional, ascent from the concrete to the abstract, ascent from the abstract to the concrete). Considering the article's topic, the authors used special (developed by non-legal sciences, in particular, analysis of written sources) and separate (developed by legal sciences: dogmatic method, methods of interpreting legal norms) methods. The basis of the research was the dialectical method, which made it possible to analyze the topic holistically and determine the primary forms of promoting the realization of the right to housing in Ukraine.

The method of autopoiesis was also used to study the influence of economic, legal, and political factors on the state's fulfillment of its obligations to ensure the right to housing. It made it possible to reflect the mutual influence of economic, legal, and political components, as well as to demonstrate the importance of each of them. When writing the article, the comparison method was used, which made it possible to distinguish the features of each of the forms of assistance in realizing the right to housing in the conditions of a full-scale war.

The scientific research was carried out in several stages, considering the volume of the studied material and the need to justify the conclusions drawn. In the first stage, the analysis of scientific works of foreign and Ukrainian scientists, as well as other published materials, was carried out. In the second stage, the forms of promoting the realization of the right to housing in the conditions of a full-scale war were defined. In the third stage, an attempt was made to reveal the proposed forms contributing to the realization of the right to housing in conditions of full-scale war.

They are presenting the main material. The right to housing is one of the fundamental constitutional rights of a person, an integral part of the right to a decent life. During constant rocket and artillery attacks, not only do people die, but residential buildings are destroyed, which are often the only shelter. Whole settlements are being destroyed. In such conditions, the state must fulfill its positive obligations to ensure a person's right to housing. Not all internally displaced

persons and other persons whose accommodation has been destroyed can independently purchase or rent new housing.

The state's positive duties consist of providing an individual with opportunities to provide housing. These duties are both regulatory and protective in nature. Regulatory responsibilities are creating legal and economic mechanisms to ensure adequate living conditions. In the need for a full-scale war, these duties transformed. The state, adhering to the principles of private law, cannot interfere in civil (personal) relations except for exceptions established by law. This approach corresponds to the European tradition of state participation in private associations. It is entrusted with the duty to regulate relations that arise in the state to participate in them on an equal basis with other participants in personal concerns. Still, the state's intervention in these relations is limited. That is why the state can regulate the prices of essential goods, but it cannot set the maximum amount of rent for housing, regardless of the form of ownership.

This became the basis for using existing and the need to create legal mechanisms that could relatively quickly create suitable conditions for permanent or temporary residence for persons who do not have the funds to provide housing for themselves and their families. Among the existing legal mechanisms, the state and territorial communities, through local self-government bodies, use bilateral contractual cooperation with charitable foundations, companies, and governments of foreign countries. Such examples are the RE:Ukraine Housing project, which includes the construction of a modular town in Vorzel (A modular town for immigrants..., 2023) or the provision of loans for internally displaced persons at the expense of grant funds from the German government provided through the KfW Development Bank (A credit for internally displaced persons..., 2022). The provision of these loans is based on the Procedure for preferential mortgage lending to internally displaced persons at the expense of grant funds provided by the Credit Institution for Reconstruction (KfW), Resolution of the Cabinet of Ministers of Ukraine (2021).

Such cooperation involves the availability of means of control over the use of funds, as well as considering the requirements of charitable funds and foreign financial institutions and governments regarding the documents necessary for granting credit or assistance, determining the list of persons who can apply for them. In addition, the provision of credit funds provided by benefactors requires the approval of relevant state programs at the national level. However, these existing forms of facilitating the realization of the right to housing have transformed because the range of subjects needing accommodation has changed, as well as objects that can be granted loans or provided to persons needing housing.

To provide internally displaced persons with housing, the government initiated the formation of housing funds intended for the temporary residence of internally displaced persons (Resolution of the Cabinet of Ministers of Ukraine «Some measures for the formation of housing funds..., 2022). It seems that this Resolution of the Cabinet of Ministers of Ukraine, like other acts, must comply with the Constitution of Ukraine and the laws of Ukraine, i.e. comply with the Law of Ukraine «On Housing Fund for Social Purpose» (2006), since the definition of housing fund for social purpose also includes cases of providing housing to internally displaced persons persons who need it. After all, the said Resolution should contain a definition of the term «modular house.» Moreover, in general, the legislator must indicate that modular houses are placed temporarily on land plots, except for cases when the land plot owner places a modular home for permanent residence of individuals.

In connection with the growth of housing prices in the regions that are located far from the zone of direct hostilities and the decrease in the solvency of the majority of the population, the program of affordable mortgage lending has transformed. This led to the adoption of the Resolution of the Cabinet of Ministers of Ukraine: «Some issues of providing affordable mortgage lending to citizens of Ukraine by the private joint-stock company «Ukrainian Financial Housing Company» (2022). The difference between this credit program and the provision of loans to internally displaced persons at the expense of KfW funds is that the list of categories of persons who can initiate the conclusion of

a credit agreement has been expanded, and financing is carried out at the expense of budget funds. Both programs operate in parallel and aim to provide housing to different population segments. An indisputable positive point of both programs is a preferential loan rate, which provides an individual with a real opportunity to acquire his own home in conditions of economic instability.

One of the new forms that contributed to the realization of the right to housing is the «Shelter» social program, which operates by the Decree of the Cabinet of Ministers of Ukraine (Resolution of the Cabinet of Ministers of Ukraine «On approval of the Procedure for compensation of costs...», 2022). In essence, «Shelter» is a state platform that provides interaction between persons who need housing and those willing to offer it, with subsequent compensation of part of the costs. It also demonstrates the use of modern technologies in implementing government programs to facilitate communication between different entities. It also shows that state bodies are looking for opportunities to involve individuals and legal entities in social projects in conditions where the state cannot directly, without outside help, implement the social functions assigned to it in conditions of a full-scale war.

Another form of promoting the realization of the right to housing is compensation for the cost of destroyed or damaged housing. Such payment is carried out based on the Law of Ukraine «On compensation for damage and destruction of certain categories of immovable property as a result of hostilities, terrorist acts, sabotage caused by the armed aggression of the Russian Federation against Ukraine, and the State Register of property damaged and destroyed as a result of hostilities, terrorist acts, sabotage caused by the armed aggression of the Russian Federation against Ukraine» (2023). This Law allows for receiving funds as compensation for a current account or financing the construction or purchase of new real estate. The existing account to which the payment is transferred is limited to a particular purpose, i.e., funds can be spent only on materials necessary for construction.

Both cases involve the simultaneous conclusion of an agreement on ceding to the state or territorial community the right to demand compensation for damages for destroyed, damaged real estate. In the future, the owner who received compensation at the expense of budget funds cannot apply for a lawsuit or claim compensation for damages at the cost of seized assets of the aggressor since this right was transferred to the state or territorial community based on the contract.

At the same time, the Law defines a list of real estate objects, the cost of destruction or damage of which can be compensated at the expense of budget funds. We are talking about residential and construction things, both after being put into operation and those not put into operation but for which the right to perform construction work has been obtained. In other words, the owner of the object of unfinished construction can receive compensation, provided that it has been started with the documents specified by law in the manner prescribed by law.

Regardless of the definition of the priority right to receive compensation in the mentioned Law (Article 9), the questions regarding the order of consideration of applications in the event of their receipt from a person who is the owner of the only destroyed property and a person who has another home for living remain unresolved. This problem arises when the owner has several residential premises, part of which he rents out, and can provide himself with housing. Still, the person who lost only housing belongs to someone other than the list of persons with the priority right to receive compensation.

Moreover, the legislation of Ukraine does not contain a direct prohibition of combining several forms of facilitating the realization of the right to housing in conditions of full-scale war. Exceptions are cases when loans at preferential loan rates are determined under the terms of the competition. Moreover, the existing forms of assistance in realizing the right to housing in the vast majority concern internally displaced persons. However, due to the rocket attacks, the problem of ensuring the right to housing also affected those who do not belong to the category of internally displaced persons.

Conclusions. In the conditions of a full-scale war, the state's positive obligations to ensure the realization of the right to housing transformed. As a result of the conducted research,

the forms of assistance in realizing the right to housing include 1) provision of preferential mortgage loans by state financial institutions at the expense of grant funds; 2) provision of preferential mortgage loans at the expense of budget funds; 3) formation of a housing fund for temporary residence of internally displaced persons; 4) compensation of costs for temporary accommodation of internally displaced persons; 5) compensation on the current account or financing of construction or acquisition of new real estate in case of destruction or damage of individual real estate objects. Each of these forms needs improvement and further implementation.

References:

1. Konstytutsiya Ukrayiny vid 28 chervnya 1996 roku [The Constitution of Ukraine from June 28, 1996]. *Zakonodavstvo Ukrayiny / Verkhovna Rada Ukrayiny – Legislation of Ukraine / Verkhovna Rada of Ukraine*. Retrieved from: <https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80#Text> [in Ukrainian]
2. Ponad \$54 mlrd – zbytky zhytloвого fondu Ukrayiny vnaslidok povnomasshtabnoyi viyny na kinets' travnya 2023 roku [Over \$54 billion – damage to the housing stock of Ukraine as a result of a full-scale war by the end of May 2023]. Retrieved from: <https://kse.ua/ua/about-the-school/news/ponad-54-mlrd-zbitki-zhitlovogo-fondu-ukrayini-vnaslidok-povnomasshtabnoyi-viyni-na-kinets-travn-ya-2023-roku/> [in Ukrainian]
3. Tkachenko, N. (2012). Osoblyvosti rozvytku vitchyznyanoho zhytloвого ipotechnoho kredytuvannya [The Peculiarities of the development of domestic housing mortgage lending]. *Problemy i perspektyvy rozvytku bankivs'koyi systemy Ukrayiny: zb. nauk. prats' / Derzhavnyy vyshchyy navchal'nyy zaklad «Ukrayins'ka akademiya bankivs'koyi spravy Natsional'noho banku Ukrayiny»*. Sumy. 2012. T. 34. S. 292-302. – *Problems and prospects of development of the banking system of Ukraine: coll. of science works / State higher educational institution «Ukrainian Academy of Banking of the National Bank of Ukraine»*. Sumy. 2012. Vol. 34. P. 292-302. Retrieved from: https://essuir.sumdu.edu.ua/bitstream-download/123456789/57664/5/Tkachenko_Osoblyvosti_rozvytku.pdf;jsessionid=1B2052F85EDD3C7A45D59249A9D0CC0B [in Ukrainian]
4. Guba, M., Guba, O. (2018). Suchasnyy stan ipotechnoho kredytuvannya v Ukrayini [The current state of mortgage lending in Ukraine]. *Elektronne naukove fakhove vydannya z ekonomichnykh nauk «Modern Economics», №8. S. 55-62. – Electronic scientific publication on economic sciences «Modern Economics», No. 8. P. 55-62*. Retrieved from: <https://modecon.mnau.edu.ua/the-current-state-of-mortgage-lending-in-ukraine/> [in Ukrainian]
5. Sudarenko, O. (2010). Pravove rehulyuvannya kredytuvannya budivnytstva zhytla za prohramoyu «Dostupne zhytlo» [The Legal regulation of lending for housing construction under the «Affordable Housing» program]. *Chasopys Kyivskoho universytetu prava. 2010/2. – Journal of the Kyiv University of Law. 2010/2*. Retrieved from: <http://dspace.nbuv.gov.ua/bitstream/handle/123456789/23539/37-Sudarenko.pdf?sequence=1> [in Ukrainian]
6. Avramova, O. YE (2021). Teoretychni zasady pryvatno-pravovoho rehulyuvannya zhytlovykh vidnosyn v Ukrayini: monohrafiya. [Avramova, O. E. Theoretical principles of private law regulation of residential relations in Ukraine: monograph.] Ternopil': ZUNU. [in Ukrainian]
7. Birchall, D. (2022) Reconstructing state obligations to protect and fulfil socio-economic rights in an era of marketization. *International and Comparative Law Quarterly. Open Access*. Volume 71, Issue 1, Pages 227-2431. Retrieved from: Scopus – Document details – RECONSTRUCTING STATE OBLIGATIONS TO PROTECT AND FULFIL SOCIO-ECONOMIC RIGHTS IN AN ERA OF MARKETISATION | Signed in [in English]
8. Strydom, J., Viljoen, S.-M. (2014). Unlawful occupation of inner-city buildings: A constitutional analysis of the rights and obligations involved. *Potchefstroom Electronic Law Journal*, 17(4), pp. 1206–1261. Retrieved from: Scopus – Document details – Unlawful occupation of inner-city buildings: A constitutional analysis of the rights and obligations involved | Signed in [in English]

9. Veliyev, F., Redkin, O. (2022). The Main Directions of the Solution of the Problems of Providing the Houses at Affordable Prices in the Azerbaijan Republic by Effective Project Management of Housing Construction. *Lecture Notes in Civil Engineering*. Volume 181, Pages 407 – 413 2022 3rd International Conference on Building Innovations, ICBI 2020. Poltava. 1 June 2020 through. 2 June 2020. Retrieved from: Scopus – Document details – The Main Directions of the Solution of the Problems of Providing the Houses at Affordable Prices in the Azerbaijan Republic by Effective Project Management of Housing Construction | Signed in [in English]
10. Moreno, H.S. (2020) Housing cooperatives on assignment of use: A real alternative to homeownership and tenancy in Spain? *REVESCO Revista de Estudios Cooperativos*. Open Access Volume 13423 June 2020. Retrieved from: Scopus – Document details – Housing cooperatives on assignment of use: A real alternative to homeownership and tenancy in Spain? | Signed in [in English]
11. U Vorzeli buduyut' modul'ne mistechko dlya pereselentsiv [A modular town for immigrants is being built in Vorzel]. Retrieved from: <https://big.informator.ua/uk/2023/05/16/u-vorzeli-buduyut-modulne-mistechko-dlya-pereselencziv/> [in Ukrainian]
12. Kredyt dlya vpo za rakhunok hrantovykh koshtiv uryadu Nimechchyny, shcho nadayut'sya cherez bank rozvytku KfW [A credit for internally displaced persons at the expense of grant funds of the German government, provided through the KfW development bank]. Retrieved from: <https://www.molod-kredit.gov.ua/zhytlovi-prohramy/kredyt-dlia-vpo-kfw> [in Ukrainian]
13. Postanova Kabinetu Ministriv Ukrayiny «Pytannya nadannya pil'hovykh ipotechnykh kredytiv vnutrishn'o peremishchenym osobam za rakhunok koshtiv hrantu, nadanykh Kredytnoyu ustanovoyu dlya vidbudovy (KfW)» vid 28 kvitnya 2021 roku [Resolution of the Cabinet of Ministers of Ukraine «Issue of providing preferential mortgage loans to internally displaced persons at the expense of grant funds provided by the Credit Institution for Reconstruction (KfW)» from April 28, 2021]. Retrieved from: <https://www.molod-kredit.gov.ua/zhytlovi-prohramy/kredyt-dlia-vpo-kfw> [in Ukrainian]
14. Postanova Kabinetu Ministriv Ukrayiny «Deyaki pytannya zabezpechennya pryvatnym aktsionernym tovarystvom «Ukrayins'ka finansova zhytlova kompaniya» dostupnoho ipotechnoho kredyтуvannya hromadyan Ukrayiny» vid 02 serpnya 2022 roku [Resolution of the Cabinet of Ministers of Ukraine «Some issues of providing affordable mortgage lending to citizens of Ukraine by the private joint-stock company «Ukrainian Financial Housing Company» from August 2, 2022]. Retrieved from: <https://zakon.rada.gov.ua/laws/show/856-2022-%D0%BF#Text> [in Ukrainian]
15. Postanova Kabinetu Ministriv Ukrayiny «Deyaki zakhody z formuvannya fondiv zhytla, pryznachenooho dlya tymchasovoho prozhyvannya vnutrishn'o peremishchenykh osib» vid 29 kvitnya 2022 roku [Resolution of the Cabinet of Ministers of Ukraine «Some measures for the formation of housing funds intended for temporary residence of internally displaced persons» from April 29, 2022]. Retrieved from: <https://zakon.rada.gov.ua/laws/show/495-2022-%D0%BF#n16> [in Ukrainian]
16. Zakon Ukrayiny «Pro zhytlovyy fond sotsial'noho pryznachennya» vid 12 sichnya 2006 roku [Law of Ukraine «On social housing stock» from January 12, 2006]. Retrieved from: <https://zakon.rada.gov.ua/laws/show/3334-15#Text> [in Ukrainian]
17. Postanova Kabinet Ministriv Ukrayiny «Pro zatverdzhennya Poryadku kompensatsiyi vytrat za tymchasove rozmishchennya (perebuвання) vnutrishn'o peremishchenykh osib» vid 19 bereznya 2022 roku [Resolution of the Cabinet of Ministers of Ukraine «On approval of the Procedure for compensation of costs for temporary accommodation (stay) of internally displaced persons» from March 19, 2022]. Retrieved from: <https://zakon.rada.gov.ua/laws/show/333-2022-%D0%BF#Text> [in Ukrainian]
18. Zakon Ukrayiny «Pro kompensatsiyu za poshkodzhennya ta znyshchennya okremykh katehoriy ob'yektiv nerukhomoho mayna vnaslidok boyovykh diy, terorystychnykh aktiv, dyversiy, sprychynenykh zbroynoyu ahresiyeyu Rosiys'koyi Federatsiyi proty Ukrayiny, ta Derzhavnyy reyestr mayna, poshkodzhenooho ta znyshchenoho vnaslidok boyovykh diy, terorystychnykh aktiv, dyversiy, sprychynenykh zbroynoyu ahresiyeyu Rosiys'koyi Federatsiyi proty Ukrayiny» vid 23 lyutoho 2023 roku [The Law of Ukraine «On compensation for damage and destruction of certain categories of immovable property as a result of hostilities, acts of terrorism, sabotage caused by the armed aggress-

sion of the Russian Federation against Ukraine, and the State Register of Property Damaged and Destroyed as a result of hostilities, acts of terrorism, sabotage, caused by the armed aggression of the Russian Federation against Ukraine» from February 23, 2023] Retrieved from: <https://zakon.rada.gov.ua/laws/show/2923-20#Text> [in Ukrainian]

DOI <https://doi.org/10.30525/2592-8813-2023-4-2>

A MODERN VIEW ON THE ISSUE OF ADMINISTRATIVE RESPONSIBILITY FOR STATE SECURITY

Nelli Tsybulnyk,

*PhD in Law, Senior Lecturer at the Department of Law-Enforcement Activity and Policeistics,
Kharkiv National University of Internal Affairs (Kharkiv, Ukraine)*

ORCID ID: 0000-0002-5128-0511

ntsy8205@gmail.com

Abstract. In the article the author analyzes the shortcomings of the existing system of administrative responsibility in the sphere of state security of Ukraine. Ukraine's internal affairs bodies face a number of constraints in ensuring national security, including a lack of resources and capacity, which hinders their ability to effectively perform their direct functions. Another limitation is the lack of a clear legal framework and guiding principles for their activities, which may lead to inconsistencies in the implementation of the relevant competencies. In addition, internal affairs bodies may be vulnerable to political interference and influence, which may compromise their independence and effectiveness. Within the framework of increasing the level of public security, the author highlighted the following proposals: improvement of the current legislative framework specifically in the legal regulation of security, organization of supervision over the implementation of targeted programs for ensuring national security in Ukraine; improvement of the mechanism of ensuring national security of Ukraine. The author focuses on measures to prevent socially dangerous acts and administrative offenses as the most important condition for national security in Ukraine. Having defined the issues and problems related to administrative responsibility, this article is intended to give recommendations to practitioners who seek to improve the effectiveness of administrative and legal regulation in this area.

Key words: security, national security, administrative and legal regime, system of administrative and legal regulation, administrative and legal regime.

Introduction. The current socio-economic and political situation in Ukraine is characterized by the aggravation of national security problems, since since 2014 the country has been in a military conflict with Russia, which initially annexed Crimea and directly supported separatist movements in the east of Ukraine, which led to a full-scale invasion of the entire territory of the country. This has led to a number of security problems, including hybrid warfare (Kurylo, 2017: 7). The objective regularities of the complication of relations in the sphere of national security determine special requirements for their normative and legal regulation, designed to compare and order the social processes that take place in this sphere, in proportion to the emerging threats.

The concept of national security in the modern era includes a set of measures aimed at protecting the territorial integrity, sovereignty and interests of the state from internal and external threats. It is important to note that modern countries should pay priority attention not only to the protection of their borders and socio-economic stability, but also to such new phenomena as cyber security. Therefore, a comprehensive definition of national security must include measures related to new and evolving threats.

In this context, it is important that a reliable system of administrative responsibility should operate in Ukraine. This applies not only to military personnel and intelligence agencies, but also to government officials who are responsible for law enforcement, border control and other critical areas. Effective administrative accountability in the field of national security can contribute to strengthening public trust and confidence in the government's ability to protect the country's security interests. It will also help prevent mistakes or wrongdoing by officials responsible for national security and promote a culture of accountability and professionalism in the relevant institutions.

Main part. It should be noted that in Ukraine, in the field of regulatory and legal regulation and ensuring security, according to the Law of Ukraine «On the National Security of Ukraine», a system of special concepts and categories is in effect, which are equally understood by the legislator, law enforcement bodies and legal scholars (the Law of Ukraine, 2469-VIII).

In particular, many researchers devoted their works to the analysis of this issue, identifying various aspects of administrative responsibility and its impact on national security. One of the most significant studies is the work of Ya. Kolesnyk «Administrative responsibility for violations of national security legislation in Ukraine» (Kolesnyk, 2018). It is impossible not to agree with the author, who considers the legal aspects of administrative responsibility in the field of national security, describes the criteria and grounds for prosecution, and also evaluates the effectiveness of this system.

At present, the list of encroachments on public safety, objectified in the Criminal Code of Ukraine and the Code of Ukraine on Administrative Offenses, is constantly expanding in connection with the appearance of new socially dangerous acts and the growth in the new criminogenic environment of public danger in the current composition of criminal crimes and administrative offenses. In this connection the importance of improving the measures of administrative responsibility for committing encroachments on the state of national security is increasing. It follows from this that the practice of ensuring national security requires the development of the theory of administrative tort as a real threat to security, which would clearly explain the content and essence of national security as an object of administrative and legal regulation.

The system of political, socio-economic, legal and other measures is designed to ensure public safety. Thus, in modern Ukraine, when solving tasks aimed at ensuring national security, the social responsibility of security and civic education bodies increases, as well as the importance of the interaction of forces that ensure public security together with civil society institutions, as well as citizens of Ukraine. Nevertheless, the main role continues to be played by the internal affairs bodies, which are the main force for ensuring public security. These bodies are responsible for the development and implementation of policies and programs that contribute to the achievement of national security goals, such as the protection of the country's territorial integrity, the fight against terrorism and organized crime, and the protection of critical infrastructure and information systems. In addition, the internal affairs bodies of Ukraine are responsible for monitoring and assessing threats to national security and for coordinating the efforts of interested parties to eliminate these threats.

Despite the importance the internal affairs bodies of Ukraine face a number of limitations in ensuring national security. One of the key constraints is the lack of resources and capacity, which can hinder their ability to effectively perform their direct functions. Another limitation is the lack of a clear legal framework and guiding principles for their activities, which may lead to inconsistencies in the implementation of the relevant competencies. In addition, internal affairs bodies may be vulnerable to political interference and influence, which may compromise their independence and effectiveness. The legal principles of administrative responsibility in Ukraine are enshrined in the Constitution of Ukraine and other relevant legal acts. Thus, the Constitution outlines the principles of rule of law, separation of powers, protection of human rights and freedoms, which are the basis for administrative responsibility. Other laws and regulations contain specific provisions and procedures for administrative responsibility in various areas of national security, such as law enforcement, intelligence, and cyber security. In addition, Ukraine is a party to several international treaties and agreements that establish norms and standards of administrative responsibility in the spheres of transnational security, such as terrorism, organized crime and the proliferation of nuclear weapons (Constitution, No. 254к/96-BP).

Despite the positive dynamics, the state of national security in our country today can be characterized as unstable. Because of this, we can talk about a number of modern challenges for administrative responsibility in this area, which can be conditionally divided into constitutional and political.

Thus, administrative responsibility for national security in Ukraine raises several constitutional issues, in particular:

- Human rights. Administrative responsibility for violations of national security must also be balanced with the protection of human rights and civil liberties, which are enshrined in the Constitution of Ukraine and international conventions. Any measures taken to ensure national security must be proportionate and indispensable in special cases.

- Oversight and accountability. Authorities responsible for national security must have effective oversight and accountability mechanisms to ensure the legality of their actions and protect human rights and civil liberties. This includes the use of judicial review mechanisms, parliamentary oversight and independent oversight bodies.

- International obligations. Ukraine participates in several international treaties and agreements that establish norms and standards of administrative responsibility in the fields of transnational security, such as terrorism (Convention, International document, 995_518), (Convention, International document, 995_374) organized crime (Convention, International document, 995_78) and the proliferation of nuclear weapons (Treaty, International document, 995_098). Therefore, all administrative responsibility measures taken by Ukraine must comply with its international obligations.

Several political problems related to administrative responsibility for violations of national security in Ukraine should also be taken into account:

- Political interference. Law enforcement and intelligence agencies are concerned about the issue of national security. Such interference may adversely affect the independence and effectiveness of these bodies and jeopardize their ability to fulfill their mandate.

- Polarization and factionalism. These are two factors that have a negative impact on the system of administrative responsibility in Ukraine. Competition between different political groups and parliamentary factions can create conflicts of interest and disagreements between individual departments, which will lead to difficulties in coordination and cooperation. This, in turn, can weaken the system of administrative responsibility and lead to possible gaps in its functioning.

- Corruption. Such a phenomenon as corruption can threaten the integrity of law enforcement and intelligence agencies and undermine their ability to fulfill their powers (Drago Kos, 2022:155).

- Public trust and legitimacy. In Ukraine, there is concern about the lack of accountability in administrative decision-making. Therefore, ensuring transparency and openness in determining administrative responsibility for national security is urgent to maintain public trust and legitimacy.

To solve these political problems, it is necessary to adhere to the general principles of legal regulation, as well as to respect the independence and integrity of administrative bodies responsible for national security.

The current state of administrative responsibility in Ukraine has a significant impact on national security issues. Some of these influences are:

- The effectiveness of law enforcement and intelligence agencies is critical to ensuring national security. However, the state of administrative accountability, such as the level of corruption, political interference and accountability, can significantly affect the ability of these agencies to carry out their mandate effectively. If administrative responsibility is breached, it can hinder law enforcement and intelligence agencies from combating threats to national security, such as terrorism, cybercrime or organized crime.

- The state of administrative responsibility has a direct impact on the trust and legitimacy of law enforcement and intelligence agencies on the part of the public. If administrative accountability is violated, such agencies may be perceived as inefficient and/or corrupt, which will undermine trust and legitimacy. This attitude on the part of the public can make it difficult for these agencies to work effectively in preventing and combating threats to national security.

– International cooperation plays an important role in ensuring national security. Violations of administrative responsibility may raise doubts in other countries about the efficiency and integrity of Ukrainian agencies responsible for national security. This may hinder cooperation with Ukraine on national security issues and negatively affect Ukraine's ability to prevent and combat threats.

– Issues of constitutional order and human rights are of key importance in the context of administrative responsibility for national security. If this responsibility is not fulfilled in accordance with constitutional principles and human rights, it can undermine the rule of law and violate human rights, which in turn will negatively affect national security.

The state of administrative responsibility in Ukraine significantly affects national security. Solving each of the above problems related to administrative responsibility plays a crucial role in ensuring the effective work of law enforcement and intelligence agencies, maintaining public trust and legitimacy, developing international cooperation, and protecting constitutional and human rights.

The experience of foreign countries should be taken into account in order to improve the legal regulation of administrative responsibility for national security in Ukraine. Thus, norms aimed at ensuring national security are contained in the constitutions of many foreign states, in particular the United States. The US national security system, created in 1947 on the basis of the National Security Act, was not, in its essence, a system that ensures the security of the country in general, but acted mainly as a tool for defending American interests in the world. After the events of 1991, with the collapse of the Soviet Union, the world changed, the widely represented «Soviet threat» was replaced by cross-border threats (international terrorism, organized crime, drug trafficking, illegal migration). The change in the system and structure of external threats led to necessary changes in the US national security strategy. In December 2000, the report International Crime Threat described real and potential threats to the security of the United States from international organized crime groups and syndicates, including Russian ones, and the activities of Russian organized crime were discussed three times at hearings in the US Congress.

In contrast to France, Italy, Spain and other countries of the main type of centralized model of ensuring the internal security of the state, where political responsibility for the state of law and order in the country is borne by the Minister of the Interior, the United States does not have and never had a single ministry responsible for ensuring internal security in the country. All the activities of law enforcement structures in the system of executive authorities of the USA at the federal level are diversified and carried out mainly by the forces of five ministries: internal security, justice, defense, and finance.

The conducted analysis of foreign legislation in the field of security shows that the conceptual and categorical apparatus of national security developed abroad, as well as the established security models, can be used in the development of the national security system in Ukraine as well.

In developed countries, a key element contributing to the strengthening of administrative responsibility for national security is the presence of separate branches of government. On the contrary, in Ukraine we often observe cases of cooperation between the judicial, legislative and executive branches of government, which leads to a lack of impartiality and balance. In order to achieve greater efficiency in the field of national security, it is necessary that these branches of government act independently of each other. Only in this case will we be able to provide the necessary checks and balances to maintain administrative responsibility for national security.

Based on the experience of developed countries such as the USA, it is clear that there are certain provisions that should be included in the Law of Ukraine «On National Security of Ukraine» to reflect the current state of the law. In particular, it is necessary to consider the following proposals.

In light of the growing prevalence of cybercrime, it is necessary to strengthen the mechanisms to prevent such activities and to build specialized agencies that will exclusively take care of this area. The Internet and computer technology are critical components of national security, and therefore any

national security law must include comprehensive provisions for cybersecurity measures and long-term planning. However, the existing provisions in this area are often incomplete and insufficient, as evidenced by the frequent cases of data leakage from both private and public enterprises. To address these shortcomings, the government must create a robust regulatory framework to prevent similar incidents in the future and develop effective methods to hold those responsible accountable for their actions. This may include measures such as the imposition of fines or legal sanctions against individuals found to have compromised sensitive user data. By taking these measures, Ukraine will be able to strengthen its cybersecurity infrastructure and better protect its citizens from the ever-growing threat of cybercrime.

In order to improve the coordination and efficiency of the work of the national security bodies of Ukraine, it is necessary to create a single body at the legal and factual levels. This organization will serve as a central point for coordinating the work of such agencies as the Security Service of Ukraine and the Main Intelligence Directorate of the Ministry of Defense of Ukraine, which suffer from a lack of coordination that leads to catastrophic consequences. By creating a single body to oversee the activities of these agencies, Ukraine will be able to prevent past mistakes that were caused by incomplete or inaccurate information due to the absence or incompleteness of information.

It is necessary to strengthen measures to protect the rights and freedoms of citizens, including the protection of personal data and privacy. Although this is similar to the first point of our proposals, it is still completely different. In practice, personal data are often violated without proper grounds under the guise of ensuring national security. Specific grounds for checking the confidential data of individuals should be included in the draft law, as well as provide for measures to ensure their preservation and prevent further information leakage. On the territory of the United States, information confidentiality is one of the main areas, which should be taken into account in Ukraine as well.

Conclusions. Summarizing all of the above, it would be appropriate to emphasize that social relations that arise in connection with the administrative-legal regulation of national security are an integral part of the general subject of administrative law and represent an independent object of legal regulation that is complex in nature.

Legal regulation of public safety in Ukraine is ensured by the Constitution of Ukraine, laws of Ukraine, international normative acts and other normative acts.

As part of increasing the level of public safety, the following proposals can be highlighted:

1) improvement of the current legislative framework, which carries out legal regulation of security. Administrative law has a huge potential, within the framework of the implementation of the protection of national values, which is related to the scale of administrative and legal influence, which refers to the activities of subjects of national security. Recently, the nature of dangers and threats has changed significantly, there has been a change in relations with foreign countries, which has led to a change in the essence and goals of security activities and has been reflected in the current legislation in the field of expansion and detailing of goals and tasks, as well as security powers.

2) organization of supervision over the implementation of targeted programs for ensuring national security in Ukraine;

3) improvement of the mechanism for ensuring the national security of Ukraine. Special attention should be paid to measures to prevent socially dangerous acts and administrative offenses as the most important condition of national security in Ukraine.

Despite the special nature of most of the mentioned recommendations, they are based on a reasonable combination of restrictions and incentives, which are decisive in terms of administrative and legal regulation of public safety relations.

If these recommendations are followed, Ukraine will be able to strengthen administrative responsibility for national security and ensure its more effective, transparent and human rights-respecting implementation.

References:

1. Dohovir pro nerozpozsiudzhennia yadernoi zbroi (1968) [Treaty on the Non-Proliferation of Nuclear Weapons]. Retrieved from http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=995_098. [in Ukrainian].
2. Drago Kos, (2022) War and Corruption in Ukraine, doi.org/10.30709/eucrim-2022-007.
3. Kolesnyk, Ya. (2018) Administratyvna vidpovidalnist za porushennia zakonodavstva pro natsionalnu bezpeku v Ukraini [Administrative responsibility for violation of legislation on national security in Ukraine]. *Pravo Ukrainy*, 12, 88-96. [in Ukrainian].
4. Konstytutsiia Ukrainy (1996) [the Constitution of Ukraine]. Retrieved from <https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80#Text>. [in Ukrainian].
5. Konventsiiia Orhanizatsii Obiednanykh Natsii proty transnatsionalnoi orhanizovanoi zlochynnosti (2000) [United Nations Convention against Transnational Organized Crime]. Retrieved from https://zakon.rada.gov.ua/laws/show/995_789#Text. [in Ukrainian].
6. Kurylo, V. and Savchenko, S. (2017) Informatsiina ahresiia v konteksti hibrydnoi viiny na Skhodi Ukrainy (Information aggression in the context of hybrid war in Eastern Ukraine) *Education and pedagogical sciences*, 2, 5-13. [in Ukrainian].
7. Mizhnarodna konventsiiia pro borotbu z bombovym teroryzmom (1997) [International Convention on the Suppression of Bomb Terrorism]. Retrieved from https://zakon.rada.gov.ua/laws/show/995_374#Text. [in Ukrainian].
8. Mizhnarodna konventsiiia pro borotbu z finansuvanniam teroryzmu (1999) [International Convention on Combating the Financing of Terrorism]. Retrieved from http://zakon3.rada.gov.ua/laws/show/995_518/page. [in Ukrainian].
9. Pro natsionalnu bezpeku Ukrainy (Zakon Ukrainy) (2018) [On National Security of Ukraine]. Retrieved from <https://zakon.rada.gov.ua/laws/show/2469-19#Text>. [in Ukrainian].

THEORY AND INSTITUTIONS OF EDUCATION

DOI <https://doi.org/10.30525/2592-8813-2023-4-3>

LANGUAGE AND LITERATURE E-LEARNING DURING THE COVID PANDEMIC AND THE WAR IN UKRAINE

Liliia Ruskulis,

*Doctor of Science in Pedagogics,
Professor at the Department of the Ukrainian Language and Literature,
V. O. Sukhomkynskiy Mykolaiv National University (Mykolaiv, Ukraine)
ORCID ID: 0000-0003-2293-5715
ruskulis_lilya@ukr.net*

Inna Rodionova,

*Candidate of Sciences in Philology, Associate Professor at the Department of the Ukrainian
Language and Literature, V. O. Sukhomkynskiy Mykolaiv National University (Mykolaiv, Ukraine)
ORCID ID: 0000-0002-3020-8764
rodiof2015@gmail.com*

Lidiia Aizikova,

*Lecturer at the Department of Germanic Philology,
V. O. Sukhomkynskiy Mykolaiv National University (Mykolaiv, Ukraine)
ORCID ID: 0000-0003-3409-5063
laizikova@gmail.com*

Abstract. The article focuses on the peculiarities of e-learning during the COVID pandemic and the war in Ukraine. It is highlighted that modern higher education requires the introduction of information and communication technologies into the system of higher education graduate training, which allows to conduct a high-quality educational process in a distance format. The phenomenon of information and communication competence of the student, the future teacher of the field of language and literature, which is an urgent need of modern rapid changes in the conditions and needs of society, is defined. It is emphasised that the solution to the problem of education modernisation in Ukraine through the rapid development of information technologies is impossible without considering and implementing a system of distance learning. It has been proven that ICT can activate and visualise the educational process, making it accessible via cloud technologies, blogs, YouTube, Facebook, Twitter, Google, etc. It is noted that a leading position among ICTs is given by scientists to the electronic textbook, represented by both printed and technical components. The reorientation to SMART education is stressed, which currently meets society's needs for a competent specialist. In the future, the ICT complex will be represented in linguistic and literary disciplines.

Key words: electronic education, information and communication technologies, information and communication competence, distance learning, electronic textbook, SMART education.

Introduction. Modern higher education requires the introduction of information and communication technologies (hereinafter referred to as ICT) into the system of training of higher education graduates, which “simplify citizens' access to information and data, allow for quick and effective steps to improve production, training, professional and personal development, in particular the development of the education system, require appropriate possession of the necessary level of competence in the field of ICT” (Formation, 212 : 7). Information and communication competence for a teacher of a philological specialty is a must to cope with modern rapid changes in the conditions and needs of the

society. It is a requirement both to higher education institutions of Ukraine and in the global dimension, aimed at constant professional growth and improvement of a teacher in the information and communication sphere, active participation in educational communities and projects, a qualitative combination of resources of international programmes and domestic experience, which ultimately allows them to occupy a worthy place in the education system, because the school needs a teacher who has reached the acme-peaks of pedagogical creativity, is capable of innovative transformations and is ready to constantly improve their professional level with the help of the Internet.

The issue of implementing ICT in education was particularly pressing in 2019, and as the whole world was engulfed by the COVID pandemic, the educational community was faced with the question of how to structure the teaching process. Teachers of secondary schools, educators of institutions of vocational pre-higher and higher education began to master digital platforms new to them, such as Moodle, Zoom, Google Meet, Google Classroom, Padlet, LearningApps, Classtime, Kahoot, Nearpod, Liveworksheets, etc. In response to the full-scale war in Ukraine in 2022, these teachers who had built up IT competence, were able to resume teaching students remotely within a month.

The study of the introduction of ICT into the educational process at higher education institutions revealed that the clarification of theoretical provisions and the development of practical principles for the use of electronic resources, the filling of computer-oriented environments with them, the promotion of increasing the possibilities of realising the teachers and students' access to the resources of the electronic environment, and the regular use of its means in the process of solving educational tasks is an urgent problem of modern pedagogy and linguodidactics. Its analysis can be found, in particular, in the reports of V. Bykov, A. Gurzhii, N. Zakharova, L. Zlatic, G. Korytska, A. Nikitina, L. Skurativskyi, Yu. Shepetko, T. Yasak, and others.

Addressing the issue of modernisation of contemporary education in Ukraine in the direction of the rapid development of information technology is impossible without considering and implementing a distance learning system (hereinafter referred to as DL), the essence of which is represented in studies by both Ukrainian (K. Buhaichuk, I. Vorotnykova, L. Dankevych, V. Kukharenko, N. Rashevskaya, O. Samoilenko, T. Tikhonova, V. Fandei, etc.) and foreign researchers (I. Allen, E. Banados, B. Kolis, J. Moonen, M. Thorpe, etc.). A significant number of studies show that DL is rapidly penetrating the educational process of higher education institutions, ensuring the active use of ICT that opens up prospects for access to information, adapted to the individual needs of higher education students.

The aim of the article is to characterise the features and advantages of e-learning in the training of language and literature specialists in the conditions of the COVID pandemic and the war in Ukraine. The purpose of the research requires solving a number of tasks: to find out the prerogatives of e-learning in the conditions of the COVID pandemic and the war in Ukraine; to characterise the features and specific features of distance learning; to justify the benefits of introducing information and communication technologies in the process of training students in the field of language and literature.

Research material and methods. Theoretical methods were used in the research: study, analysis and synthesis of pedagogical methodical sources related to the problem under study; methods of comparative analysis, synthesis, abstraction, generalisation, classification and systematisation; empirical methods: interviews with teachers and students; observation of the educational process.

Results and discussion. In modern scientific literature, we observe the presence of different interpretations of DL. We will present some of them: Distance education (DE) – a set of information technologies ensuring the delivery of the main amount of material to the student; interaction of students and teachers in the process of learning; providing students with the opportunity to work independently on the material they have learned, as well as assessing their knowledge and skills in the learning process (Vitvytska, 2005 : 200); a complex of educational services provided with the help of a specialised information and educational environment at any distance from educational institutions (Slepkan, 2005 : 131); a universal form of education, based on the use of the possibilities of a wide

range of traditional, new information, telecommunication technologies and technical means, which create conditions for the user to freely choose courses, dialogue exchange with the teacher regardless of distance and time (Higher, 2005 : 211). Therefore, DL is an education characterised by the use of various information technologies (computer software, Internet technologies, etc.); ensuring independent research activities of students using resources from electronic libraries, databases, etc.; creation of independent projects and methodologies; constant communication between the teacher and the student (group of students); taking into account the differentiation of learning (development, implementation and verification of different level tasks, entering the results into an electronic journal).

Researchers (V. Andrushchenko, N. Holub, N. Divinska, B. Korolev, V. Kuharenko, V. Luhovyi, O. Rybalko, I. Serhienko, N. Syrotenko, Z. Slepkan, etc.) have found that DL is characterised by a number of features, namely: *flexibility* allows students to study at a time and place convenient for them, and at an individual pace; *modularity* includes the formation of an individual or group study plan from independent study courses-modules; consideration of *parallelism* ensures training compatible with professional activity; DL guarantees the *completeness of information access* as simultaneous access to many sources of educational information (electronic libraries, databases, knowledge bases, etc.), a large number of users; effective use of technical and transport means, training areas, concentrated and unified presentation of training information and multiple access to it, which reduces the costs of training specialists – this is an element of its *economy*; *mass and at the same time personal orientation, individualisation* provide for the formation of competences necessary for a specific student at the speed he is capable of; *cognitive orientation* enables the identification of greater persistence in acquiring knowledge, organisation, ability to work independently and have skills in working with a computer and telecommunication means; *diagnosticity* includes the assessment of the level of development of skills, professional qualities of users, the construction of an appropriate social and psychological portrait for the purpose of selecting effective methods and means of training; *motivation* creates interest in current knowledge with the aim of its further operational application to ensure a professional career; *humanity* directs education to the individual, taking into account their individual characteristics, creating favourable conditions for the acquisition of knowledge and the development of creative abilities; *social equality* opens equal opportunities for everyone to receive education, regardless of place of residence, state of health, elitism and financial support; *internationality* includes the export and import of world achievements on the market of educational services. Undoubtedly, such characteristics of DL create proper conditions for students in terms of combining education and training, especially for those who live far from higher education institutions; actively provide access to all learning resources available on the Internet; contribute to a quick review of the completed task, and most importantly – provide an opportunity to get education abroad at minimal financial cost.

The authors of the Handbook “Distance Learning” describe the DL models presented by the following groups:

1. External learning, focused on the examination requirements of the higher education institution and intended for students who, for whatever reason, cannot attend an educational institution.
2. University education (on the basis of one university) for students who receive education by part-time and distance learning mode.
3. Education based on the cooperation of several higher education institutions, which allows the development of better educational support for distance learning courses.
4. Training in special educational institutions created to develop multimedia courses for part-time and distance learning.
5. Autonomous learning systems fully implemented with the help of television and radio programmes, additional printed publications.
6. Informal integrated learning on the basis of multimedia programmes, i.e., self-education programmes (Kuharenko, 2002 : 19-21).

The analysed classification of DL includes elements of full-time, part-time and online learning based on ICT and multimedia systems. Such forms involve broad segments of the population who have access to the Internet and are provided with equal conditions for learning, receiving and processing information, and carrying out tasks to test their level of knowledge.

DL models are implemented in two modes (Kuharenko, 2008):

- asynchronous learning, in which students who are distant from the educational institution form groups of the same course and study according to an individual curriculum using teaching materials developed by the educational institution. Such communication takes place in the format of electronic correspondence (e-mail); by exchanging files, holding forums, via viki;

- synchronous learning (“working together”) - remotely located higher education institutions, providing teaching, and a group of students studying at the same time (nowadays it can be a virtual learning group, students are not necessarily in the same classroom). Interaction between teachers and students takes place on a real time scale. Forms of work can include discussions, seminars, conferences via chat, internet or video conferencing via Skype. Examination sessions, defence of diploma projects, and laboratory classes can remain face-to-face in such forms. Experience shows that DL minimises direct communication between teacher and student, involves a large number of self-studies by students using various online resources and a small amount of time for checking the work done.

Information and teaching resources for both asynchronous and synchronous learning are published on the university website (MOODLE platform) and are available to students and teachers, adapted for use. Their main components are:

The course creation component is an educational information system that includes the following modules: file storage, electronic library, virtual laboratories, test programming module, etc. The course creation component is compiled by the teacher of a particular linguistic subject and is filled with a series of materials: general information about the course, its purpose, main tasks, structure; information card of the teacher who teaches the course; lectures; basic textbooks and teaching aids for the discipline (including those developed by the teacher); distance learning complexes for the discipline (hereinafter referred to as DLC) on the topics of the training course; entrance self-tests, which allow users to check their own level of knowledge and skills and to adapt the course to their needs; a list of questions and their answers; links to websites on the Internet dealing with specific topics of the course (by topics of the academic discipline). DLC is offered as a series of credits. It should be noted that each of them should consist of meaningful parts containing theoretical information on the topic(s), a list of control questions and practical tasks, questions for self-control, methodological instructions, tasks for thematic control, etc. In our opinion, presentations, video material, a glossary of terminology, diagrams and tables on the topic, and a list of main and additional references are also mandatory. DLC resources structured in this way help to organise the students’ self-studies.

- *the DL administration component* allows the management of the educational process and includes the following modules: statistics for each teacher and student, a module for managing and organising the educational process;

- *the interaction and communication component* brings together all the tools for synchronous and asynchronous communication (file sharing, forums, chats, etc.);

- *the toolkit* includes a wide range of possibilities for adapting the system to specific needs depending on the characteristics of the group, the subject, etc.;

- *the competence testing system* is responsible for monitoring and controlling the level of students’ performance. The quality of the knowledge acquired in the process of DL is determined by the following indicators: a) assessment of the student's knowledge of linguistic disciplines; b) level of systemic competence (e.g. understanding the relationship between different disciplines); c) level of competence in the optimal distribution of resources; d) level of competence in working with information (ability to interpret information, use a computer to process information, etc.); e) assessment of

writing, speaking, listening skills; f) assessment of personal responsibility, sociability; g) assessment of teamwork skills, teaching others and negotiation skills. The assessment of the student's competence can be carried out both in the classroom (speaking, listening and interpreting skills) and online by means of tests, independent tasks, compiling a glossary, etc.; the results are recorded in a register where points for previous types of work are accumulated.

In the DL system, an important role is played by communication, which takes place in the form of a blog or forum, chat or group conference, including constant work with Internet resources (Information, 2013 : 61). For the purpose of effective online communication of teachers, virtual educational communities (networked pedagogical communities, virtual online educational communities) have been created as “groups of people, participants in the educational process <...>, who are united by common interests, initiatives, interactions related to educational goals and educational content, who communicate constantly and for a long time, using information and communication technologies, common services and software, adhering to the appropriate norms of behaviour in the virtual space” (The formation, 2014 : 21-22). These communities open opportunities for communication and exchange of experience for future teachers of the Ukrainian language with students of various higher education institutions of Ukraine and other countries; conducting online conferences, Olympiads, etc. This form of communication requires perfect mastery of linguistic material and the ability to present it to the audience, ICT literacy, and a high level of linguistic culture.

The effectiveness of DL depends on the learning tools, which are conventionally divided into online and classroom tools.

The first includes: e-mail, bulletin board systems (BBS), the Internet, audio and video conferences with one-way or two-way communication via radio broadcasting, telegraph, telephone, satellite communication or Mosaic – a graphical interface to the World Wide Web, ICQ – a platform for instant messaging (Internet pagers), active channels for subscribing to websites, etc. The second category includes: electronic editions for educational purposes (automated systems for educational purposes, provided with didactic, methodological informational and reference materials on the educational discipline); computer systems for educational purposes (software tools for use in the educational process, which make it possible to: differentiate the learning process; monitor the individual with error diagnosis and provide feedback; provide self-monitoring and self-correction of educational and cognitive activities; reduce learning time by performing complex calculations on a computer; demonstrate visual educational information; model and simulate processes and phenomena, perform laboratory work, experiments and tests in virtual reality); audio and video teaching materials (provide interaction with the student, the purpose of which is to ensure better understanding of the material and self-control of the learning); global wide web (Pedagogy, 2007 : 214). Such advantages of computer-based education increase the purposefulness of the knowledge acquisition process, open the possibility of wide use of reference materials (electronic coursebooks, reference books, dictionaries, etc.), increase the motivation to learn new information, provide a high level of self-education of the student; allow to participate in Internet Olympiads, competitions, etc.

The modernization of the entire education system directly depends on the effectiveness of the introduction of ICT in the educational process, the individual progress of each student and the creation of their own educational environment, highlight V. Bykov and A. Gurzhii. At the same time, innovations must be adapted to each individual, taking into account both traditional and innovative forms, methods and techniques, various information resources (Bykov, 2012 : 48-49). M. Zhaldak emphasises that the appropriate use of ICT contributes to the development of visual and figurative thinking, involuntary and voluntary attention at the stage of perceiving new material; activates educational and cognitive activities; represents a close connection between theory and practice; provides effective demonstration of phenomena that cannot be observed in the classroom; systematises and classifies phenomena with the help of diagrams and tables; forms sustainable motivation for learning;

makes it possible to quickly assess the quality of the learned material (System, 2014 : 58). ICT enables free access to any textbooks, scientific papers, recommendations, articles, questions, tasks, tests, multimedia files and teaching aids necessary for the language and literature training of students; this is an effective and productive step, based on a large number of multimedia tools, intensive accumulation of various information, flexibility and effective cooperation of teachers and students' actions. The opinion of T. Yasak is also unanimous, as she sees their use as an advantage in the educational process, when the educational goal is fully achieved, the role of the teacher is pivotal, and the educational and student's educational and cognitive activity is determined by various types (Yasak, 2012 : 38). We agree with such opinions of scientists and claim that the introduction of ICT into the modern educational space is relevant and indisputable. They are able to activate and visualise the educational process, making it accessible through cloud technologies, blogs, YouTube, Facebook, Twitter, Google, etc.

We take into account the opinion of O. Semenog regarding the importance of incorporating a computer-based educational and methodological system into the process of linguistic and professional training of future teachers of the Ukrainian language. This is an integral system of "information support for interrelated components of professional training – educational and cognitive, scientific research activities, of a set of practices based on cultural studies, personality and competence-based approaches. Its primary goal should be to enhance, the informational and research competences of philology students" (Semenog, 2005 : 217-218). The researcher suggests creating course webpages, web manuals, presentations, an electronic dictionary, etc. The same views are expressed by H. Korytska, who emphasises the peculiarities of language teaching in the conditions of electronic linguodidactics, which is aimed at filling the content of education with "new methods, teaching aids that would modernise the educational process, increase its productivity, and contribute to the improvement of linguodidactics as a science" (Korytska, 2016 : 15). In the opinion of the scientists, the proposed ICT system helps to create such an educational environment that would optimise the learning process, promote its effectiveness, help increase the efficiency of information perception through the integration of linguistic subjects, ensure an increase in the share of independent work, and develop the educational and research activities of future teachers of language and literature.

The analysis of the scientific literature shows that one of the leading positions among ICTs is given by scientists to the electronic textbook (hereinafter ET), which is presented both in print (textbook, educational and methodological manual (recommendations)) and technical (audio and video recordings, films, media texts, presentations) components. ET provides a new approach in the design and presentation of educational texts, didactic material, the creation of qualitatively new forms of control over the process of development of language and literature training of students. According to Yu. Shepetko, ET is a multimedia teaching tool of the "new generation, containing systematised information from the course in accordance with the curriculum, taking into account the modern professional direction of the course, built on the general didactic, linguistic and didactic principles of teaching the Ukrainian language and aimed at the formation of linguistic, speech, communicative, sociocultural competences of students" (Shepetko, 2012 : 17). In our opinion, in the modern educational space, ET is an indispensable means of learning, which includes educational components containing systematised scientific information on linguistic disciplines. It ensures the student's activity in acquiring new knowledge with the help of information presented by text, graphics, music, video, photo and other material; offers practical tasks and methodical comments for their implementation; is a means of checking the acquired knowledge.

ET has many advantages over other teaching aids, to which L. Skurativskyi includes: the possibility of quantitative and qualitative placement of educational information in it, since it has the ability to cover larger theoretical material and more practical tasks in accordance with the level of language and linguistic competence of students, the speed of processing educational material and individual

characteristics of each student; ensuring constant revision of the information learned in previous courses; presentation of different types of dictionaries (interpretive, phraseological, orthographic, orthoepic, dictionaries of lexical and phraseological synonyms and antonyms). The scientist emphasises the active use of not only textual material, but also tables, diagrams, algorithms, which will contribute to better processing and memorisation [Skurativskiyi, 2005 : 7-8]. Unlike a printed textbook, the ET can be quickly changed, and at the end of each topic, test tasks are offered for checking and self-assessment.

In our opinion, the primary function of the ET resource is informative: providing a variety of representations of a significant amount of material, lexicographic and reference sources; the possibility of using different methods of saving and processing educational material, which allow improving the perception of the information received. The quality level of visual presentation of material through the use of multimedia is significantly increased when using texts, audio, video recordings or presentations. A peculiar feature of ET is the possibility of constant updating of educational information (Ruskulis, 2014 : 432). The defined prerogatives of ET over printed sources convince of the importance of its maximum use in the process of formation of lexical competence of future teachers of Ukrainian language during the study of linguistic disciplines. ET allows to saturate the information content of the courses with additional scientific facts not presented in textbooks, to create a bank of practical tasks in linguistic disciplines, taking into account their interdependence and interconnection.

According to the scheme of presentation of the material in ET, M. Fitsula distinguishes the following types: textbook; hypertext (presentation in the form of a "tree"); reference (presentation of material in the form of a reference book); game (presentation of material in the form of a business game). The educational material in EP is presented either statistically (changes under the influence of student's administrative commands) or dynamically (changes under the influence of software settings); it can be monochrome and polychrome, without sound support, or with it (Fitsula, 2006 : 103). We believe that the most effective are the ET that are those that are built on a hypertext basis, which allows access to hyperlinks presented in the form of a QR code, tag cloud, mind map, etc. and are accompanied by audio, video and media support of educational information. The identified advantages of ET expand the required amount of information flow; allow to return to what has already been learnt without leaving the previous page; allow to listen to audio recordings and watch media and video clips, depending on the topic, thus facilitating the perception of educational material. In the training of students of language and literature, EP should also serve as a means of establishing integrative links.

A significant advantage of ET is an unlimited number of different exercises (stylistic, transformational, experimental, constructive) and tasks with elements of curiosity, on the culture of speech, which will more fully satisfy the cognitive capabilities and needs of students. This will more effectively develop language and general educational skills, cognitive interest, and therefore interest in independent work on improving their thinking, culture of their speech (Semeniv, 2005 : 4). The same opinion is expressed by L. Skurativskiyi, who draws attention to the fact that ET "opens new opportunities for improving literacy in the process of systematic use of information technologies" (Skurativskiyi, 2005 : 9), as it provides separate modules for testing students' literacy, offered in two versions: a) within the school curriculum; b) fully academic, creating the necessary conditions for perfect mastery of spelling norms by all who wish. ET is a means of forming practical skills in the form of questions, exercises and tasks for test control; it takes into account integrative and systemic links of linguistic courses; it is a way of diversifying the educational process; it ensures consistency, continuity, and systematic acquisition of knowledge during individual or group work; it adapts the teaching material according to the level of preparation of the student (group), taking into account individual and psychological characteristics; it allows using references to additional sources (dictionaries, methodical guides and recommendations, etc.); it provides a high level of accuracy of spelling;

it can be used by anyone who wants to use it.), it provides a high level of visualisation (audio and video materials, diagrams, tables, algorithms).

The prospects for using ICTs in offline lessons are opened by the interactive SMART Board, which enables the teacher to support lectures and practical studies with visual materials (fragments of TV programmes, films, cartoons); sound recordings (podcasts); multimedia materials, statistical images (diagrams, tables, elements of electronic textbooks), etc.

The rapid development of ICT poses a challenge to modern higher education institutions, directing them to reorientate towards SMART education, which currently meets society's needs for competent specialists. According to M. Sosnova, the Smart-education paradigm is easily managed and provides speed and ease of adjustment in accordance with the student's requests, promotes an active exchange of experiences and ideas (Sosnova, 2019). At the same time, the teacher manages the learning process, guiding students to search and analyse information in an interactive educational environment. Smart education enables a higher education student to actively participate in online conferences, listen to video lectures and video courses, record and distribute their own video materials, and present scientific research.

In the world practice, according to the research of O. Semenikhina, SMART education is defined by the following trends: the prerogative role of the DE; personalisation of the educational process; gamification as the implementation of game technologies; saturation with interactive textbooks supported by multimedia technologies; learning through video games (Semenikhina, 2013), consideration of which will help to interest the student, engage him/her with the educational material, encourage creative problem solving, independent learning of the information volume of disciplines, implementation of educational and research activities, familiarisation with the best pedagogical experience of teachers, which is an obligatory component of practical training.

Conclusion. The effective introduction of ICT in combination with traditional means can optimise the educational process in higher education institutions in a distance format during the COVID pandemic and the war in Ukraine. This can provide individual and differentiated approaches to student training, increase the role of self-education, expand the worldview of learners as subjects of the educational process in connection with the unceasing development of society in all its diversity, to raise the independent work and educational and research activities of students to a new level. It can also guarantee receiving quick feedback and an objective assessment of the student's achievements, directing the entire educational process to SMART education.

References:

1. Bykov, V. Yu., Gurzhii, A. M. (2012). Modern innovative ICT tools for the development of open education systems. Pedagogical and psychological sciences in Ukraine: coll. of scientific works in 5th volume: Pedagogical opinion. V 4: Professional education and adult education, 512 [in Ukrainian].
2. Fitsula, M. M. (2006). Pedagogy of higher education: a manual. K.: Akademvydav, 352 (Alma Mater) [in Ukrainian].
3. Formation of information and communication competences in the context of European integration processes of creating an informational educational space: a manual / by general. ed. V. Yu. Bykov, O. V. Ovcharuk; National Academy of Sciences of Ukraine, Institute of Inform. technology and means of education (2014). K.: Atika, 212 [in Ukrainian].
4. Higher Education Pedagogy: Education. manual / Z. N. Kurlyand, R. I. Khmeliuk, A. V. Semenova, etc.; Edited by Z. N. Kurliand. 2nd ed., revision. add. (2005). K.: Znannia, 399 [in Ukrainian].
5. Information and communication technologies in pedagogic education: a course guide / by sci. ed. O. M. Pehota, T. V. Tihonova. (2013). Mykolaiv: Ilion, 252 p. (Series "Pedagogical education – XXI") [in Ukrainian].
6. Korytska, G. (2016). Peculiarities of teaching Ukrainian language to students in the conditions of the development of electronic linguodidactics. Ukrainian language and literature in schools. No. 1, 14–17, 15 [in Ukrainian].

7. Kuharenko, V. M. (2015). Systemic approach to mixed learning. Information technologies in education. No. 24. 53–67, 58 [in Ukrainian].
8. Kuharenko, V. M., Rybalko, O. V., Syrotenko, N. G. (2002). Distance learning: conditions for application. Distance course: study guide. 3rd ed. / edited by V. M. Kuharenko. Kharkiv: NTU "KhPI", "Torsing", 320 [in Ukrainian].
9. Pedagogy of the higher school: education. handbook / edited by Z. N. Kurliand. 3rd ed., revised. add. (2007). K.: Znannia, 495 [in Ukrainian].
10. Ruskulis, L. (2014). Electronic textbook as an effective information technology in the process of training a future teacher of the Ukrainian language. Modern Information Technologies and Innovative Teaching Methods in the Training of Specialists: Methodology, Theory, Experience, Problems: a collection of scientific articles / edited by I. A. Ziaziun (Chairman) and others. Kyiv-Vinnytsia: LLC "Planer". Issue 38, 431-434, 432 [in Ukrainian].
11. Semenikhina, O. V. (2013). New paradigms in the field of education in the conditions of the transition to a smart society. URL: <http://nvd.luguniv.edu.ua/archiv/NN23/13sovps.pdf> [in Ukrainian].
12. Semeniv, N. (2005). Electronic textbook in the native (Ukrainian) language as a means of implementing student-centred teaching. Ukrainian Language and Literature at school. № 5, 2-6, 4 [in Ukrainian].
13. Semenog, O. M. (2005). Professional training of future teachers of the Ukrainian language and literature: monograph. Sumy: GDP "Mriya-1" LLC, 404 p. [in Ukrainian].
14. Shepetko, Yu. M. (2012). Methodology of using an electronic textbook on the Ukrainian languages in colleges: diss. ... candidate ped. sciences: 13.00.02 / State Institution "Taras Shevchenko Luhansk National University", Luhansk. 240 [in Ukrainian].
15. Skurativskiyi, L. (2005). Information technologies as a means of speech development of students in the process of teaching the Ukrainian language in primary school. Ukrainian language and literature in school. № 4, 7-10 [in Ukrainian].
16. Slepkan, Z. I. (2005). Scientific foundations of the pedagogical process in higher education: Education. manual. K.: Vyshcha shkola, 239 [in Ukrainian].
17. Sosnova, M. A. (2019). Smart-technology as a component of improving the quality of education. URL: <http://archive.ws-conference.com/wp-content/uploads/pw0480.pdf>. [in Ukrainian].
18. Student-centred technologies of teaching and education in higher education institutions: collective monograph / by general. ed. V. Andruschenko, V. Luhovyi. (2008). K.: Pedagogical thought, 256 [in Ukrainian].
19. System of psychological and pedagogical requirements for the means of information and communication technologies for educational purposes: monograph / edited by M. I. Zhaldak. (2014). K.: Atika, 172 [in Ukrainian].
20. The formation of information and communication competences in the context of the European integration processes of creating an informational educational space: manual / edited by V. Yu. Bykov, O. V. Ovcharuk; NAPS of Ukraine, Institute of Information Technologies and Learning Tools. (2014). K.: Atika, 212 [in Ukrainian].
21. Vitvytska, S. S. (2005). Practical course of Higher Education Pedagogy: study guide on the modular rating system of education for master's students. K.: Centre of Educational Literature, 396 [in Ukrainian].
22. Yasak, T. (2012). Application of computer-oriented teaching aids at the stage of generalisation and systematisation of knowledge of the syntax of the Ukrainian language in the 11th grade of a specialised school. Ukrainian language and literature in a modern school. No. 2, 35–38, 38 [in Ukrainian].

THEORY AND HISTORY OF CULTURE

DOI <https://doi.org/10.30525/2592-8813-2023-4-4>

MUSIC PROJECT ACTIVITY: TERMINOLOGY AND CONCEPTUAL ASPECT

Liliia Kachurnets,

Senior Lecturer at the Department of Vocal and Conducting-Choral Disciplines, Khmelnytskyi Humanitarian-Pedagogical Academy (Khmelnytskyi, Ukraine)

ORCID ID: 0000-0002-7800-789X

kachurnetsliliia@gmail.com

Abstract. The author of the article offers definition of the terms «projecting», «project» and «project activity». The work highlights approaches to understanding musical project activity from the psychological, sociological, cultural, and art history point of view, from a management perspective. The evolution and possible reasons for the implementation of the project approach in the field of musical art have been considered. The definition of the concept of «music project activity» has been proposed from the standpoint of a system, personal and acmeological approach, considering in the context of the creative process of the artist, the creative environment, interaction with the audience and cooperation with other artists and specialists. The author proposes to consider musical project activity as an integrated creative activity aimed at the implementation of the specific idea, concept or task in the musical context, which includes the phases of planning, organizing and implementing various musical initiatives with the aim of creating high-quality musical products or achieving specific musical goals.

Examples of art projects are given, such as: «The Rain Room», «House of Eternal Return», «Kinetic Rain» and «Cloud Gate». The impact of the project approach on the implementation of artists' ideas and the emergence of new innovations and experiments in the world of music has been studied. The possibility of scientific research regarding the interaction of musical project activity with conducting performance and its influence on modern musical culture and art has been revealed.

Key words: project, project activity, creative project, musical project activity.

Introduction. Throughout history, human activity has been constantly transformed under the influence of socio-cultural changes, scientific discoveries and technological innovations. Moving from primitive methods of survival and manual labor to complex systems of automation and artificial intelligence, people are constantly adapting their activities to the demands of the times and to meet the growing needs of society. The endless modification of activities requires humanity to find effective tools for planning and developing ideas, which is an important skill in the world of constant changes, which help us stand the test of time, improve and develop capabilities, achieve bright and sustainable growth in all spheres of life. Project activity takes an important place in this process, and its type is musical project activity.

The study of theoretical aspects of the music industry contributes to the understanding and forecasting of current trends in the modern market, which can be very useful for musicians, managers, producers and other specialists in this field. Studying musical project activities, in our opinion, contributes to the development of musical art, helps to analyze, understand and develop creative processes (composition, arrangement, sound design and performance skills). It promotes the development of creative thinking and innovations in the field of music, allows performers and composers to open up new possibilities for experiments, creation of new musical means.

Main part. For better understanding of the nature of musical project activity, let us define the essence of the terms «projecting», «project» and «project activity». In the American online diction-

ary, «projecting» is defined as an activity that requires a joint effort; a large task that an individual undertakes in order to apply, illustrate or supplement their actions; plan or proposal for carrying out a certain activity (The Free Dictionary). In psychological literature, «projecting» is a specific type of intellectual activity, which is distinguished by its focus on the practical study of the future. It includes the phase of prediction, planning, creation and modeling.

The term «project» is actively studied in the field of project management as a specific task in the sphere of research and development aimed at satisfying the single stated or expected requirement, final material, main component or technique (The Free Dictionary). Project Management Institute defines «project» as «temporary group activity aimed at creating a unique product, service or result», and project management as «application of knowledge, skills, tools and methods for conducting project activities» (Project Management Institute, 2013). The manager plays an important role in project implementation, leading the team to achieve all goals (Wikipedia). We should note that successful project management requires the ability to effectively cooperate with a team, rationally manage resources, adapt to changes and resolve conflicts.

In psychological context, the term «project» is used to describe a psychological phenomenon in which a person implicitly or consciously projects their inner traits, thoughts, feelings, or desires onto other people or objects in the environment. In other words, a person reflects their inner states on the outside world. In cultural studies, the concept of «project» indicates the interaction between ideas, values and realities of different cultures in the conditions of the modern globalized world. This interaction leads to the transformation of socio-cultural practices and promotes both cultural exchange and risks of distortion and incorrect perception of other cultures, forms identity, intercultural relations, promotes the development of creativity, cooperation and interaction in the process of creating and interpreting cultural values, promotes planning, invention, formation and execution of project tasks (Sydorenko, 2012: 270–278).

In art history, the project describes the process of creation, perception and influence of art on beliefs, emotions and cultural environment, reflects the ideas of the artist in creative form, includes the choice of materials, techniques, styles and methods, as well as the implementation of innovative approaches and experimental ideas. It reflects the interaction of artists with technologies, scientific achievements and socio-cultural trends, as well as presents subjective interpretations.

The performed analysis makes it possible to define *«project» and «projecting» as a specific type of organized activity aimed at the implementation of certain ideas in a limited time, with certain resources, which involves planning and coordination to achieve temporary and unique goals.*

Project activity in sociological researches is associated with changing social structures and interaction between groups (John Dewey (Dewey, 1838: 242–243), Everett Hughes (Hughes, 1952: 423–426), Michel Foucault (Simon, 1971: 192–201), Pierre Bourdieu (Bourdieu, 1991: 171–202)). The analysis of the opinions of scientists reveals the complexity of the influence of individual motivations on the selection and implementation of projects with the following consequences: the cultural context determines the priority of ideas, moral values act as ethical guidelines in activities and the selection of decisions, political decisions and rules determine significant factors in determining the opportunities for selection and implementation of projects.

Project activity in the field of management covers certain processes, such as: planning, organization, implementation and evaluation of strategic initiatives in order to achieve specific goals. These concepts were considered in the scientific studies of Henri Fayol (Fayol, 1949: 42–64), Harold Kerzner (Kerzner, 2009: 2–4), Nicolas de Condorcet (Condorcet, 1795: 9) and Peter Drucker (Drucker, 2018). Synthesizing the expressed concepts of scientists, it is possible to understand that project activity is a system of planning and control, it requires high level of skills in risk management, promotes the development of creative thinking and the ability to adapt, which leads to the successful completion of complex tasks.

The scientific justification of the project activity in the context of cultural studies is aimed at revealing the peculiarities of cultural processes in the modern world and their impact on society, as well as the role in the preservation and development of cultural heritage. Projecting plays a significant role in the field of cultural development, contributing to the emergence of new ideas, interpretations and creative expressions. This process has been the subject of research of foreign scholars such as Jonathan Vickery (Vickery, 2007: 55–74) and Stewart Hall (Hall, 1981: 227–240). Therefore, the analysis of project activities in cultural studies focuses on the research of the interaction between cultural phenomena and the social context in order to preserve cultural heritage and implement innovative concepts.

In the context of our analysis, it is important to highlight the works of Ukrainian scientist Tetiana Portnova, who analyzes project activity as an innovative methodology in various types of theatrical performances, cultural events and artistic programs. According to her views, projects can differ in direction, scale, volume, and participants. Each project has its own unique characteristics, such as the subject area, objectives, tasks, scope and resources required for implementation (Portnova, 2018: 48–56). The goal of the project is to achieve a specific result within a specified time. The project strategy acts as the main element during the planning and evaluation of the project, as well as in the development of the corresponding marketing strategy. However, an approach that emphasizes the very process of its implementation is important, since it is the implementation of the project that determines its significance.

Therefore, the «project» is the main tool for achieving strategic goals and solving complex tasks with the help of innovative solutions; «projecting» is defined as a characteristic of the degree of use of the project approach; «project activity» represents a general process covering all aspects related to the management and implementation of projects in an organizational context. Such approach reveals the specifics of project activity and allows identifying the key components of this process.

The objective of the research is to investigate scientific approaches to the interpretation of musical project activity and to offer own vision of this process.

Research material and methods. The article analyzes scientific publications, monographs and books of foreign and Ukrainian scientists, which are aimed at studying the problems of project activity. The author offers analysis of musical compositions, performances of artists and albums, which served as a source of information about the characteristics and peculiarities of musical projects.

The methodology of this article is based on a system, complex and interdisciplinary approach to the study of issues and includes the following methods: analysis of theoretical works and publications related to artistic and musical project activities, in order to establish the theoretical foundations and background for further analysis; historical analysis of the evolution of musical project activity, where different historical periods and styles were considered, in particular their influence on the development of musical projects; critical analysis of modern trends in musical projects and their interactions with the cultural and artistic context; as well as a systematic analysis of relationships in music projects, taking into account various aspects such as technical, organizational and financial.

Results and discussion. Artistic project activity embodies an integral aspect of the modern cultural environment and is referred to in artistic circles as an «art project». Activities related to art projects are innovative in nature, as they are aimed at implementing changes in reality. Such projects can be considered from different positions, in particular: analysis of specific artistic projects; study of creative processes underlying art; taking into account aspects of art management, as well as taking into account aesthetic and innovative aspects. Perspectives for the assessment of such projects may also include analysis of the organizational structure of art institutions that contribute to the implementation and popularization of artistic projects.

Art has always served as a reflection of the spirit of the times, depicted social transformations and individual perception of the world. Throughout history, it has reflected the values, attitudes, and expe-

periences of society, often acting as a catalyst for change and progress. Artistic project activity gives artists the opportunity to systematically approach the creation of their works, to openly define the goal, tasks, resources and steps. According to the American researchers Gary Charness and Domenico Grieco, the creative-project process of artists contributes to the formation of the basis for discovering own identity, developing own abilities and realizing own potential, notes the importance of individual style and handwriting, which involves the development of unique abilities and personal preferences (Charness, & Grieco, 2019: 454–496).

For example, creating large art installations. Let us imagine that an artist wants to create a project that will reflect the problem of ocean pollution with plastic. He or she defines the goal – to draw attention to the environmental problem. Next, the task is to create an impressive installation from collected plastic waste. Resources include plastic materials, prepared installation site, and possible aids. The steps to achieve the result include the collection of materials, development of the design concept, planning of the structure of the installation, actual creation process, and possibly subsequent promotion and opening of the exhibition. This approach helps not only to develop artistic skills, but also to achieve specific goals and influence the audience.

Artistic project activity includes:

- creative process of the artist;
- creative environment;
- interaction with the audience and cooperation with other artists.

The creative process of an artist in project activity is a complex and multifaceted process, which includes: understanding the task (immersion in the context of the project, understanding the goal, requirements and task, which helps to determine the main idea and direction of creativity), research (gathering information, studying similar works, analysis of trends that help to create unique ideas), generation of ideas (consideration of possible options for solving the task, formation of the author's idea, for which modern techniques are involved (brainstorming, sketches, recordings, etc.)), selection of the idea (choosing a promising idea that best meets the task and corresponds to the own style and vision), concept development (working out the details of the implementation of the chosen idea, creating sketches, visualizations, plans and other materials to clarify the concept), creative process (implementation of the idea, use of various techniques, materials and tools, etc. to create a project), experimentation (making changes, experimenting with different elements of the project, correction for the purpose of improvement), final implementation (completion of the project, bringing it to completion, correction of details and finalization of the set concept), presentation (completion of the project with presentation to the public, the customer, or other interested parties). It is important to note that the creative process is individual for each artist. Ideas may arise unexpectedly, and some stages may repeat or overlap.

It should be noted that the implementation of artistic project activity is possible only in the conditions of *creative environment*, which must necessarily be properly organized and provide the necessary conditions and opportunities for the creative process (Christensen, 2019: 633–654). Such an environment can be both physical, such as a studio or art laboratory, and virtual for artists working in the field of multimedia and virtual reality. It includes: artistic space (hall, laboratory, auditorium, etc.), localization of space and focus on creativity, creative environment to ensure interaction of various specialists and exchange of ideas, access to necessary resources (tools, technologies, libraries, etc.), interaction with creative personalities and other art projects, immersion in the idea to improve the quality of the result.

The next element of the artistic project includes an important component – *interaction with the audience*, which is of exceptional importance, as it contributes to a deeper «involvement» of the audience in the circle of the creative process. Let us give an example of art projects.

Exhibitions of interactive art (spectators take an active part in their development). For example, at the exhibition of contemporary art «The Rain Room» from Random International, viewers could

walk through a room where the rain would turn on and off and feel the raindrops «falling» on them, while still remaining dry. It arose from the abstract approach of displaying information using water printing and drawing with light on light-reactive surfaces (Gabelich, 2020). We can watch the art project «The Rain Room» by following the link: https://www.youtube.com/watch?v=tOARXy-f_GY.

Performances with audience participation. As part of such projects, viewers become not just observers, but active participants in the events. For example, the art collective Meow Wolf embodied the idea in the performance «House of Eternal Return». It's a unique combination of hand-crafted world and artist collaboration that allows viewers to dive deep into a unique world and explore it at their own discretion. This art project tells the story of a family that comes to life on the walls of the house. Due to the principle of interaction with objects and the possibility of influencing the plot, the viewers become co-authors of the story, actively contributing to its development. The Anomaly character adds intrigue and opportunities for exploration. The organization of «Charter» in the context of a catastrophic event and a multiverse gives the plot depth and mystery. In addition, visitors can «open» the refrigerator and step inside to be transported to Portals Bermuda or discover cave entrances through the fireplace. So, «it's like “choose your own adventure”, like a science fiction novel, with the difference that the viewers can explore it» (RoadsideAmerika.com.). We can watch the performance «House of Eternal Return» by following the link: <https://www.youtube.com/watch?v=lmNvh0W6Y4Y>.

Art installations that react to the movement of observers, causing a new level of interaction between the creator, the art object and the viewer. These installations combine traditional art with the use of technological advances, where the art object itself comes to life, moving and reacting to its environment. An example of such an interaction is the light installation «Kinetic Rain» located at Changi Airport in Singapore. In this installation, motion sensors record the movements of the audience and transmit this information to the computer system that controls the movement of the moving elements of the installation. As a result, viewers actively influence the visual effects of the installation, creating impression of fascination and curiosity. They not only observe the beauty of the installation, but also become its co-creators through their movements (Feeldesain, 2012). We can watch the installation by following the link: <https://www.youtube.com/watch?v=NXuQnDeIyY8&t=3s>.

Artistic projects with public participation powerfully change society's perception and interaction with urban space and art. They include the public audience in the creative process and reveal new opportunities for co-creation in the urban environment. An illustration of this dynamic can be seen in the sculpture «Cloud Gate» or «The Bean» in Chicago, which reflects how public participation can turn visual art into an interactive experience. The sculpture, created by artist Anish Kapoor, reveals the true meaning of the incorporation of viewers, it reproduces the city and those who approach it, becoming a reflection of a shared identity. People do not just observe the work of art, but become an active part of it, reflecting their images on its surface. This interaction between art and viewers affects the way they perceive each other and their surroundings (Romero). We can watch the example by following the link: <https://rutube.ru/video/f6f4e80a16c2bdfb22ffb1bab1d10748/>.

The considered examples illustrate the potential of interaction, exchange of ideas and perception in the context of artistic activity, when the artist has the opportunity to deepen the understanding of his or her audience, establish a special emotional connection and integrate the views of the audience into the further development of the creative work.

The system approach to the structuring and implementation of ideas in artistic project activity includes *collaboration with various specialists and artists*, such as artists of various artistic directions, architects, designers, technical experts, musicians and others. This approach promotes active exchange of ideas, mutual learning and the creation of innovative concepts.

Thus, artistic project activity turns out to be a useful transformation of the author's ideas into concrete expressions, promotes interaction with viewers and other creative personalities,

promotes the development of art in accordance with the requirements of the modern world and helps it to remain relevant, move forward and leave unforgettable impressions in the hearts of viewers.

In modern society, where technological progress is constantly advancing and art enters non-standard areas, artistic project activity acquires special status. It acts as an invisible bridge between artistic tradition and innovation, enabling artists to transform their ideas into concrete forms, often surprisingly impressive. The boundaries between different artistic fields are now practically disappearing, and areas such as painting, sculpture, music and dance can interact to create great works of art. It is important to note that it is project activity that opens wide opportunities for such a synthesis, giving artists the opportunity to experiment with various materials, sounds, images and concepts, which helps to overcome traditional stereotypes and introduce new ideas.

Special and important place in modern art belongs to music project activities. This segment defines the way of organizing the creative process, using various innovative concepts and technologies in order to create unique music projects. The main object is music, which provides an opportunity to experience pleasure and enjoyment (Gibson, & Sixsmith, 2007: 127–145) and enriches emotional experience (Juslin, & Sloboda, 2001: 332–341). Music activity provides an opportunity for exploration and development of personal identity, promotes social interaction, supports sense of well-being, enhances spiritual development, and creates an opportunity to evoke memories through memory activation (McCabe, & Greasley-Adams, 2012: 38–39).

British art critic Stuart Wood considers music as a complex conceptual object and interprets it as a form of activity that combines the kinetic organization of initiative with feelings and emotional reactions. This assessment is based on the knowledge that music projects have the potential to unite people and create shared emotional bonds (Wood, 2007: 22).

The concept of «project» in the field of music art has evolved over the centuries and gradually transformed approaches to the creation and organization of music works, concerts, performances and other music events. In the past, the concept of «project» was not used in music art. Artists usually created music for specific events (church services, opera performances or concerts). However, the planning, organization and performance of their music works was carried out by other masters (conductors, performers, impresarios, etc.).

In the 20th century, with the development of various areas of music art, there was a need for a deeper approach to music creation. Contemporary artists embody the latest technologies and sound possibilities, experiment with sounds and musical means. The development of music recording studios and media projects has changed the way music is perceived and distributed, stimulated the creation of albums, the preparation of concert programs, and music videos.

With the expansion of the genre spectrum and the use of modern technologies, the transformations that have taken place in the music industry today require more functionality from artists. The emergence of new musical genres, such as operetta, musical, rock opera, and others, has led to a growing need to create complex music works that combine musical, plot, visual, and dramatic aspects. This led to the emergence of the project approach, where organization, planning, concept development and coordination of all aspects of the creative process play an important role.

Thus, *music project activity* can be defined as an integrated creative activity aimed at the implementation of a specific idea, concept or task in music environment. This process involves planning, organizing and implementing various musical initiatives in order to create quality musical products or achieve specific musical goals.

Music project activity today is not only an important tool for modern artists, but also reflects the general trend in modern music art, where the emphasis is shifting from individual performers to collective and integrated creativity. This approach opens up new opportunities and requires artists to take greater responsibility and understand various aspects of music creation.

One of the examples in modern music project activity is the famous British music project group «Gorillaz», created by Damon Albarn and Jamie Hewlett in 1998 (Warner Music UK Limited, 2023). However, this project differs from many other bands in that the musicians decided to create virtual animated band, where each member performs as an animated character. The band has not only musical component, but also a strong visual component, which includes animated clips, video games, comics and other multimedia aspects. This approach reflects integrated creativity, where music is combined with various forms of art and entertainment.

It is also important to note that the project approach in music opens the door to creative innovation and experimentation. Artists can use various sound and visual effects, use modern technologies to create unique musical compositions. This allows to expand the boundaries of music art and attract new fans.

Audiovisual technologies, including synthesizers, hardware and software sound processing, looping fragments and other audio technologies, contribute to the creativity of artists, allowing to create new acoustic perspectives and experiment with the reproduction of sound structures. Such tools provide an opportunity to express own concepts and emotions through a musical composition on a completely new level. For example: the use of synthesizers and sound processing in the work of a sound engineer allows to create cosmic atmosphere in the film, which conveys a sense of the supernatural and mysterious; the use of cyclic audio loops (sound recordings or audio fragments that can be played in a constant cycle) in a musician's live performance makes it possible to create a continuous musical texture that deepens the audience's emotional perception; the use of innovative audio technologies (3D sound, audio virtual reality) in the creation of musical compositions allows artists to experiment with sound forms and structures, creating unpredictable and impressive acoustic images.

In addition, visual aspects have become extremely important in modern music performance. Music videos, stage shows and visual effects can complement the music experience and create a whole new context. This creates an opportunity for artists to express their ideas through the combination of music and visual art, thereby enriching the audience's perception. For example, stage shows by artists such as Daft Punk or Madonna integrate huge visual elements, including lighting and pyrotechnic effects, to create an impressive visual spectacle that accompanies their performances.

Modern technologies open up wide horizons for artists to collaborate with other creative fields, such as interactive art, virtual reality, and art installations. This factor creates unique opportunities for developing and implementing interactive musical experiences and attracting new audiences. For example, the use of virtual reality in musical performances allows the audience to deeply interact with the performer or musical work, transforming them into the virtual world created on the basis of music. Also, interactive art installations embedded into musical performances can create impressive multi-sensory effects that help the audience to better perceive and understand musical content.

Conclusions. Therefore, the project approach in music art not only allows artists to realize their ideas and concepts, but also promotes the emergence of new innovations and experiments in the world of music. Thanks to it, artists develop their own creative process in the field of music, contributing to its dissemination and improvement, where integration reflects current trends in the music industry. In addition, music project activities stimulate the development of creative thinking and innovations in the music industry, contributing to the emergence of new ideas and approaches to music creation. Retaining its relevance in the modern world, music project activity remains an integral part of the creative environment and is an important tool for highlighting modern musical events and initiatives. It expands the boundaries of the art of music and ensures its continuous development, attracting new fans and creating unforgettable musical experiences for audiences.

Thus, music project activity can be characterized as an integrated creative activity aimed at the implementation of a specific idea, concept or task in musical context, which includes the phases of planning, organizing and implementing various music initiatives with the aim of creating high-quality musical products or achieving specific musical goals.

References:

1. Sydorenko, V. (2012). Sutnist poniattia proiektnoi kultury [The essence of the concept of project culture]. *Humanitarnyi visnyk*, 28, 270–278. [in Ukrainian].
2. Bourdieu, P. (1991). *Language and Symbolic Power*. Cambridge: Polity Press.
3. Charness, G. & Grieco, D. (2019). Creativity and incentives. *Journal of the European Economic Association*, 17(2), 454–496.
4. Condorcet, N. (1795). *Outlines of an historical view of the progress of the human mind*. *Online Library of liberty*. New-York. 9.
5. Drucker, P. (2018, April 6). Culture eats strategy for breakfast. *Linked in*. Retrieved from: <https://www.linkedin.com/pulse/peter-druckers-legacy-views-project-management-nieto-rodriguez>
6. Dewey, J. (1838). *The Promise of America*. Progressive Education Booklet. *Columbus, Ohio: American Education Press*, 14, 242–243.
7. Fayol, H. (1949). *General and Industrial Management*. London: Sir Isaac Pitman and Sons.
8. Feeldesain. (2012, July 5). *Kinetic Rain: Singapore*. *ART*. Retrieved from: <https://www.feeldesain.com/kinetic-rain-singapore.html>
9. Gabelich, J. (2020, December 18). The story behind global art phenomenon rain room. *Man of Style*. Retrieved from: <https://www.manofstyle.com/how-random-international-created-rain-room/>
10. Gibson, G. & Sixsmith, A. (2007). Music and the wellbeing of people with dementia. *Aging & Society*, 27, 127–145.
11. Goolsby, T. (1997). Verbal instruction in instrumental rehearsals: A comparison of three career levels and preservice teachers. *Journal of Research in Music Education*, 45, 21–40.
12. Hall, S. (1981). *Notes on deconstructing «the popular»*. People's history and socialist theory. London: Routledge & Kegan Paul.
13. Hughes, E. (1952). The Sociological Study of Work: An Editorial Foreword. *The American Journal of Sociology*, 57, 423–426.
14. Juslin, P. & Sloboda, J. (2001). *Music and Emotion: Theory and Research*. Oxford, U.K.: Oxford University Press.
15. Kerzner, H. (2009). *Project management: a systems approach to planning, scheduling, and controlling*. New York: The International Insitute for Learning.
16. McCabe, L. & Greasley-Adams, C. (2012). Evaluating the harmony project. *Journal of Dementia Care*, 20(3), 38–39.
17. Portnova, T. (2018). Historical Aspects of Project Technologies Development and Opportunities for their Use in Scenic Arts. *Space and Culture, India*, 6:4, 48–56.
18. Project Managment Institute. (2013). *GAC Accrediation High Standard of Quality for Project Managment Degree Programs*. Retrieved from: http://www.pmi.org/~media/PDF/Professional-Development/GAC/GAC_brochure.
19. RoadsideAmerika.com. *House of Eternal Return*. *Online Guide to Offbeat Tourist Attractions*. Retrieved from: <https://www.roadsideamerica.com/story/60531>
20. Romero, G. (2022). *Atmospheric Corrosion of the Cloud Gate Structure*. Retrieved from: <https://www.penspen.com/wp-content/uploads/2022/10/Gustavo-Corrosion-Cloud-Gate-2022.pdf>
21. Simon, J. (1971). A conversation with Michel Foucault. *Partisan Review*, 38, 192–201.
22. The Free Dictionary. (2012). *Project*. *TFD*. Retrieved from: <https://encyclopedia2.thefreedictionary.com/projectable>
23. The Free Dictionary. (2012). *Projectable*. *TFD*. Retrieved from: <https://www.thefreedictionary.com/projectable/>
24. Christensen, K., Iversen, O., Hjorth, M. & Smith, R. (2019). Understanding design literacy in middle-school education: Assessing students' stances towards inquiry. *International journal of technology and design education*, 29(4), 633–654.
25. Vickery, J. (2007). *The emergence of culture-led regeneration: a policy concept and its discontents*. Warwick: Centre for cultural policy studies.
26. Warner Music UK Limited. (2023). *Gorillaz*. Retrieved from: <https://www.gorillaz.com>

27. Wikipedia. (2023, September 3). Project management. *From Wikipedia, the free encyclopedia*. Retrieved from: https://en.wikipedia.org/wiki/Project_management
28. Wood, S. (2007). Chalfont lodge choir: Heart of a home and community. *Journal of Dementia Care*, 15(1), 22–25.

DOI <https://doi.org/10.30525/2592-8813-2023-4-5>

THE FIGURE OF G.P. TELEMANN AS ONE OF THE FOUNDERS OF THE FLUTE REPERTOIRE OF THE BAROQUE ERA

Anna Novosadova,

*Lecturer at the Department of Musicology, Instrumental Training
and Choreography, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University
(Vinnytsia, Ukraine)*

ORCID ID: 0000-0002-6215-5759

ann_martinyuk97@ukr.net

Nataliia Mozgalova,

*Doctor of Pedagogical Sciences, Professor,
Professor at the Department of Musicology, Instrumental Training and Choreography,
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Vinnytsia, Ukraine)*

ORCID ID: 0000-0001-7857-7019

mozgaliovan@gmail.com

Yaroslav Novosadov,

*Lecturer at the Department of Musicology, Instrumental Training and Choreography,
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Vinnytsia, Ukraine)*

ORCID ID: 0000-0002-6484-9914

novoyaroslav@gmail.com

Abstract. The purpose of our article is to determine the role of flute music in the work of one of the most famous composers of the baroque – G. P. Telemann. The methodology of the research consists in the use of a historical approach – when defining the genres of flute music, analysis – the definition of typological features, a comparative method that allows comparing researchers' opinions on the genre features of Telemann's work. The development of instrumental music was closely related to the development of flute performance. Therefore, it is not surprising that composers pay attention to this instrument. Taking into account the artistic content of G. P. Telemann's compositions, we can highlight the following leading genre varieties: fantasies, sonatas, concerts, duets, quartets, partitas, suites. These and other works of Telemann were written both for solo flute and its ensemble combination. These works became the basis of the development of the flute repertoire.

Key words: G. P. Telemann, flute, baroque, genre.

Introduction. Musical works that were dedicated to the flute as a solo instrument were for a long time presented as single samples in the work of composers of the baroque and their predecessors. The meager flute repertoire attracted the attention of not only musicians and teachers, but also outstanding composers of the time, which in turn expanded the number of works, and also helped with the solution of educational tasks. Writing pieces for wind instruments, particularly the flute, became one of the trends of the 18th century. The music of the Baroque period, from its utilitarian function, acquires the role of art that conveys artistic images. After all, the development of performance, which was observed at that time, contributed to the search for new compositional solutions for the implementation of performance requests.

Note that flute music belongs to an ancient musical and performing tradition. It combines both solo practice and playing in a duet or ensemble, and also takes a leading place in orchestral practice. Just like a couple of centuries ago, flautists are faced with the questions of technique, expanding the range, timbre, purity of intonation and conveying the artistic content of the piece. Composers of the

Baroque era, and later of the Classic era, experimented with the sound of the flute, initially trusting it with parts of a pastoral nature, and as the instrument improved, they began to trust it with solo parts. Masters of the Baroque era, looking for a compromise solution to the problem of intonation, tuning, as well as expanding the range of the instrument, began to add additional keys to the flute. Although even structural changes did not always help in solving the above-mentioned problems.

Note that changes in the design of the flute were necessary to expand its expressive palette. In particular, composers often used the soft, husky sound of some notes in their works, but they were completely inappropriate in those cases when the musician wanted to get a more heterogeneous and aggressive sound. Additional keys, which were added to the flute in the second half of the 18th century, served primarily to soften this heterogeneity of sound. The other two keys were added to extend the range of the instrument in the lower register.

Among the bright representatives of the school of composers of that time, it is important to note the work of G.P. Telemann, who was one of the brightest German musicians of his time. His legacy includes 40 operas, 44 oratorios, more than 700 songs, about 600 orchestral suites, a large number of fugues and various chamber and instrumental music. Unfortunately, a significant part of his creative heritage has been lost. As G. P. Telemann took flute lessons at a young age, already in adulthood he repeatedly turned to writing music specifically for this instrument. His works include a collection of the 12th Fantasy for solo flute, duets for two flutes, partitas, six canonical sonatas for two flutes, as well as sonatas for bass and two flutes and a suite.

The study of the work of G.P. Telemann, as well as the performance of the Baroque era, has acquired an important importance today. This is connected with the revival of old genres, the translation of compositions for other instruments, the search for new works to replenish the repertoire. Works for solo flute, flute accompanied by piano, other instruments, orchestral scores with the participation of flute create numerous genre categories. Therefore, we consider this topic relevant for research.

Materials and methods. The purpose of our work is to explore the genres of flute works by G. P. Telemann. In order to achieve it, we used the following research methods. In order to understand the specifics of G.P. Telemann's work, the research required characterizing the genre and style features of the Baroque era. In this regard, we use the historical-stylistic method, which provides a comprehensive approach to the study of this issue. The analysis method makes it possible to identify the characteristic typological features of the author's compositions. The use of the comparative method makes it possible to compare the opinions of researchers on the peculiarities of the genre of Telemann's work.

The intensive development of musical art and instrumental music itself during the 15th-17th centuries was a milestone that inspired the creation of numerous theoretical works and treatises. Since 1511, theoretical works by such authors as: S. Widmung, M. Agricola, M. Praetorius, F. Jambard de Fera, M. Marcenna, S. Ganassi, R. Rionni have been published. These treatises testify to the high level of development of instrumental performance, and to the fact that at the end of the Renaissance, the instrumentality passed the stage of formation of families and groups.

One of the key figures of the Baroque flute performer is the German flautist, composer and theorist J. Quantz. The greatest value is Quantz's treatise "Experience of Flute Instruction", which is a fundamental instruction for performing music of the Baroque era (Quantz, 1755). In Ukrainian scientific literature, the topic of flute and flute performance is described in the works of such authors as: V. Kachmarchyk, where in his monograph "German flute art of the 18th-19th centuries." the issues covered in their treatises by J. Quantz and J. Tromlitz are discussed in detail, namely, the meaning of the concept of staging, embouchure, articulating technique, and ornamental practice is revealed (Kachmarchyk, 2009).

Among the most recent scientific works, we can note the thesis for obtaining a scientific degree of candidate of art history I. Ermak "Flute performance art of Western Europe of the 18th century:

development of the instrument, technique, repertoire" (Yermak, 2020). Yu. Korchynskiy, a researcher of the repertoire of wind instruments, analyzes the symbolism of the timbres of wind instruments, new performance techniques. The author points out that "in search of new effects, which were so sought after by the labels of that time, they referred to compositions in which spiritual instruments were either in many interlocutors of the artistic dialogue in chamber works, or in general acted as the main characters" (Korchynsky, 2008, p. 120).

The analysis of modern musicological studies allows us to draw a conclusion about the thorough basis of the scientific understanding of flute art. The work of G. Telemann was studied by C. D. Ebeling (Ebeling, 1770), R. Rolland (Rolland, 1922). Regarding the modern methods of teaching the flute, the most popular works can be called the Italian virtuoso flutist L. Lorenzo (Lorenzo, 2019), who in his work "Complete Modern Flute School" developed issues of rhythmic complexity, paid special attention to issues of dynamics, and offered a view on the development of articulation technique.

The tendency to perform extensive possibilities is connected with the search for new playing techniques, which gave a powerful impetus to the intensive development of the twelve-tone intonation sphere, where rapid changes of registers, final dynamic gradations, rather free rhythmic freedom bordering on elements of improvisation, *frulato*, tremolo, multiphony, *flageolets*, varieties of vibrato and others. Therefore, create one active appeal and popularization of the topic of flute art.

Results and discussion. G.P. Telemann is one of the most famous composers of the Baroque period. His works impress with their majesty, masterful technique of unison and polyphony. Dance rhythms and melodies are the composer's markers of the instrumental work of G.P. Telemann. Note that the music of the Baroque period gravitates towards chamber music. Composers combine both instruments that are close in range and varieties of different timbres. Among the wide range of timbres, G. P. Telemann paid special attention to the flute.

Telemann's compositional style absorbed the features of the German and French style, which is manifested in the use of decorations, free development of the material in variations. The composer's attention of the Baroque period focuses on such instrumental genres as sonata, fantasy, suite, concerto.

A large number of works by Telemann were created for solo and an ensemble with a general bass. In particular, these are sonatas, quartets, quintets for wind instruments. Telemann's compositional style was formed on the basis of the achievements of German polyphonists, opera music of France and Italy. In the composer's sonatas, we can see the features of Italian art, the achievements of Vivaldi, Corelli. Already from the first works of Telemann crystallizes the importance of melody, simple and clear, with bright melodism, uses folk themes, changing them, folklore origins. Telemann pays special attention to sharp rhythm, syncopation, triplets.

Telemann's work is experimental in relation to the flute ensemble. The development of chamber music required the search for new instrumental solutions. Today, the flute repertoire is represented by a wide genre palette, various instrumental compositions. The appeal to the solo timbre of the flute was new.

The compositional style is an autonomous phenomenon, endowed with semantic embodiments, expressive means, intonation, metro-rhythmic complex. This opinion is promoted by V. Vynogradov, noting that an individual style is determined by three elements: intonation-structural and textural qualities of musical material; principles of its development (formation process); the technology of its embodiment in form (musical work as a result of the formation process). It is worth noting that these and other specific qualities are associated with a certain era and its genre formations. They, in turn, are manifested in a variety of executive approaches. Taking into account the specified provisions, it is possible to draw a conclusion about the genre-performance typology. The timbre of the instrument and the performing touch embodies the artistic idea, fills it with life. L. Povzun notes that the genetic code of chamber genres contains the "meaningful core" of chamber music as an orientation towards a higher spiritual sphere, which is due to a long stay in common historical and artistic conditions with sacred

music. And although in the process of development, chamber-instrumental genres were influenced by many historical and aesthetic directions, the semantic foundation – the feeling of highness, at the same time, immersion in the secret corners of the soul, laid down in the Baroque period, is preserved as the main "memory of the genre" (Povzun, 2018, p. 134). According to her definition, the semantic signs of chamberness, born in the Baroque era, exist as a genetic "core" in the varieties of chamber-ensemble creativity and, supplemented by new features inherent in each subsequent historical epoch, do not lose their specific original sources, combining the everyday-trivial – the sublime- sacred, amateur-gaming – professional-performing, chamber-intimate – concert-high-emotional. Among the genres that find a response in the composer's work, it is worth mentioning the sonata. It is in the genre of the sonata that the baroque performance traditions, articulation tools, principles of sound management are crystallized – that is, those qualities that are an indicator of the era. We chose the following as criteria for determining the typology of executive teams: composition of performers, conditions of performance, appointment.

The sonata genre plays an important role in Telemann's work. Note that the development of the sonata genre is closely related to the development of performance. Such features as multiplicity, synthesis of trends are its features. The fundamental feature is the understanding of the solo timbre of the instrument, their semantic embodiments. This was new for instrumental genres in general, and sonatas in particular. This is a transitional stage from polyphonic to homophonic. Typical features of Italian music are embodied in Telemann's work. In particular, sonatas with a slow movement (contain features of recitative or aria, Italian cantilena), virtuoso Allegro (finaljig). The flute here is bright, melancholy, ardent and sad, tender and awe-inspiring. In some slow parts, the rhythm of the Sicilian can be felt). One of the trends is sonatas for different ensemble compositions – two-part and three-part. A feature of the structure is the opposition of voices and basso continuo. One of the varieties of the genre is the sonata da chiesa, which is a cyclical composition without specifying the genre content, and the sonata da camera, which tends towards the features of a suite. It is worth mentioning the third type of sonata genre – solo sonata. The named genre models are widely represented in the work of G.P. Telemann. The sonata appears as a four-movement cycle, with the first and third movements moderate or slow, while the second and fourth movements are fast. It is important that the second parts of the sonatas are fugues, the fourth parts reveal a genre-dance basis. In Telemann's sonatas, the part of all instruments appears as a single sound complex.

Often, the sonata genre is synthesized with another genre composition. Thus, the g-moll sonata is a synthesized genre that contains features of the sonata and suite. In particular, the genre of the suite is traced in the features of dance genres, such as the allemanda, gavotte, siciliana. The features of the sonata genre can be seen in the contrast between parts, elements of polyphony, and rhetorical figures. D. Bartel writes that baroque music is «<...> just such a dialect that grew out of the language of the Renaissance, but with a content fundamentally different from the semantics and aesthetics of the Enlightenment or romantic expression» (Bartel, 1997: VII). We often find rhetorical figures in Telemann's compositions. Telemann is the author of concertos for four solo violins. The ensemble of four violins appears as a self-sufficient complex. Although the composer does not in any way position these concerts as a macrocycle, we can consider them in this way. These compositions are written in Italian style. The composer concentrates the remarks at the beginning of the parts. Symbolic tones, rhetorical figures help to interpret the text.

Concerto No. 1 in G major consists of four parts, which are arranged according to the principle of tempo contrast (Largo, Allegro, Adagio, Vivace). In the first part, a slow, gentle melody in the upper voice emerges against the background of the "accompaniment" realized by three other voices, as well as the major key and tempo. In the second position there is an elevated fugue (G-dur). The interludes of the second part, which is a fugue, are filled by Telemann with concise two-beat connections between the themes. The third part (e-moll), due to its small size, it can be considered an introduction

to the finale. It is written in period form, but clearly and vividly represents the affect and state of uncertainty and doubt, which is embodied through a large the number of dissonant harmonies, ligated notes, delays, syncopation, chromaticisms The finale of the Concerto (G-dur) is associated with the awakening of nature, appealing to the semantics of this tonality, common in the Baroque period, which could express pastoral, joyful and tender images. Rhetorical figures reflect certain contrapuntal techniques, in particular, canonical imitations that develop sequentially, as well as the movement of the melody: anabasis, expressed by fragile melodic ascending figurations, gradatio – the parallel upward movement of the two voices, as is the insistent repetition melodic motive expressed by the figure of polysyndeton.

The second concerto, written in the key of D-dur–, has a bright character. It has a four-part structure. In the first part, we find the rhetorical figure inventio. The Durga part is energetic. The third part is the lyrical center of the work. It is woven from chromatic intervals and tense moves. The fourth part of the concert is a fugue. A series of rhetorical figures of this part – bombusyu.

The contrapuntal techniques of Concerto No. 3, C-dur give the music a lyrical character. This image is complemented by pauses in different voices, which is evidence of the figure of aposiopesis. A feature of this work of Telemann is the techniques of sound imitation common in the Baroque era. For example, he uses an image of a hunting horn, which is embodied in rising fourth intonations with a long sounding of the last note. Concerto No. 4 consists of four parts, like the previous concertos (Grave, Allegro, Adagio, Spirituoso). Him the tonality – A-dur – was often used as a celebratory key in that era. The composer uses sound imitation body The first part is a four-part fugue. The theme is based on the chanting of triads. The intonation does not differ from the theme, but on the contrary, it enhances the joyful affect with the help of ascending jumps intonations The third part of the concert is interesting. The sad, wide-breathing melody combines gradual ascending movements with descending jumps, as well as chromaticisms (related to the figure of pathopoeia).

Compositions created for solo flute, flutes in an ensemble with other instruments, as part of an orchestral score create numerous layers of flute music. Fantasias were among the earliest flute compositions. The composer's twelve fantasias for solo flute were created without accompaniment. The tonalities of the cycle are arranged according to the chromatic principle. Telemann does not use keys such as B major, F major, C minor, as they are inconvenient to play on a one keys flute. The improvisational nature of Telemann's fantasias is outlined by strict contrapuntal writing. Fantasias are written in different genres. For example, the second, sixth, eighth fantasias are created in the fugue genre, the fifth fantasia has features of a pasachalia. Also, it is worth noting that each fantasy has features of a sonata. Fantasy is full of decorations. For example, D major contains exquisite jumps, trills, melismas, fantasy in A minor – ornaments of German culture. Often, each timbre of the ensemble takes on the features of an instrumental ensemble.

Conclusions. Therefore, a prominent place among the performance is occupied by solo flute works. It was this instrument that took a leading position among the timbre complex of works by G.P. Telemann. His compositions are characterized by genre, rhythmic originality. As for the peculiarities of flute performance, it is worth noting the variety of instrumental compositions (flute solo, understood from the standpoint of baroque chamber music). The flute performs the function of a whole timbre complex. His works are distinguished by the variety of flute ensembles interpreted from the standpoint of chamber art. Another feature is the approach to the orchestral sound. The originality of Telemann's compositional handwriting became the basis of the formation of the flute repertoire and a significant part of European art, which does not lose its relevance even today.

References:

1. Bartel, D. (1997). *Musica Poetica. Musical-Rhetorical Figures in German Baroque Music*. Lincoln: University of Nebraska Press.

2. Ebeling, C. D. (1770). *Unterhaltungen* 10. Hamburg: Bock.
3. Vynohradov V. (1977). *Muzychna faktura yak aspekt doslidzhennia*. Ukrainske muzykoznavstvo, 12. 91–108 pp.
4. Kachmarchyk V. P. (2009). *Nimetske fleitove mystetstvo XVIII–XIX st.* (dissertation abstract doktora myst.). Natsionalna muzychna akademiia Ukrainy imeni P. I Chaikovskoho, Kyiv
5. Karpiak A. (2013). *Kontseptsiiini zasady khudozhnoho myslennia suchasnoho fleitysta*. Lviv: Naukove tovarystvo im. Shevchenka
6. Kushnyr A. Ya. (2013). *Formyrovanye kryteryev otsenky masterstva yspolnytelia na fleite*. GESJ: Musicology and Cultural Science, № 1(9)/ 79-83
7. Korchynskiy Yu. (2008). *Solni dukhovi tvory ukrainskykh kompozytoriv v konteksti postmodernoho styliu (na prykladi tvoriv Ye. Stankovycha ta V. Kaminskoho)*. Muzykoznavchi studii, 18. 120 –124
8. Lorenzo L. (2019). *A complete modern school for the flute*. University Reprints
9. Novosadov Ya. H., Mozghalova N. H. (2023) «Istoriia stanovlennia fleitovoho mystetstva», Naukovi chasopys NPU imeni M.P.Drahomanova. Seriiia 14. Teoriia i metodyka mystetskoi osvity. [Kyiv, Ukraine], 29, s. 222–229. doi: 10.31392/NPU-nc.series14.2023.29.28.
10. Povzun L. I. (2018). *Kamernist yak zhanrovo-stylova paradyhma instrumentalno-ansamblevoi tvorhosti*. (Doctoral dissertation). Natsionalna muzychna akademiia Ukrainy im. P. I Chaikovskoho, Kyiv
11. Rolland, R. (1948). *Telemann: A Forgotten Master*. Chap. 6 In Romain Rolland's *Essays on Music*, edited by and trans. David Ewen. 121 – 44. New York: Allen, Towne & Heath
12. Quantz J.J. (1752). *Versuch einer Anweisung die Flöte traversiere zu spielen*. Berlin: Johann Friedrich Voß
13. Quantz J.J. (1755). *Herrn Johann Joachim Quantzens Lebenslauf, von ihm selbst entworfen*. Berlin: Joh. Jacob Schützens sel. Wittve
14. Yermak I.Iu. (2020). *Fleitove vykonavske mystetstvo Zakhidnoi Yevrovy XVIII stolittia*. (Dissertation of candidate of art studies). Natsionalna muzychna akademiia Ukrainy imeni P. I Chaikovskoho, Kyiv.

THEORY AND INNOVATIONS OF SOCIOLOGY

DOI <https://doi.org/10.30525/2592-8813-2023-4-6>

TRUST AS THE BASIS OF A DEMOCRATIC SOCIETY

Tetyana Kadlubovych,

Candidate of Political Sciences, Associate Professor, Associate Professor at the Department of International Relations and Political Consulting, Open International University of Human Development "Ukraine" (Kyiv, Ukraine)

ORCID ID: 0000-0003-2021-2070

ktanka17@gmail.com

Daryna Chernyak,

Candidate of Sociological Sciences, Associate Professor, Associate Professor at the Department of Philosophy and Cultural Studies, Kyiv National University of Technology and Design (Kyiv, Ukraine)

ORCID ID: 0000-0002-1515-6070

daryna1804@gmail.com

Abstract. The article is devoted to the study of the problem of trust in today's unstable social life. The relevance of the research is determined by the crisis processes taking place in the modern world, the development of the world democratic community, Ukraine's orientation towards integration into the European Union and NATO. A thorough analysis of the scientific literature was carried out, on the basis of which the essence and nature of the phenomenon of trust were determined, the conditions for the formation of a culture of trust, the factors that destroy it were revealed. The role of trust in the life of society and the individual is outlined, the specifics of the formation of trust in democratic and totalitarian societies are shown. In the course of the research, methods of analysis, synthesis, and comparison were used, and a survey of student youth was conducted. Young people's perceptions of trust/distrust were analyzed, factors were identified that, according to students, influence the formation of trust and lead to its loss.

Key words: trust, mistrust, democratic society, culture of trust, culture of cynicism, «democratic code», quasi-trust.

Introduction. The realities of the 21st century posed new questions and challenges to humanity. The events that are taking place prove that the world and people's living conditions are becoming increasingly uncertain and unpredictable. Violations of stability, unpredictability of events lead to crisis states of an individual and society as a whole. One of today's problems is the loss of trust in relationships between people, the problem of trust in the institutions of society, its maintenance and restoration.

The study of the phenomenon of «trust» has a long history and is interdisciplinary in nature. The philosophical aspect of trust is revealed in the works of A. Seligman, J. Habermas, etc., economic factors of trust formation are the subject of research by J. Hosking, F. Fukuyama, etc., trust in the political plane is considered, in particular, by J. Alexander. Of course, trust is the basis of social capital and solidarity, as evidenced by the research of R. Putnam, J. Coleman, and P. Bourdieu. The classic sociological research on trust is considered to be the works of P. Sztompka, R. Dahrendorf, etc..

Over the last decade, the problem of trust has gained popularity among domestic scientists. It is worth mentioning the works of Y. Shaigorodskyi (2021), O. Kozhemiakina (2020), D. Lysenko (2018), O. Serdyuk (2017), A. Kaverina (2017), and others. The concentration of attention on this issue shows that science, in particular, sociology has not lost the ability to identify important social issues

and continues to work on the search for truths important to society. Polish sociologist P. Sztompka (Sztompka, 1999) wrote about this in his book «Trust – the basis of society» long before the tragic events of the beginning of the 21st century.

The purpose of the article is to study the problem of trust in today unstable social life, to analyze the attitude to trust as a social phenomenon of student youth.

Main part. Trust divides the world into «us» and «them», makes it moral or immoral, light or darkness, determines the «democratic code» of the development of society or causes the emergence of a «counter-democratic» code (Alexander, 2006: 344-345).

The generally accepted definition of trust is «belief in the reliability of a person or system, the confidence of an individual, group, society, nation that the environment does not intend to harm them» (Lisun, 2017). Social trust is «confidence in the reliability of a social object, based on perception or knowledge about it and associated with the ability to predict, forecast or influence the actions of this object, control its activities» (Ursulenko, 2008). Trust is considered as «the principle of constructing social relations», «one of the prerequisites of social order in society», «a component of social capital» (Ursulenko, 2008).

Trust, according to P. Sztompka, is «an important element of the quality of life» (Sztompka, 1999), a bridge that allows one to «feel more confident in an uncertain world» (Sztompka, 1999: 31), one of the criteria of a moral society, along with loyalty and solidarity (Sztompka, 1999: 45). When «networks of trust and reliability» prevail, – writes P. Shtompka (Sztompka, 1999), – the collective approaches the ideal of a society of high trust, imbued with a culture of trust, and when networks of distrust and suspicion dominate, the collective degrades in the direction of a society of low trust, imbued with a culture of cynicism».

The author notes that the culture of trust... is characterized by strength, inertia and is not subject to rapid economic changes (Sztompka, 1999), it is formed due to certain macro-social conditions, the main of which are norms, stability, transparency of social organizations and institutions, familiarity of the environment and responsibility society and government. The bearers of such a culture, which J. Alexander calls «democratic personalities» (Alexander, 2006: 345-346), possess qualities that allow building «open, trust-based» relationships.

The conditions for creating a culture of trust are norms, customs, traditions, and laws. Of course, this condition can apply only in a legal state, under a democratic political regime, when social relations correspond to the «democratic code» and are characterized by openness, truthfulness, the civil position of each member of society, and equality before the law. In such a state, the organization of public power is based on the principles of respect for the individual, his rights and freedoms, and the main civil rights are guaranteed. The system of bodies and institutions of such a state guarantees and protects the functioning of civil society. Social life becomes safe, orderly, predictable, because each member of society knows his role in it and fulfills it, thereby satisfying the expectations of others. In such a society, the need for «existential safety and security» is realized (Sztompka, 1999). People who are carriers of a culture of trust, a «democratic code» are «symbolically constructed as rational, reasonable, calm and realistic», they know how to think critically, «their motives are determined by conscience and honesty» (Alexander, 2006: 344-345). The «counter-democratic code», or the code of oppression, on the contrary, motivates people to be greedy, suspicious, and follow the orders of others. In societies dominated by such a «code», there are no standards of behavior that would ensure trust in the environment, institutions are created that are «controlled by arbitrariness», «use brute force», «prefer hierarchy over equality» (Alexander, 2006: 346).

Another condition for the formation of a trust culture is stability, under which the type of social order «has a strong and unchanging character, ... stable relations are created in social life, a sense of security is born, which provides ... psychological comfort» (Sztompka, 1999). At the same time, according to P. Shtompka, social changes should take place gradually, regularly, be understandable,

slow, and have a constant direction towards a defined goal. Revolutions disrupt such stability, destroying the «existential fabric of social life» (Sztompka, 1999).

The transparency of public organizations and institutions can also be mentioned among the conditions for the formation of a culture of trust. It is transparency that allows society to have access to information about the functioning of state bodies, their effectiveness, achievements, miscalculations and shortcomings. In this case, people have a good understanding of the functioning of these bodies, and therefore trust in them increases. A huge role in such a process is played by mass media, whose activities can contribute to increasing the level of trust, forming a culture of trust, raising and discussing questions of moral choice with the help of cinematography, public debates, etc. It is through the means of mass communication that «citizens receive information about policies formulated by elites who create public opinion» (Sztompka, 1999). If the elites enjoy authority, then their opinion forms trust in the state, if not, mistrust is formed.

But mistrust of the state and authorities does not mean the absence of a culture of trust in society. If society is united, organized, citizens trust each other, that is, there is a civil society, there is an opportunity for resistance, protest, civil disobedience. A democratic system presupposes the existence of institutions of civil disobedience.

The culture of trust is also supported by a «sense of familiarity» (Sztompka, 1999), which is, according to E. Giddens, its main motive. The sense of familiarity, for example, is embodied in political life with the help of well-established procedures and rituals: regular elections of authorities, the existence of the opposition, which constantly analyzes the activities of the authorities, monitors them, criticizes them, pointing out shortcomings in the work and the ineffectiveness of its decisions, the cyclical nature of elections and the struggle for gaining power, etc. «Guarantees of democratic government accountability are elections, separation of powers into three branches, mutual control and balances, as well as the constitutional system and the rule of law...» (Sztompka, 1999). The system of checks and balances allows the branches of government to function effectively, to maintain political balance in society, to prevent the monopolization of power, and its abuse. The responsibility of the authorities lies in the regularity of the established procedures, when people can file a complaint about certain actions and know how to do it. They gain confidence that their rights are protected, and therefore a sense of security arises.

The education system also establishes a culture of trust. «To build trust, it is necessary to create an educated and knowledgeable public person» (Sztompka, 1999), and the formation of trust begins at the early stages of personality development. Let's recall that E. Erikson in the book «Childhood and Society» (Erikson, 1993) notes that trust in the world arises in a child already at the first stage of his psychosocial development. Parents and close friends play a leading role in the formation of trust. The school, as an institution of socialization, adhering to the principles of humanism, cultivates trust during the study of humanitarian courses. Therefore, it is important to increase the share of history, literature, social disciplines in educational programs of educational institutions. There should be time for conversations and discussions of both situations of trust and moral and universal values and norms. Very often, there is not enough time for «frank» conversations due to the overload of the program and the large number of students in classes and student groups. And schoolchildren, especially teenagers, need such conversations, discussions with «significant others», authoritative people for them. Education ensures the formation of traditional values, values of humanism, tolerance and humanity. The culture of trust should also be taught through practical means, examples of the fact that trust is rewarded.

Trust in the state is defined by P. Sztompka as vertical or public trust, which in political science can be considered as the legitimacy of power (Sztompka, 1999), which creates a social base of support for power institutions. Of course, the legitimacy of power, according to M. Weber, can be of different types – from traditional to rational-legal. The study of differences in trust in societies with differ-

ent types of authority legitimacy can become the subject of further scientific research. But citizens' trust in the authorities «reduces the cost of governance» (Sztompka, 1999), because, according to E. Giddens, it is a «crucial component» of political legitimacy (Giddens, 1992: 194).

Based on the research of other authors, P. Sztompka concludes that trust mobilizes human subjectivity, releases creative, independent, innovative, energetic actions in relation to others, reduces uncertainty and risk, increases the possibility of action (Sztompka, 1999), in particular the desire to be politically active. Trust stimulates camaraderie, enriches connections between people, and increases what scholars call «moral cohesion», «social capital», and «civic engagement» (Sztompka, 1999). Trust promotes communication and a sense of tolerance, overcomes the syndrome of «pluralistic ignorance», stops intergroup hostility, makes disputes civilized, affects the sense of identity and creates collective solidarity, predisposing people to cooperation, mutual assistance and even to the willingness to sacrifice themselves for the benefit of others (Sztompka, 1999). «When citizens trust the state, they are more willing to pay taxes, buy government bonds ..., join the army, ... emigrate less often» (Sztompka, 1999). Thus, the culture of trust can be considered a component of the spiritual-ideological subsystem of the political system of society, which forms the political order.

In totalitarian societies, there is also a culture of trust, but it «requires blind trust, prohibits criticism, skepticism, does not allow monitoring and verification of partners», leads to conformity and does not leave opportunities for the emergence of diverse views and opinions (Sztompka, 1999). It can be said that trust in a totalitarian society is a consequence of a «special political order» (Sztompka, 1999). It is, in fact, a quasi-trust. Quasi-trust can be based on paternalism, when people begin to «dream of the authority of a strong autocratic leader» (Sztompka, 1999), who will establish order, save from «suspicious» and «strangers». Such a leader becomes «an object of blind irrational trust» (Sztompka, 1999). He seeks to extend his reign, and his will supersedes the constitution.

H. Arendt, analyzing totalitarian regimes, notes that as early as the 19th century, the Russian historian Mikhail Pogodin admired the bureaucratic machine of tsarist Russia: «A huge machine, built on the simplest principles, which is controlled by the hand of one person... who at any moment lets it into move in one movement, whatever direction and speed she chooses. And this is not just mechanics – the machine is completely animated by inherited feelings, which are submission, boundless trust and devotion» (Arendt, 2017: 337-338). H. Arendt notes that «...totalitarian regimes, while they are in power, and totalitarian leaders, while they are alive, «enjoy mass support» until the very end (Arendt, 2017: 408). This can be explained by the fact that under totalitarian regimes there is no civil society as a political entity, and totalitarian «customs» turn the country's population into masses, a crowd, the characteristics of which make evil and the commission of crimes attractive.

G. Lebon talks about the possibility of transforming an entire nation into a spiritual crowd and notes that this can happen under the influence of certain influences (Lebon, 2020: 132). The crowd has its own characteristics, the so-called collective soul, or spirit of the crowd, arises, which makes individual individuals, whatever they may be, whatever their way of life, occupation, character or mind, «feel, think and act quite differently, than everyone would think, act and feel individually» (Lebon, 2020: 133). The collective soul erases individuality, intellectual abilities of individuals, stupidity and stupidity accumulate. The crowd endows individuals with an awareness of irresistible power, a sense of irresponsibility, infects individuals with certain feelings that allow them to sacrifice their own interests for the sake of the collective. «Becoming part of an organized crowd, a person descends several steps lower on the ladder of civilization» (Lebon, 2020: 137). The crowd thinks in images that are not logically connected; the crowd does not separate the objective from the subjective. The mob respects only force, and therefore the sympathies of the mob have always been on the side of tyrants (Lebon, 2020: 151). G. Tarde complements the features of the crowd, naming among them terrible intolerance, funny pride, painful susceptibility, a sense of impunity, the illusion of omnipotence, and a loss of sense of proportion. «And a trifle is enough for adoration to turn into eternal curse» (Tarde, 1969).

Institutionalization of trust in totalitarian societies, notes P. Sztopka (Sztopka, 1999), is carried out with the help of political socialization, censorship, strict political control, violence, punishment of dissent, criticism, even doubts. There is also indoctrination of society – i.e. filling the consciousness of the broad masses of the population with beliefs, images, attitudes and stereotypes of a social, ideological, political and psychological nature that are beneficial for the ruling class.

Quasi-trust is formed with the help of totalitarian propaganda. It uses proven techniques, in particular, the concealment of certain facts, and it is known that «everything hidden... acquires enormous importance regardless of its true significance» (Arendt, 2017: 463). This secrecy, concealment became a certain criterion in the selection of topics for propaganda. «Starting from the 1930s...», writes H. Arendt, «one secret world conspiracy is replaced by another» (Arendt, 2017: 463). The effectiveness of this kind of propaganda confirms that under a totalitarian regime, instead of a civil society, there is only a crowd that «does not believe in something visible, in the reality of their own experience. They don't believe their eyes and ears, but they believe their own imagination» (Arendt, 2017: 464).

However, with the help of terror, only those people who are isolated from each other can be controlled. In this case, these people are powerless, since the power is always with those who act unitedly (Arendt, 2017: 615-616), they are separated from each other, they feel fear and insecurity in their own strength.

P. Sztopka contrasts the culture of trust with the culture of cynicism. In contrast to him, H. Arendt claims that in a society dominated by the masses, there is a mixing of trust and cynicism, which allows the masses to believe and disbelieve everything at the same time. A mixture of trust and cynicism “distinguished the makeup of mob thinking before it became a permanent characteristic of the masses” (Arendt, 2017: 501). «Mass propaganda found that its audience was ready ... to believe ... and did not mind being deceived...» (Arendt, 2017: 501). Moreover, if people find out that they were deceived, they will use cynicism and will claim that they knew about the false information, but admire the «higher tactical wisdom» of the ruler. «A mixture of trust and cynicism is common at all levels of totalitarian movements, and the higher the level, the more cynicism prevails» (Arendt, 2017: 501).

Consonant with such assessments are reflections on the bearers of the «counter-democratic code» by J. Alexander. He notes their irrational and dependent nature, mistrust in social relations, which does not prevent them from showing respect for those in power (Alexander, 2006: 345-346).

The objectives of the research, conducted on the basis of the Kyiv National University of Technology and Design, were to study the ideas of student youth about the phenomenon of trust, to determine the factors that influence the formation of trust, and to determine the dominant «code» of student youth. The research methods were analysis, synthesis and generalization of survey results, elements of statistical analysis of results. 201 students of the 1st-2nd courses of study took part in the survey, who answered the questions of the proposed questionnaire. It used questions of open and closed types, which made it possible to obtain more reliable results. In addition, elements of projective methods were used, which helped to consider not only rational, but also associative connections with the studied concept.

The disposition «trust – mistrust» is one of the codes of a democratic society. That is why the survey was started by finding out with which words the concepts of «trust» and «distrust» are associated. The results of the survey showed that the associations with the concept of «trust» are as follows: 129 respondents (64.2%) named honesty, 92 (45.8%) – reliability, 86 (42.8%) – openness. Trust is also associated with the concepts of «loyalty» (34.8%), «closeness» (30.3%), «sincerity» (27.4%), «confidence» (25.4%), «security» (23.4%), «peace» (18.9%), «respect» (17.4%), «mutual assistance» (12.4%), «responsibility» (11.4%). Mistrust is associated among students with the concepts of «lies» (123 students; 61.2%), «betrayal» (107 students; 53.2%), «doubts» (87 students; 43.3%). Among the associations with the concept of «distrust» are also named «uncertainty» and «disappointment»

(39.3% each), «anxiety» (36.8%) and «suspicion» (32.8%), «fear» (20, 4%). As we can see, the dispositions «trust – mistrust» reflect the subjective ideas of students about relationships and emotional states that are experienced.

Interesting results were obtained in the analysis of students' answers about which color they associate the concepts of «trust» and «distrust». The concept of «trust» is associated mainly with green (45 students; 22%) and yellow colors (40 students; 20%) among students. The psychological meaning of green color, according to M. Lüscher (Lüscher, 1949), is the will to act, perseverance and zeal. Green color is the embodiment of firmness, constancy, strength. «Green behavior» is a desire to improve the conditions of social life. The green color symbolizes the flexibility and originality of the mind, and therefore it can be assumed that students are characterized by critical thinking. Yellow color, according to M. Lüscher (Lüscher, 1949), reflects unlimited expansiveness, liberation from bonds, discharge. Yellow evokes joy, cheerfulness and happiness. A «yellow» person is a source of energy. Yellow expresses hope, expectation, direction to the future. Thus, the students' choice of these colors demonstrates their understanding of the concept of «trust» as an expectation, hope, and emotion, which correlates with the views of F. Fukuyama (Fukuyama, 1995) on trust as the expectation of a certain community that the behavior of its members will be honest, directed for mutual assistance, will correspond to certain norms and values.

The majority of students (120 – 60%) chose red (79 students; 39%) and black (41 students; 20%) colors to denote the concept of «distrust». Another 64 students (32%) chose dark shades of blue, gray, orange, and green. This «interpretation» of the word «distrust» demonstrates, firstly, the negative attitude of young people towards this social phenomenon, and, secondly, the symbolism of red is aggression, rejection, conflict; black in general symbolizes rejection, non-acceptance, disapproval.

Answers to the question «What contributes to the establishment of a climate of trust in society?» indicate that the vast majority of students are in favor of the «democratic code» of a society in which the rule of law functions. The students' answers are distributed as follows: «Stability, clarity, consistency of the system of rules» – 32 students, 15.9%; «Confidence that everyone will follow the rules of the «game» in society» – 25 students, 12.4%, «Transparency of public life» – 27 students, 13.4%. «Friendly environment in which social life takes place» – 99 students, 49.3%. These responses reflect critical and reflective relationships between people that allow for open relationships based on trust and sincerity.

Among the factors that destroy trust in society, students name lies, deception, understatement and misinformation (99 students, 49%), betrayal, failure to fulfill promises and failure to keep one's word, irresponsible behavior, violation of human rights and failure to fulfill obligations by both the state and citizens (59 students, 29%), arrogance towards others, disrespect, discrimination, lack of empathy, intolerant attitude (24 students, 12%). Corruption, greed, closed-mindedness and suspicion, fear and doubt, rumors and gossip are also mentioned among the factors that violate trust in society. That is, students pay attention to the fact that trust in society depends on both social and personal factors.

Conclusions. Thus, it can be concluded that the culture of trust is inherent in societies with different political regimes, with the only difference being that under a democratic regime, real trust is formed both at the interpersonal and social levels. Totalitarian regimes form quasi-trust, which is sometimes ostentatious, and sometimes reflects internal passivity, submission, reluctance to change one's own life and the life of society.

Trust is a factor that supports the stability and integration of society, contributes to the reproduction of «social capital», which is formed in a democratic society and is absent in a totalitarian one, because people are isolated and separated. Trust regulates social and cultural differences in society, makes it tolerant, and legitimizes power relations. Finally, trust is one of the forms of reaction to risk, it forms a sense of safety and security. According to P. Sztompka, «Trust is a necessary condition for both civil society and democracy» and is both «a fruit of democracy and a factor that strengthens it» (Sztompka, 1999).

The results of a survey of student youth may indicate that the «democratic code» of society is built on a culture of trust and is already a recognized fact of social life, depends on compliance with the «rules of the game» and the proper performance of social roles, and therefore on both social and personal factors.

References:

1. Alexander, J. C. (2006) *The Meanings of Social Life: A Cultural Sociology*. Oxford University Press
2. Arendt H. (2017) *The Origins of Totalitarianism*. Penguin UK., 752
3. Erikson, Erik H. (1993) *Childhood and Society*. W. W. Norton & Company, 448.
4. Fukuyama, F. (1995) *Trust: the social virtues and the creation of prosperity*. N.-Y.: The free press.
5. Giddens, A. (1992) *The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies*. Stanford University Press Stanford, California, 222
6. Lebon, G. (2020) *Psykhohiia liudskykh spilnot (Psychology of human communities*. Lviv : Vyd-vo Lviv. politekhniky, 203 s. (in Ukrainian)
7. Lisun S. L. (2017) *Dovira yak osnovopolozhnyi pryntsyp vzaiemodii Natsionalnoi politsii Ukrainy z naselenniam (Trust as a fundamental principle of interaction between the National Police of Ukraine and the population)*. *Yurydychna psykhohiia*, (2), S. 176-184. Retrieved from http://nbuv.gov.ua/UJRN/urpp_2017_2_18
8. Lüscher, M. (1949). *Psychologie der Farben [Psychology of Colors]*. Basel (in English).
9. Sztompka, P. (1999) *Trust: A Sociological Theory*. Cambridge University Press, 214.
10. Tarde, G. (1969) *On Communication and Social Influence*, ed. and trans. T. (Mark. Chicago, IL: University of Chicago Press.
11. Ursulenko K. V. (2008) *Dovira sotsialna (Social trust)*. *Entsyklopediia Suchasnoi Ukrainy*. Retrieved from <https://esu.com.ua/article-20476>

DOI <https://doi.org/10.30525/2592-8813-2023-4-7>

THE ROLE OF BALLROOM DANCES IN THE FORMATION OF SOCIAL SKILLS AND INTERACTION WITH OTHERS

Tatiana Rebrikova,
Founder, Charon Media, Corp., USA
ORCID ID: 0009-0002-9612-1183
tatiana_rebrikova@ukr.net

Abstract. The research is dedicated to exploring the multifaceted impact of ballroom dancing on the development of social skills and the enhancement of interpersonal interactions. It delves into how this form of dance transcends its artistic boundaries to become a significant tool in social and personal development. The primary aim of this study is to systematically analyze and understand the ways in which ballroom dancing contributes to the formation and enhancement of social skills. It seeks to establish a connection between the physical and psychological aspects of ballroom dancing and their collective influence on an individual's ability to interact and communicate effectively within a social context. The research employs a combination of qualitative and quantitative methodologies, including literature review, observational studies. It integrates the analysis of academic journals, dance therapy reports, and firsthand observations from dance studios and educational settings. The findings of the study highlight the significant role of ballroom dancing in improving communication skills, fostering teamwork and respect, enhancing self-esteem and posture, providing cultural education, facilitating emotional expression, and improving physical health and coordination. This research underscores the practical application of ballroom dancing as a tool for enhancing social skills in educational and therapeutic settings. It provides insights for educators, therapists, and dance professionals on utilizing ballroom dancing as an effective medium for fostering social and personal development.

Key words: ballroom dancing, social skills, interpersonal communication, teamwork, emotional expression, cultural education, dance therapy, personal development.

Introduction. The intricate world of ballroom dancing, often perceived as a realm of grace and elegance, transcends beyond the physical realms of dance steps and rhythm. It plays a pivotal role in the formation of social skills and interaction with others, making it a significant component in the socialization process. The art of ballroom dancing is not just about the movement of bodies in harmony to music; it encapsulates a comprehensive learning experience that extends to various aspects of personal and social development.

Ballroom dancing, with its structured interaction between partners, provides a unique platform for the development of communication skills. As dancers glide across the floor, they engage in a non-verbal dialogue that requires attentiveness, understanding of non-verbal cues, and synchronization of movements. This silent communication not only enhances mutual understanding but also fosters respect and empathy, key elements in building social skills.

Moreover, ballroom dancing encourages the cultivation of team spirit and cooperation. The essence of a successful dance performance lies in the unity and cohesiveness of the dance partners, where each individual's contribution is as crucial as their combined synergy. This collaborative aspect of ballroom dancing teaches participants the importance of working together towards a common goal, a skill that is transferable to various social and professional settings.

The pedagogical value of ballroom dancing extends to the development of personal attributes such as politeness, respect, and self-confidence. The practice of dance etiquette, respect for one's partner, and the elegance inherent in ballroom dancing contribute to building a person's self-esteem and social demeanor. Furthermore, the physical aspect of dancing, including posture and grace, enhances an individual's physical presence, contributing to their overall confidence in social interactions.

Culturally, ballroom dancing serves as a medium for cultural education. It exposes individuals to various styles, reflecting the cultural diversity and traditions of different societies. This aspect of dance not only broadens an individual's cultural understanding but also nurtures an appreciation for diversity, fostering cultural sensitivity in social interactions.

The role of ballroom dancing in emotional expression and coping with life's challenges is also significant. It offers an outlet for emotional release and a means of dealing with stress, thereby contributing to emotional well-being. Structured learning in dance classes promotes discipline and focus, while the physical activity involved in dancing improves physical health and coordination.

In essence, the educational and therapeutic opportunities offered by ballroom dancing are vast. They play an essential role in integrating individuals into social systems and enhancing their emotional and intellectual development.

Main part. *The objective of the study* is to systematize the significance of ballroom dancing in the development of social skills and interaction with others, drawing upon practical experience and scientific research.

The *research tasks* are as follows:

- to elucidate the essence of social skills development, including what these skills encompass;
- to present the nature of ballroom dancing;
- to demonstrate the significance of ballroom dancing in the formation of social skills.

These tasks aim to provide a comprehensive understanding of how ballroom dancing can be an effective tool in enhancing social competencies and interactions among individuals, particularly the youth.

Material and methods of research. In the critical review of literature on youth socialization, various studies interconnect to provide a comprehensive understanding of the process. Paukner et al. (2011) highlight the importance of gesture imitation in early social learning through their research on infant rhesus macaques, seamlessly connecting to Jones and Klin's (2013) exploration of early social engagement indicators in human infants, particularly focusing on the decline of eye attention as a potential early sign of autism. García et al. (2014) extend this discussion by delving into the neural basis of social learning, emphasizing how brain circuitry adapts to facilitate the acquisition of communicative skills through imitation. Adding to the complexity of social perception, Pavlova and Sokolov (2000) and Johnson (2006) investigate the perception of biological motion, a crucial aspect of how social cues are interpreted, an essential skill in navigating social interactions. The theme of understanding variations in social cognition is further explored by Happé and Frith (2014), who focus on atypical social cognition, offering insights into the diverse nature of socialization processes among different individuals. Simion et al. (2008) add to this by examining the innate predispositions for social perception in newborns, suggesting an inherent basis for social interactions. Finally, Durkheim (1956) provides a foundational sociological perspective, linking education and societal structures, underscoring the influence of external societal factors in shaping the socialization process. Collectively, these studies offer a multidimensional view of socialization, encompassing biological, psychological, and sociological perspectives.

The significance of ballroom dancing in the social education of youth is a topic explored through various academic lenses, each offering unique insights. Romm (2013) introduces the concept of dance-music therapy, suggesting that the rhythmic and expressive nature of dance can have therapeutic benefits, which are essential in the social development of individuals. This idea of dance as a therapeutic medium is further expanded by Schmais (1998), who delves into dance/movement therapy groups, emphasizing how such activities can enhance group dynamics and interpersonal skills, critical aspects of social education.

Nieminen's (1998) study on dance subcultures presents a different perspective, examining how participation in non-professional dancing shapes socialization, motivation, attitudes, and stereotypes

among young people. This research underlines how dance environments can influence social behaviors and attitudes, contributing to the broader social education of youth.

Richards (2013), in a more practical context, discusses how ballroom dancing specifically teaches social skills to students. By integrating dance into educational settings, Richards highlights the direct impact of ballroom dancing in fostering essential social skills like cooperation, respect, and communication among young individuals.

Collectively, these studies offer a comprehensive view of how ballroom dancing and dance-related activities play a significant role in the social education of youth. From therapeutic benefits to enhancing group dynamics and fostering essential social skills, the literature indicates that dance, particularly in structured forms like ballroom dancing, can be a potent tool in shaping the social competencies of young individuals.

To investigate the role of ballroom dancing in enhancing social skills among the youth, the research incorporates a combination of general *scientific methods*. Literature analysis is pivotal, entailing a thorough review of existing academic and practical work to understand the current state of knowledge. This is complemented by systematization, which organizes this information into coherent categories for better understanding. Grouping involves classifying data and findings into relevant groups to identify patterns and relationships. Lastly, observation is used, either directly or through existing studies, to gather empirical evidence on the impact of ballroom dancing on social interactions and skills development. Together, these methods provide a comprehensive approach to understanding the intricate relationship between ballroom dancing and social skill development in young individuals.

Research results. The cultivation of social abilities and interactions in individuals is intimately connected to how they process visual stimuli. From their early years, children exhibit a range of skills conducive to social growth, notably through mechanisms such as engaging in eye contact (referenced in Jones and Klin, 2013), demonstrating imitative behaviors (as explored by Paukner et al., 2011; García et al., 2014), and showing a preference for perceiving biological motion (discussed by Pavlova and Sokolov, 2000; Johnson, 2006; Simion et al., 2008). This innate tendency of children to focus on facial features, especially eyes, is fundamental for fostering effective interaction and communicative abilities. Furthermore, this propensity for visual engagement not only aids in developing reciprocal communication but also serves as a cornerstone for children to learn and emulate behaviors observed in others, which is a critical component in the maturation of the social aspects of the brain (examined by Gariépy et al., 2014; Happé and Frith, 2014).

The presence of imitative behavior from a very young age suggests the existence of innate elements of mimicry in human development. This aspect of behavior, prevalent in humans and echoed in non-human primates, highlights the evolutionary and phylogenetic dimensions of human conduct. It underscores a deeper, biological underpinning in the way humans, and by extension primates, interact and develop socially, pointing to a shared evolutionary heritage in social behavior patterns.

The capability to distinguish biological movements plays a pivotal role in enabling children to recognize and interpret human actions through visual input. This skill begins to develop at birth and evolves continuously as they age, illustrating the dynamic nature of perceiving biological motion (Simion et al., 2008; Furuhashi and Shirai, 2015). Socialization, at its core, involves shaping an individual into a functional member of their society, transcending mere reactions to human movement and encompassing broader societal interactions.

Émile Durkheim (1956), a pioneer in examining socialization, emphasized that societies aim to mold individuals in line with their specific moral, intellectual, and physical ideals, which vary significantly based on historical traditions, developmental characteristics, and social structures. The transformation of an individual into a societal entity occurs through the process of socialization and integration into various social groups and structures. This integration is facilitated by the assimilation

of values, attitudes, social norms, and behavioral patterns, which collectively contribute to the social significance of an individual's personality.

The process of socializing the younger generation involves a diverse array of specific methods, tailored to the unique characteristics of a society, its social class, and the age of the individual being socialized. This multifaceted approach includes:

- infant care and feeding techniques that set the initial stage for social interaction;
- the development of household skills, which impart basic societal norms;
- interaction with elements of material culture, such as toys and books, that influence early learning;
- exposure to spiritual and cultural aspects, shaping values and beliefs;
- communication styles and content, crucial for effective interpersonal interactions;
- methods of encouragement and disciplinary practices within the family, peer groups, and educational settings, which guide behavior and social expectations.

Gradual introduction to various types of relationships in key life spheres, including:

- communication, where interactive skills are honed;
- play, which facilitates learning about social dynamics;
- educational activities, where cognitive and social skills are developed;
- practical-objective activities, teaching problem-solving and teamwork;
- socio-cultural activities, exposing individuals to broader societal norms;
- spiritual practices, offering moral and ethical frameworks;
- sports, promoting teamwork and fair play.

Involvement in family life, professional environments, community activities, and religious practices, each providing unique social learning experiences.

These diverse methods collectively contribute to the comprehensive social development of the youth, preparing them for varied roles and responsibilities within their communities.

The intricate nature of ballroom dancing encompasses hidden opportunities for the comprehensive development of one's personality and their integration into society. Historically embedded in the cultures of people around the globe, dance has always been an activity that mirrors the core elements of human existence.

V. Romm (2013), in his research, emphasizes that the essence of choreographic creation is rooted in socio-cultural orientations. These orientations play a pivotal role in addressing key developmental aspects in individuals, such as fostering health, harmonizing personality traits, enhancing intellectual capabilities, and cultivating moral values. Ballroom dancing, being inherently a partnered activity involving both a man and a woman, facilitates an interaction that transcends individual boundaries, extending to the interplay within the couple. This interaction significantly impacts the development of personalities of both partners. In such a framework, ballroom dancing becomes a medium for deeper self-discovery and understanding, which are integral to the process of shaping one's personality. Overall, ballroom dancing contributes to the all-around development of an individual, instilling a sense of culture, and guiding them to find joy and spiritual satisfaction in creative endeavors. It also influences their communication skills and interaction patterns.

Furthermore, dance actively shapes and nurtures positive personal qualities like patience, continuity, bravery, and the capacity to withstand hardships and fatigue. These qualities are instrumental in teaching individuals the art of collaboration, fostering self-acceptance, embracing others, and unlocking the potential to identify and transcend personal barriers. Participation in a dance group promotes the development of trust and cooperation, offering a tangible experience of community and allowing individuals to undertake various roles in their interpersonal interactions. This group dynamic hones communication skills, instills the importance of following guidelines, and encourages reciprocal teaching and learning experiences. Consequently, it provides a platform for individuals to

conquer their timidity, reinforces their confidence in their abilities, and boosts their commitment and motivation.

In partner dancing, dancers are compelled to enhance their skills in expression, listening, and interpretation, fostering abundant opportunities for the interchange of ideas. This environment not only teaches them to navigate and settle disputes but also to work together in performing various tasks, solving problems, and addressing conflicts with a focus on mutual comfort and compromise. Dance couples, often engaged in extensive training hours, frequently face conflicts. These typically stem from divergent interpretations of dance moves or discomfort in executing certain sequences. Additionally, conflicts may involve logistical aspects like selecting coaches, organizing training and travel for events, arranging individual lessons, and managing finances. Nevertheless, dancers understand that their success hinges on effective collaboration, as they all strive towards a shared goal (Nieminen 1998).

Within the sphere of education, the intrinsic values of ballroom dancing are leveraged to cultivate ideological-political awareness, work ethics, moral consciousness, and the aesthetic and physical development of individuals. The collective environment of a ballroom dance group or dance-sport club provides an ideal setting for balanced personal growth. In this setting, performers are directly influenced by the music and the emotive power of the dance, which aids in the cultivation of various moral characteristics and motivations for behavior.

Socialization via dance is essentially about developing key personality traits through the art of dance. Beyond teaching non-verbal communication, teamwork, and overcoming challenges, dance primarily instills joy and happiness. Dance lessons underscore that collaboration and competition can coexist. Ballroom dancers focus on their pair's success, yet in competitive scenarios, they face their club peers as rivals. Nevertheless, when it comes to representing their club during open days, mutual coach-organized tournaments, or other community events, they unite as one team.

One key trait of ballroom dancing is the cultivation of team spirit. This spirit develops through the unity of efforts, impacting participants in terms of their involvement in the group. A team represents more than just the aggregate of its individual members; the cohesiveness of the team is as crucial as the talents of its members. A lack of unity in a team can lead to poor results, even if the team consists of stars.

The roles people play are based on their self-expectations as group members and what they believe others expect of them (Schmais, 1998). This applies to soloists in contemporary and modern dance as well. Each dancer aims to be the best, and unfortunately, sometimes finds satisfaction in others performing worse.

Ballroom dancing, encompassing a variety of styles and cultural forms, can play a significant role in the development of children's social skills. It is not just an art form but also an effective means for cultivating communicative abilities, respect, self-esteem, cultural awareness, emotional well-being, and physical development. Examining the impact of ballroom dancing through the experiences of the Dancing Classrooms Northeast Ohio project reveals several key aspects.

- *Interaction and communication.* Dancing fosters the development of interaction and communication skills, as it requires participants to be attentive to each other, proficient in reading non-verbal cues, and able to synchronize their actions.

- *Cultivating politeness and respect.* Dance practice teaches children the basics of etiquette, mutual respect, and politeness, all of which are vital components of social interaction.

- *Boosting confidence and improving posture.* Dancing contributes to the development of physical grace and self-confidence, influencing improvements in posture and self-esteem.

- *Cultural education.* Dance can serve as a medium for cultural education, allowing children to become acquainted with various cultures and their traditions through the art of dance.

- *Emotional expression and coping with life's challenges.* Dancing provides an avenue for emotional expression and can be a means of overcoming stress and difficult life circumstances.

– *Structured learning and active engagement.* Dance classes often have a clear structure that promotes the development of discipline and focus while providing an engaging and active learning experience.

– *Physical activity and development of coordination skills.* Regular engagement in dancing promotes physical development, increases the level of physical activity, and enhances coordination skills (Richards, 2013).

Educating an audience through the imagery of ballroom dance, educators have the opportunity to foster aesthetic sensitivity to the beautiful and the chaotic, the sublime and the mundane, the comic and the tragic. Immersing in choreographic images, individuals learn to love and hate, suffer and rejoice, and appreciate moral beauty and disorder. Thus, through ballroom dancing, a person undergoes a school of spiritual education.

Conclusions. The foundation of social skill development lies in the ability to interpret people's movements, gestures, and eye contact. This extends to finer aspects of interaction, such as touch, development in communication, non-verbal cues, empathy, compassion, and engagement with others. A highly effective method for enhancing these social skills is through learning ballroom dancing.

Working on ballroom dancing, each member of the group has the opportunity not only to learn dancing but also to develop communication skills, make appropriate comparisons with others, consistently participate in competitions, and adapt to the experience of older partners. This promotes continual improvement of physical capabilities, development of moral qualities, and learning of appropriate behavior in a group and society at large. Systematic and targeted ballroom dance lessons, taking into account gender and age, foster the development of creative aspects of personality and moral qualities, create conditions for harmonious development, and instill a sense of ease and confidence in one's abilities.

Ballroom dancing can cultivate leaders and, at the same time, sensitive individuals who can be important team players. Therefore, the role of ballroom dance in the socialization of the individual is immense. The educational and therapeutic potentials of ballroom dancing are significant in the process of integrating individuals into the system of social relations. The art of ballroom dancing becomes a field where emotional and intellectual development collide, in other words, the expressive aspect and the symbolic culture of a person.

References:

1. Durkheim, E. (1956). *Education and Sociology* (S. T. Fox, Trans.). New York: Free Press. (Original work published 1922).
2. García, R. R., Zamorano, F., and Aboitiz, F. (2014). From imitation to meaning: circuit plasticity and the acquisition of a conventionalized semantics. *Front. Hum. Neurosci.* 8:605. DOI: 10.3389/fnhum.2014.00605
3. Gariépy, J.-F., Watson, K. K., Du, E., Xie, D. L., Erb, J., Amasino, D., et al. (2014). *Social learning in humans and other animals.* *Front. Neurosci.* 8:58. DOI: 10.3389/fnins.2014.00058
4. Happé, F., and Frith, U. (2014). Annual research review: towards a developmental neuroscience of atypical social cognition. *J. Child Psychol. Psychiatry* 55, 553–577. DOI: 10.1111/jcpp.12162
5. Johnson, M. H. (2006). Biological motion: a perceptual life detector? *Curr. Biol.* 16, R373–R376. DOI: 10.1016/j.cub.2006.04.008
6. Jones, W., and Klin, A. (2013). Attention to eyes is present but in decline in 2-6-month-old infants later diagnosed with autism. *Nature* 504, 427–431. DOI: 10.1038/nature12715
7. Nieminen P. Four dance subcultures. A Study of Non-Professional Dancers' Socialization, Participation Motives, Attitudes and Stereotypes. *University of Jyväskylä Press.* Jyväskylä 1998: 40.
8. Paukner, A., Ferrari, P. F., and Suomi, S. J. (2011). Delayed imitation of lipsmacking gestures by infant rhesus macaques (*Macaca mulatta*). *PLoS ONE* 6:e28848. DOI: 10.1371/journal.pone.0028848
9. Pavlova, M., and Sokolov, A. (2000). Orientation specificity in biological motion perception. *Percept. Psychophys.* 62, 889–899. DOI: 10.3758/BF03212075

10. Richards J.S. (2013). Ballroom dancing teaches social skills to students. *The Columbus Dispatch*. URL: <https://www.dispatch.com/story/news/education/2013/02/09/ballroom-dancing-teaches-social-skills/24085527007/>
11. Romm, V. (2013). Introduction to dance-music therapy. Novosibirsk.
12. Schmais C. (Case Material by Ann Perin). Understanding the Dance/Movement Therapy Group. *American Journal of Dance Therapy*. 1998; 20 (1): 24.
13. Simion, F., Regolin, L., and Bulf, H. (2008). A predisposition for biological motion in the newborn baby. *Proc. Natl. Acad. Sci. U.S.A.* 105, 809–813. DOI: 10.1073/pnas.0707021105

DOI <https://doi.org/10.30525/2592-8813-2023-4-8>

DOMESTIC VIOLENCE AMONG IMMIGRANT WOMEN: CHALLENGES, CAUSES AND WAYS TO OVERCOME

Lunara Ryspay,

Founder, CEO, Women's Up, USA

ORCID ID: 0009-0005-7313-1583

lunara_ryspay@ukr.net

Abstract. The article is dedicated to the critical examination of domestic violence among immigrant women, focusing on the identification of challenges, underlying causes, and the development of effective countermeasures to address and prevent such violence. The purpose of the study is to provide a comprehensive understanding of the dynamics of domestic violence in the context of immigrant populations and to unearth the complex interplay of cultural, social, and legal factors that influence these dynamics. The tasks of the research include: assessing the extent and nature of domestic violence within immigrant communities; exploring the cultural, social, and legal contributors to such violence; and identifying the barriers that prevent affected women from seeking and obtaining help. The results of the study reveal a nuanced understanding of domestic violence in immigrant communities, highlighting the multifarious barriers that immigrant women face, from language and cultural differences to legal and systemic obstacles. The results of the analysis showed that the principal issues faced by immigrant women in the sphere of domestic violence include alarmingly high instances of intimate partner violence, with reports from specific ethnic demographics indicating that as many as 61% of individuals may experience such abuse within their lifetimes. Cultural stigmas and language barriers are significant impediments, often deterring immigrant women from seeking necessary help and from leveraging the support mechanisms that exist. Complexities in navigating the legal and healthcare systems of their host countries contribute to a sense of disorientation and lack of support among these women. The absence of confidential and culturally sensitive interpreters in healthcare settings further obstructs open communication about experiences of domestic abuse. The practical significance lies in the article's potential to inform policy-making, enhance service provision, and guide community interventions, aiming to improve the safety and well-being of immigrant women.

Key words: domestic violence, immigrant women, cultural challenges, legal barriers.

Introduction. Domestic violence represents a critical area of concern within public health and social welfare, particularly as it pertains to immigrant women. These demographic faces unique challenges that exacerbate their vulnerability to domestic abuse. The objective of this research is to methodically dissect the multifaceted nature of these challenges, identify the causal factors within these communities, and formulate effective strategies for intervention and prevention.

The prevalence and patterns of domestic violence in immigrant communities will be meticulously examined, drawing on statistical analysis to establish a clear picture of the current landscape. A thorough investigation into the cultural, social, and legal determinants that contribute to the incidence of domestic violence among immigrant women is imperative. This involves a detailed inquiry into normative behaviors, legal status, and social support structures that either serve as protective factors or barriers to seeking help.

A crucial aspect of this study is the evaluation of obstacles that impede immigrant women from accessing support services. This encompasses language barriers, lack of awareness about available resources, and fears tied to immigration status. The culmination of this research aims to contribute substantively to the body of knowledge on domestic violence and to provide a framework for actionable policies and programs designed to mitigate this global concern, ensuring that interventions are both culturally sensitive and legally sound. The overarching goal is to transform the findings into

pragmatic solutions that can be implemented to safeguard and empower immigrant women against domestic violence.

Main part. The purpose of research on domestic violence among immigrant women is to comprehensively understand the multifaceted challenges they face, identify the root causes of such violence within these communities, and develop effective ways to address and ultimately prevent it. To achieve the goal, the following tasks should be solved:

- to examine the prevalence and patterns of domestic violence in immigrant communities.
- to understand the cultural, social, and legal factors that contribute to domestic violence among immigrant women.
- to assess the barriers that prevent immigrant women from seeking and receiving help.

Material and methods of research. The literature on domestic violence among immigrant women sheds light on the myriad challenges they face, with studies by Dolan and Zimmerman (2023) providing comprehensive statistics that lay the foundation for understanding the scope of this issue. However, these figures only begin to tell the story. Fonteyne et al. (2023) delve deeper, revealing through qualitative analysis the lived experiences of immigrant women in Canada, underscoring the personal narratives that statistics can often obscure.

Ingram's work (2007) compares help-seeking behavior between Latino and non-Latino victims, uncovering the disparities in accessing support, which is a crucial factor in understanding the obstacles faced by immigrant communities. This is complemented by Ingram et al. (2010), who focus on the experiences of immigrant women self-petitioning under the Violence Against Women Act, highlighting the intersection of domestic violence with legal challenges.

Park et al. (2021) provide a poignant glimpse behind the "veiled door" of domestic violence in immigrant women's lives, emphasizing the veil of silence and invisibility that often surrounds their suffering. The cultural competence in services, as discussed by Rana (2012), is critical in addressing these issues, suggesting that service providers must adapt to the unique cultural needs of these populations.

Runner et al. (2009) offer a broader view of intimate partner violence within immigrant and refugee communities, suggesting promising practices and recommendations that acknowledge the diversity within these groups. Sullivan and Orloff (2013) provide a comprehensive guide to legal rights and resources, which is essential for empowering battered immigrants and navigating the complex legal landscape.

Yoshihama and Dabby (2009) contribute to the body of knowledge with specific statistics on domestic violence within Asian, Native Hawaiian, and Pacific Islander homes, offering insights into the prevalence and nature of violence in these communities.

In synthesizing these sources, it becomes clear that while there is a wealth of information available, much work remains to be done to translate this knowledge into action that meaningfully improves the lives of immigrant women facing domestic violence. The critical takeaway is the need for culturally sensitive, legally informed, and accessible support systems that can navigate the complex interplay of factors affecting immigrant women.

For the research, general scientific methods of cognition are utilized, including a critical analysis of literature to assimilate and evaluate existing knowledge on the subject. This encompasses a comprehensive review of academic journals, reports, and case studies relevant to domestic violence in immigrant communities. A systematic approach is applied to qualitative data through thematic analysis, which interprets individual experiences and social phenomena reflected in interviews and narratives. In parallel, quantitative data are scrutinized using statistical methods, where the line of trend is determined by analyzing past and current patterns of domestic violence instances. Such statistical scrutiny aids in forecasting potential trends for 2023, employing predictive models that consider various socio-economic and cultural variables that could influence future occurrences. This predictive

endeavor is vital for strategizing interventions and policies aimed at mitigating domestic violence among immigrant women.

Research result. The global state of violence against immigrant women is a critical issue that transcends national borders. This violence manifests in various forms, such as sexual, physical, and emotional abuse, often perpetrated by intimate partners. The World Health Organization's expanded definition of domestic violence (DV) underscores this, recognizing that such violence can involve not just intimate partners but also other household members. This is particularly relevant in societies with multigenerational living arrangements. Middle-aged women, aged 30 to 50, are more affected. It is confirmed by the statistics of domestic violence in the United States on the example of the state of Louisiana (Fig.1)

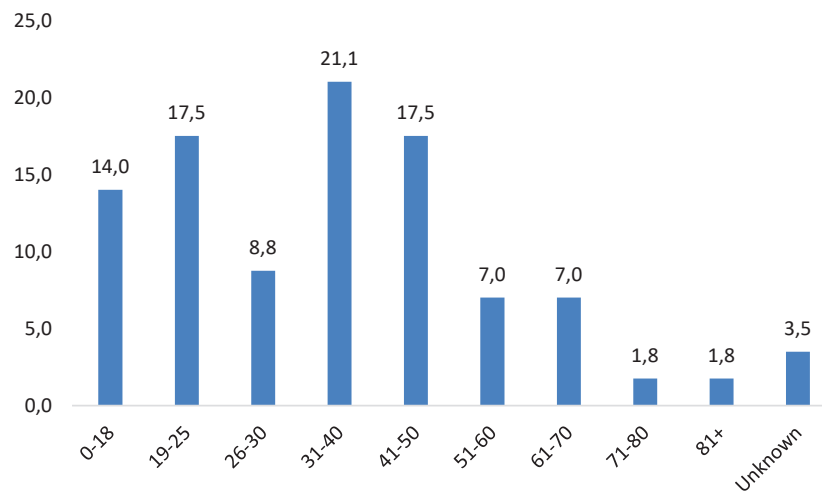


Fig.1. Age range of domestic violence victims in the United States, % (Dolan and Zimmernam, 2023)

The data shows that the prevalence of domestic violence fatalities varies across different age groups. The group of 31-40 years old has the highest number of victims, with 21% recorded fatalities, indicating that this age range is particularly affected by domestic violence. This is followed by the 19-25 and 41-50 age groups, each with 17,5% fatalities.

The 0-18 age group, while still vulnerable, has fewer reported fatalities at 14%, suggesting that children and teenagers are slightly less affected than some adult groups. The 26-30 age group has 8,8% fatalities, which is lower than the younger and slightly older cohorts.

For those in the 51-60 and 61-70 age ranges, there are 7% fatalities each, which shows a decrease in the number of fatalities compared to the younger age groups. The 71-80 and 81+ groups have the lowest number of fatalities, with only 2% in each category, indicating that domestic violence is less frequent among the elderly population. It is worth noting that similar statistics are recorded throughout the United States, indicating that violence has social and physiological causes (Dolan and Zimmernam, 2023).

Domestic violence among immigrant women is a multifaceted issue, with its roots stemming from both personal circumstances and broader social challenges. Understanding the primary causes of domestic violence in these communities is essential for developing effective prevention and support strategies. Primary causes of domestic violence in immigrant communities:

- cultural and societal norms that may implicitly condone or fail to address domestic violence, leading to its perpetuation (Dolan and Zimmerman, 2023).

- language barriers that prevent immigrant women from accessing services, understanding their rights, or effectively communicating their needs (Fonteyne et al., 2023).
- fear of deportation or other legal consequences, which may discourage women from seeking help or reporting abuse (Ingram, 2007; USCIS, n.d.).
- isolation from social support networks due to migration, making it harder for women to reach out for help or find solace (Park et al., 2021).
- limited knowledge of available resources and rights, which can leave women unaware of the support systems in place to protect them (Sullivan & Orloff, 2013).
- economic dependency on the abuser, often exacerbated by limited employment opportunities for immigrants, which can trap women in abusive relationships (Ingram et al., 2010).

The stress of immigration and acculturation processes, which can exacerbate tensions within households and lead to violence (Runner et al., 2009).

The impact of DV extends beyond the individual victims, affecting the health and well-being of their children and the broader community. This has led to a global recognition of the need for more comprehensive and inclusive approaches to address and prevent violence against immigrant women, acknowledging the unique challenges they face (Park et al., 2021).

Based on the provided statistics for USA (Louisiana), it's evident that adults consistently bear the brunt of domestic violence cases (Dolan and Zimmernam, 2023). This persistent trend, with adult victim numbers significantly higher than those of children, fluctuates yearly but remains substantially elevated.

Over an eight-year span (Fig.2), the overall trend of domestic violence fatalities in Louisiana indicates a slight decline, yet the numbers largely remain stable. This subtle decrease could be attributed to a variety of factors. Increased awareness and education about domestic violence could contribute to the decline. As public awareness campaigns become more prevalent and discussions about domestic violence more open, victims might be more likely to seek help and report abuse. Improvements in support services and resources for victims, such as hotlines, shelters, and legal assistance, may provide more avenues for individuals to escape abusive situations. Law enforcement and legal system advancements, including more stringent laws and proactive policing strategies, could deter potential abusers and provide more protection for victims. Societal changes, such as shifts in attitudes towards domestic violence and the empowerment of victims through various social movements, could also play a role in the observed decrease.

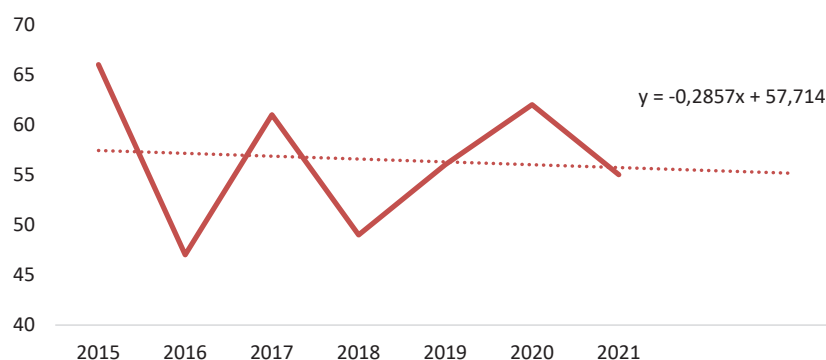


Fig.2. Domestic Violence Fatalities in USA by Age Group in USA

Despite these positive influences, the relatively stable numbers suggest that there are still significant barriers to reducing domestic violence fatalities. These could include systemic issues like

socio-economic factors, cultural norms that may still tacitly condone or fail to recognize certain abusive behaviors, and the complex psychological factors that affect both victims and perpetrators of domestic violence.

It is difficult to statistically demonstrate that the overall trend of violence is on the rise. It can be argued that the statistics of violence has certain periods of growth and decline, as represented by the data for the United States.

Immigrant women are particularly vulnerable to domestic violence and may feel trapped in abusive relationships because of immigration laws, language barriers, social isolation, and lack of financial resources.

The statistical data underline the pivotal role the public health sector can play in assisting these women, particularly through reproductive health services, which are accessed by many women at some point. Health services, like those provided by nurses, become crucial touchpoints for immigrant women. These interactions are opportunities to enhance health literacy, address sexual and reproductive health, and importantly, to screen for signs of DV.

However, the engagement of healthcare providers, particularly nurses, in identifying and addressing DV comes with challenges. Nurses report constraints such as limited time, insufficient training, and challenges related to the behavior of women experiencing abuse. Furthermore, the presence of the partner and language or cultural differences exacerbate these difficulties. Nurses express the necessity for additional education to approach the topic of DV delicately and effectively, to navigate the conversation without causing offense, and to know the appropriate steps to take after a disclosure of abuse.

When abuse disclosures occur, healthcare providers may instinctively adopt a "rescue mentality," aiming to extricate the woman from the abusive environment immediately. However, this reaction may not align with the desires or the best interests of the woman. Many women may not be prepared or are unwilling to leave their partners, influenced by factors such as concerns over children's custody or financial security.

Immigrant women often perceive healthcare services as unsupportive in the context of DV. Research indicates that immigrant women tend to access healthcare, specifically mental health services, at lower rates. The hurdles these women face in accessing health services are substantial and varied. They include limited health literacy, communication obstacles, stigma, fear, and a lack of trust, which may deter them from revealing their afflictions. Additionally, when these women do choose to disclose DV, the healthcare setting often lacks confidential and culturally sensitive interpreters, further inhibiting open communication and support (Fonteyne et al., 2023).

Generally, the health status of immigrant women who endure violence is a multifaceted issue deeply rooted in the complexities of immigration stress and the traumatic effects of domestic violence (DV). The psychological impact is profound, with depression, anxiety, isolation, and suicidal thoughts being prevalent among these women. The trauma of abusive relationships is compounded by the challenges of adapting to a new country, often resulting in a significant toll on their mental health.

Domestic violence against immigrant women is a critical issue that stands out for its complex interplay of cultural, legal, and societal factors. These women encounter distinctive challenges that exacerbate their vulnerability and hinder their access to support.

Let's consider the key problems faced by immigrant women.

- high rates of intimate partner violence, with some ethnic groups reporting abuse rates as high as 61% during their lifetime, spotlight the pervasive nature of this issue within immigrant communities (Yoshihama & Dabby, 2009).
- cultural stigmas and language barriers often prevent immigrant women from seeking help, limiting their ability to utilize available resources (Ingram, 2007).
- fear of legal repercussions, including deportation, further discourages women from reaching out for help, leaving many to suffer in silence.

- navigational difficulties within the legal and healthcare systems of host countries can leave immigrant women feeling lost and unsupported (Fonteyne et al., 2023).
 - the lack of confidential and culturally sensitive interpreters in healthcare settings is a significant obstacle, as it impedes open discussion about domestic abuse experiences (Fonteyne et al., 2023).
- Let's take a look at the main ways of solving these problems used in different countries.

Table 1

Ways to overcome the problems of domestic violence among immigrant women

Key Problems Including Health	Solutions to Problems Including Health
High rates of intimate partner violence and associated mental health issues	Develop community support programs and provide access to mental health services.
Cultural stigmas, language barriers, and impact on mental well-being	Offer cultural competency training for providers and psychological support services.
Fear of legal repercussions, including deportation, and the stress it induces	Provide legal aid and advocate for immigration laws that protect rather than penalize.
Difficulties navigating legal and healthcare systems and the resultant anxiety	Create guidance and support systems within legal and healthcare to reduce stress.
Lack of confidential interpreters in healthcare settings affecting psychological safety	Ensure the availability of confidential and culturally sensitive interpreters.

Developed countries are addressing these issues through culturally competent service provision that includes linguistic support and legal assistance. By fostering inter-agency collaboration and community resource mobilization, there is a concerted effort to inform and support immigrant women in distress (Ingram, 2007; Rana, 2012). Legal protections, like those under VAWA, play a crucial role in offering immigrant women a safe exit from abusive situations, ensuring their safety and that of their children without the threat of deportation (Ingram et al., 2010). Advocates and attorneys are urged to seek expertise from immigration legal professionals to provide the most effective aid to these victims (Sullivan & Orloff, 2013). Through these measures, a more supportive framework is being built to aid immigrant women facing domestic violence.

Conclusions. Domestic violence among immigrant women presents a constellation of challenges that demand a nuanced understanding and a targeted response. The causes are deeply rooted in the intersection of cultural norms, language barriers, legal fears, social isolation, economic dependency, and the stresses of immigration and acculturation. These factors converge to create an environment where abuse can occur and persist with devastating effects on immigrant women.

Efforts to overcome these challenges must be multifaceted. They should include culturally competent services that respect the diverse backgrounds of immigrant women, and the provision of resources in multiple languages to bridge communication gaps. Legal reforms and policies that protect immigrant women from deportation when they report abuse are crucial. Moreover, strengthening social support systems and increasing economic opportunities can empower women to leave abusive situations.

Ultimately, overcoming domestic violence in immigrant communities requires a collaborative approach that engages legal, social, health, and community services. Such an approach would not only support survivors but also work toward preventing violence by addressing its root causes. It's a path that requires persistence, cultural sensitivity, and a commitment to upholding the rights and dignity of every individual.

References:

1. Dolan and Zimmermann (2023). Domestic Violence Statistics: A Comprehensive Investigation. URL: <https://www.dolanzimmerman.com/domestic-violence-statistics/>

2. Fonteyne, H., Podritske, K., Park, T. et al. Immigrant Women's Experiences of Domestic Violence in Canada: A Qualitative File Audit. *J Fam Viol* (2023). <https://doi.org/10.1007/s10896-023-00490-1>
3. Ingram, E. M. (2007). A comparison of help seeking between Latino and non-Latino victims of intimate partner violence. *Violence Against Women*, 13(2), 159-171.
4. Ingram, M., McClelland, D. J., Martin, J., Caballero, M. F., Mayorga, M. T., & Gillespie, K. (2010). Experiences of immigrant women who self-petition under the Violence Against Women Act. *Violence Against Women*, 16(8), 858-880.
5. Park, T., Mullins, A., Zahir, N., Salami, B., Lasiuk, G., & Hegadoren, K. (2021). Domestic Violence and Immigrant Women: A Glimpse Behind a Veiled Door. *Violence Against Women*, 27(15-16), 2910-2926. <https://doi.org/10.1177/1077801220984174>
6. Rana, S. (2012). *Addressing Domestic Violence in Immigrant Communities: Critical Issues for Culturally Competent Services*. Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence.
7. Runner, M., Yoshihama, M., & Novick, S. (2009). *Intimate Partner Violence in Immigrant and Refugee Communities: Challenges, Promising Practices and Recommendations*. Princeton, NJ: Robert Wood Johnson Foundation and Futures Without Violence.
8. Sullivan, K. & Orloff, L. (Eds.). (2013, July). *Breaking Barriers: A Complete Guide to Legal Rights and Resources for Battered Immigrants*. Washington, DC: National Immigrant Women's Advocacy Project at American University, Washington College of Law and Legal Momentum.
9. U.S. Citizenship and Immigration Services (USCIS). (n.d.). *Information on the Legal Rights Available to Immigrant Victims of Domestic Violence in the United States and Facts about Immigrating on a Marriage-Based Visa*. Washington, D.C.: Department of Homeland Security.
10. Yoshihama, M., & Dabby, F. C. (2009, September). *Facts & Stats: Domestic Violence in Asian, Native Hawaiian and Pacific Islander Homes*. San Francisco, CA: The Asian & Pacific Islander Institute on Domestic Violence.

THEORY AND DEVELOPMENT OF POLITOLOGY

DOI <https://doi.org/10.30525/2592-8813-2023-4-9>

POLITICAL DETERMINANTS OF THE ORTHODOXY JURISDICTIONAL DIVISION IN UKRAINE IN THE EUROPEAN CONTEXT

Andrii Kobetiak,

*Doctor of Political Sciences, Candidate of Philosophical Sciences,
Associate Professor at the Department of Philosophy and Political Science,
Zhytomyr Ivan Franko State University (Zhytomyr, Ukraine)*

ORCID ID: 0000-0001-6899-0571

kobetiak@meta.ua

Oleg Sokolovsky,

*Doctor of Philosophical Sciences,
Professor at the Department of Philosophy and Political Science,
Zhytomyr Ivan Franko State University (Zhytomyr, Ukraine)*

ORCID ID: 0000-0003-2228-3040

osokol_83@ukr.net

Abstract. The events of recent years in Ukraine testify to the growing importance of religious and political factors in Ukrainian society, which requires a rethinking of the phenomena and processes associated with them. For young Ukraine, the formation of an autocephalous church is a matter of national security, establishing the reference point of national self-identification, the prestige of the state in the international arena, and most importantly, the possibility of consolidating citizens into a single, largest confession in the country. The purpose of the article is to highlight the problems of political influence in a European scale on the process of total division of the branches of Ukrainian Orthodoxy into different jurisdictions. The evolution of political processes during the formation of the autocephalous system is revealed. It has been established that the future unification of Ukrainian Orthodoxy will contribute to the consolidation of Ukrainian society. This is the key task of the state, the church and all civil institutions in conditions of open war on the part of the aggressor. It has been proven that the reason for the evolution of state and political processes in Europe is the lack of clear regulation of the procedure for declaring a new autocephalous church, which deepened the division of churches in Ukraine.

Key words: determinants, President, political institution, state power, autocephaly, Orthodox Church.

Introduction. The question of establishing a mechanism for legal regulation of the formation of a new local autocephalous church had consistently faced the European Orthodox community. It was particularly relevant in the second half of the 19th – 20th century when the majority of recognized Orthodox churches in Europe gained their independence. Due to geopolitical, military, and state transformations in the 20th century, a number of states in Europe sought to have their independent church. Political processes in the Balkan countries inevitably influenced the church life. Despite the established principle of separating the church from the state and mutual non-interference in each other's internal affairs, each of the newly declared states raised the issue of church autocephaly.

However, the process of acquiring church independence did not happen automatically. After 1991, Ukraine did not gain ecclesiastical independence. The centuries-old influence of the Russian Church Empire left its mark on the religious life of the unformed Ukrainian society. The issue of religious self-identification sharply manifested itself in the development of a new democratic Ukraine. Over the years of independence, Ukraine has not achieved interfaith peace and the cessation of conflicts on

religious grounds. Our country is one of the largest Orthodox states in the world, the granting of the long-awaited Tomos to the Ukrainian Church is seen as a historic and canonical justice. Therefore, the issue of declaring autocephaly was a strategic task for the entire Ukrainian nation. Currently, it is one of the most pressing issues for the European community. All state institutions of Ukraine have been involved in the formation of legislation and state ideology in the religious sphere with the aim of declaring and future approval of its independent church. To some extent, all Orthodox churches, and even the Vatican, have participated in discussions on the Ukrainian church situation.

The objective of the article is to examine political processes in the religious sphere of the contemporary Europe and focus on state-church interaction within the context of Ukrainian realities. Significant religious processes of the early 21st century (the Pan-Orthodox Council in Crete, the formation of two new autocephalous churches, the Arab Spring, the transformation of Hagia Sophia into a mosque) unfolded depending on corresponding geopolitical and political processes. Recent military and political events in Ukraine are significantly influenced by Russia's open military aggression. The religious component has emerged as an important element of propaganda/justification for this war. The division of Ukrainian Orthodoxy into different jurisdictions today is a significant conflict-generating factor in Ukrainian society. The presence of several Christian churches identifying themselves with the ancient Kyiv Metropolis does not contribute to the consolidation of a society already divided by war. Therefore, since religious processes in modern Ukraine are influenced by the politics and geopolitical processes of contemporary Europe, the objective of the research aims to study the dependence of religious processes on political factors.

Research Methods. Lack of a developed methodology, and significant scientific and political interest lead to the emergence of new theories and systems of state-church interaction. Development of innovative approaches in foreign and domestic scientific literature regarding potential directions for harmonization and tolerance in the relations between state and religious institutions. This stimulates the need for studying and systematizing existing methodological works and developing of the new ones. It is characteristic, in our view, to categorize the methods of the researched topic into groups that allow for a comprehensive understanding of the subject of state religious policy and autocephalous issues: general scientific, specialized, and interdisciplinary.

Analysis of Recent Research and Publications. The current state of scientific development on the chosen topic is ambiguous. On one hand, there is a significant amount of public statements, speeches, and official letters from hierarchs and theologians of various Local Churches, but most of them have a polemical or political character. On the other hand, there has been a noticeable increase in public interest in the question of unity/division of Orthodox Churches in the face of civilization challenges. This surge in interest is undoubtedly connected with the recognition of the autocephalous church, namely the Orthodox Church of Ukraine (OCU), in the diptych.

Today, the work of the prominent advocate for the independence of the Ukrainian Church, Metropolitan Oleksandr (Drabynko), "Ukrainian Church: the Path to Autocephaly," stands out as a significant contribution, providing a deep insight into the realization of different concepts of autocephaly for the Ukrainian Church in the 20th century (Oleksandr (Drabynko), 2018). Also noteworthy are the contributions of Archimandrite, Doctor of Sciences Kyrylo Hovorun (Hovorun, 2019), on the jurisdiction of Ukrainian Orthodoxy and the possibilities of canonical establishment of the Local Church, as well as M. Herhelyuk's work on the canonical and ecclesiological foundations of the autocephalous organization of churches in World Orthodoxy (Herhelyuk, 2014). The work of Viktor Yelensky, the head of the State Service for Ethnopolitics and Freedom of Conscience, "Religion After Communism," revealing the European context of interconfessional relations in Ukraine, is also crucial for research.

Several renowned Ukrainian philosophers and religious scholars, such as V. Yelensky, S. Zdyoruk, A. Kolodny, P. Kraliuk, O. Sahan, L. Filipovych, Yu. Chornomorets, have addressed the issue of

the division of Ukrainian Orthodoxy and political influence on these processes. They unanimously advocate for the necessity of granting independence to the Ukrainian Church. Scholars also argue that the establishment of a young Ukrainian state, the development of civil society, and the cessation of war are impossible without an autocephalous church organization.

The opinions and statements of leading Ukrainian hierarchs, including Patriarch Filaret, Metropolitans Epiphanius, Onuphrius, and Makary, as well as Blessed Sviatoslav (Shevchuk), remain relevant. The works of Metropolitan Oleksandr (Drabynko), Archbishop Yevstratiy (Zorya), and other hierarchs from various church jurisdictions who regularly make statements and issue official documents in various media outlets are essential for further exploration. Regarding hierarchs of Local Churches, most of the heads and prominent theologians have already expressed their views on the Ukrainian question. This includes Patriarch Bartholomew, Patriarch Kirill, Metropolitan Hilarion (Alfeyev), Archbishop Daniel (Exarch in Ukraine), and other global church leaders.

Results and Discussion. During the existence of the Orthodox Church of Ukraine, two opposing camps of Local Churches have formed, each holding divergent views on the Ukrainian issue. Additionally, one of the essential tasks of our research is the political analysis of the key provisions forming the idea of an independent Ukrainian Church in the 21st century and predicting variations in global interactions at the Pan-Orthodox Council.

The initial years of Ukraine's independence are characterized by the "religious revival process," accompanied by the restoration of religious tradition, its further development, and the acquisition of new features and characteristics. The configuration of Ukraine's religious network today is linked to the political processes in Europe, which has been divided into two religious macro-regions: "The rift between civilizations, separating the West from Orthodoxy, runs straight through its center for several centuries" (Hovorun, 2016: 284).

In 1991, according to canonical norms, all necessary conditions were established for proclaiming the independence of the Ukrainian Church within the existence of the ancient Kyiv Metropolis. The Church gained significant prospects for institutionalization and further development.

Over the years of state independence, Ukrainian society periodically raised the issue of autocephaly. On January 6, 2019, the Ukrainian Church officially received a historic document laying the foundation for the formation of a new civic society. Moreover, this became an integral element in affirming statehood and raising Ukraine's authority on the international stage. It became especially relevant during the military confrontation with Russia and the annexation of Crimea, all three branches of Orthodoxy, especially the UOC MP, had a significant impetus to separate from Moscow but did not utilize it (Tunick, 2022: 287). Today, the independence of the new Ukrainian Church is already a formed element of Ukrainian life and historical objectivity. Simultaneously, jurisdictional division in world Orthodoxy continues.

For a long time in Ukraine, several Orthodox Churches functioned, similar in essence but different in form. Therefore, studying the history of the division of Orthodox Churches in Ukraine into different jurisdictions will help understand the political component of such a situation, contributing to the unification of all Orthodox believers and branches around the recognized Orthodox Church of Ukraine. Undoubtedly, the reception of the Tomos and the declaration of its existence were extremely important, but achieving full recognition without the majority of Ukrainian parishes joining the new church structure will be challenging.

For a deeper understanding of the problem of jurisdictional division in modern Orthodoxy in Ukraine, it is necessary to analyze the political context of the formation of each of the three main churches. It is worth noting that there are other, less numerous Orthodox formations in Ukraine, such as the Ukrainian Autocephalous Orthodox Church, the Ukrainian Independent Apostolic Church, the Ukrainian Orthodox Church of Patriarch Kulik, and several others. However, together they constitute not even 0.1% of the total number of Ukrainian parishes or exist nominally as parishes of their founder. Therefore, the study will focus only on the UAOC, UOC MP, and UOC KP.

The first Orthodox confession in Ukraine was the Ukrainian Autocephalous Orthodox Church, formed at the All-Ukrainian Orthodox Council in Kyiv in 1921 (Stan, 2007: 152). The main challenge faced by the participants of the founding Council was the ordination of the first hierarchs of the newly established church. The Russian Orthodox Church (ROC) refused to bless the consecration of the newly elected Metropolitan of Kyiv and All Ukraine, the well-known religious and public figure, and advocate for independence, Fr. Vasyl Lypkivsky. Therefore, the Council decided independently, without the episcopate, citing the practice of the early centuries of the Alexandrian Church, to consecrate its first hierarch (Sahan, 2004: 207). Subsequent ordinations of clergy were conducted in the traditional manner (two or three bishops consecrating the new one).

The Council itself acknowledged and recognized the fact that the peculiarities of the first consecration were due to political circumstances. However, this became a major obstacle to the recognition of the UAOC by world Orthodoxy. Additionally, Metropolitan Mykhailo (Yermakov), the exarch of the Moscow Patriarchate in Ukraine, vehemently opposed the newly formed church structure. Overall, the UAOC in the 20th century underwent a complex path of formation, failing to gain recognition in the Orthodox world. During the Soviet era, the authorities tightly controlled its activities. The period of church divisions in the 1920s-30s did not contribute to its formation and institutionalization, with some clergy returning to the ROC. Failing to gain global recognition, many clergy members emigrated. Thus, the UAOC in the 20th century did not solidify as a monolithic structure. In 1936, after the arrest of Metropolitan Ivan Pavlovsky and several bishops, the UAOC ceased its activities (Sahan, 2004: 328).

The revival of the UAOC is associated with 1989 when the corresponding committee was formed in Kyiv on February 16. In the Councils in Lviv and Kyiv, a new Patriarch of Kyiv and All Ukraine, Mstislav (Skrypnyk), was elected (Papkova, 2011: 142). The Soviet authorities opposed the revival of the UAOC, considering this process part of the ideological-political struggle of the Ukrainian people for independence. After Ukraine gained independence, pressure on the UAOC significantly diminished, and the revived structure began extensive institutionalization throughout Ukraine. However, its struggle for Orthodox recognition was not successful. Moscow resisted the separation of the independent church, since the number of parishes in Ukraine is half of the total number of parishes of the entire Russian Orthodox Church. Moreover, Russia's imperial ambitions, embodied in the ideas of the "Third Rome" and the "Russian world," could not allow the detachment of any former republic, even spiritually. This could trigger a chain reaction, as Moldova, Estonia, and Belarus consistently raised the issue of forming independent church jurisdictions during waves of national revival and state independence. The church was officially registered by the relevant state authorities in 1995. As of January 1, 2018, 1167 parishes of the UAOC were registered in Ukraine, 101 of which were no longer active (Hovorun, 2019: 361).

The largest Orthodox structure in Ukraine is the Ukrainian Orthodox Church, which is in unity with the Moscow Patriarchate. Its historical path begins with the All-Russian Orthodox Council in 1918, when autonomy was granted in canonical union with the ROC. Later, in 1922, Patriarch Tikhon of Moscow confirmed this status. However, during the Soviet period, the leadership of the ROC pretended that no autonomy existed (Lucian, 2008: 430). The church in Ukraine existed as the exarchate of the ROC, and for 60 years, no council of Ukrainian bishops was convened to elect its primate. Exarchs were appointed in Moscow from among ethnic Russians. For the first time in 1968, a Ukrainian, Metropolitan Filaret (Denysenko), assumed this position.

The Ukrainian Exarchate of the Moscow Patriarchate canonically included dioceses with parishes and monasteries located in the territory of the Ukrainian SSR. "Ukrainian Orthodox Church" was the official name, and the title of the exarch was Metropolitan of Kyiv and Galicia, Patriarchal Exarch of All Ukraine. This is where the name "Ukrainian Orthodox Church" first appeared, with the Synod of the exarchate being the highest legislative, executive, and judicial authority within the canons and the

Statute of the ROC. The Synod of the exarchate was fully independent on the territory of Ukraine, although it was accountable to the Holy Synod of the ROC (Politics, 1994: 182).

During the extraordinary Hierarchical Council of the Russian Orthodox Church (ROC) on October 25-27, 1990, the question of expanding the autonomy and self-governance of the Ukrainian Orthodox Church (UOC) was discussed. A special commission, chaired by Metropolitan Juvenal of Krutitsy and Kolomna, investigated the Ukrainian church situation. A decision was made to grant the UOC autonomy with broad rights. The Council formulated the "Definition of the UOC," stating, "The UOC is granted independence and autonomy in its administration. The head of the UOC is elected by the Ukrainian episcopate and blessed by the Moscow Patriarch. The Metropolitan of Kyiv and All Ukraine, as the head of the UOC, is a permanent member of the ROC Holy Synod." In the same year, Moscow Patriarch Alexy II presented Metropolitan Filaret with a certificate of independence. Additionally, Alexy II sent an official letter to the Minister of Justice of Ukraine, V. Onopenko, stating that the UOC is independent in its administration, and the ROC does not claim all movable and immovable church property in independent Ukraine, as it automatically transfers to the UOC. There is no administrative or financial accountability to the Moscow Patriarchy (Papkova, 2011: 208).

At the time of receiving autonomous status, the UOC had 20 dioceses, 29 monasteries (including the Kyiv-Pechersk and Pochayiv Lavras), the Odessa Seminary (later joined by the Kyiv and Volyn Seminaries, and in 1992, the Kyiv Theological Academy), and 5031 religious communities. The number of UOC bishops was 20 ruling, one vicar, and one honorary archpastor (Sahan, 2004: 721). This powerful network of parishes, the largest in Ukraine, was formed and registered because during the "pre-perestroika" times, only the Ukrainian Exarchate of the ROC (of which the UOC became the successor) and the association of evangelical Christians-Baptists of Ukraine, a part of the All-Ukrainian Union of Evangelical Christians-Baptists, were legally active in the country.

In the years of Ukraine's independence, the UOC of the Moscow Patriarchate had several opportunities to gain autocephaly, but the pro-Russian faction of bishops always blocked the issue. Ukrainian hierarchs' synods repeatedly decided on the "inappropriateness of raising the issue of achieving autocephaly in the near future." A similar decision was approved at the Council on July 28, 2000. Even without gaining full independence, on January 1, 2018, the UOC remained the largest religious organization in Ukraine with 12,064 active parishes (Hovorun, 2019: 261).

After the issuance of the Tomos for the Orthodox Church of Ukraine (OCU) and its structural organization, mass transitions from the Moscow Patriarchate, as announced, did not occur. The state registration authority in a new statistical report at the beginning of 2021 indicates that the UOC of the Moscow Patriarchate remains the dominant Orthodox confession: 12,406 of its parishes are registered, while the OCU, after the unification, has 7,188 communities.

The youngest among the Orthodox confessions in Ukraine is the Ukrainian Orthodox Church of the Kyiv Patriarchate (UOC-KP). Its ideological leader was Patriarch Filaret (Denysenko). After the proclamation of Ukraine's independence, autocephalous sentiments actively spread in the Orthodox environment. At that time, Metropolitan Filaret (UOC-MP) advocated for the full autocephaly of the Kyiv Metropolis. However, Russia made every effort to keep Kyiv in its own church sphere. There was immense pressure on the pro-Ukrainian hierarchy. The Council of the ROC forced Filaret to promise to renounce the metropolitan cathedra. The Kharkiv Council took place without the participation of Metropolitan Filaret, leading to the election of a new head of the UOC-MP – Metropolitan Volodymyr (Sabodan). In response to these actions, on June 25-26, 1992, in Kyiv, a unifying council of the Ukrainian Autocephalous Orthodox Church (UAOC) and a portion of the UOC-MP loyal to Metropolitan Filaret took place. The new church structure was named the UOC-KP.

It is an unusual situation when the majority of the indigenous episcopate remains in a "foreign" hierarchical church, while a small part forms a new autocephalous structure. This is exactly what happened in 1992 when Ukrainian bishops at the Council requested not to recognize the already

proclaimed autocephaly in the Russian Orthodox Church (ROC) but only to declare it. Perhaps, this was a major strategic mistake in the historical movement and struggle for church independence (Hovorun, 2019: 297).

Patriarch Mstislav (Skrypnyk), who headed the recently revived Ukrainian Autocephalous Orthodox Church (UAOC), was elected as the leader. After Mstislav's death in 1993, the UAOC separated again, and Patriarch Dimitri (Yarema) became its leader. In 1993 – 1995, Patriarch Volodymyr (Romaniuk) led the Ukrainian Orthodox Church of the Kyiv Patriarchate (UOC-KP). It was he who revived the idea of Kyiv-centricity of the Slavic lands, emphasizing that "Kyiv is the second Jerusalem." Since 1995, Patriarch Filaret has led the UOC-KP. An important innovative moment in global Orthodoxy is Filaret's initiation of the so-called "parallel diptych." Due to his contacts with global Orthodox leaders, the newly elected Kyiv Patriarch initiated Eucharistic communion with other global churches that lacked worldwide recognition, such as the oppositional church of Bulgaria, the Macedonian Orthodox Church, the Montenegrin Church, and other church formations seeking independence and global recognition. As of January 1, 2018, there were 4807 active communities (Ishchuk, 2020: 21).

Therefore, since 1995, three officially registered and active confessions have been formed throughout Ukraine: UOC-MP, UOC-KP, and UAOC. UAOC and UOC-KP are ideologically close, as their service is based on the idea of Kyiv-centricity and general Orthodox recognition. At the same time, numerous unifying councils and commissions of these two churches, which were constantly "acting," did not take place until the creation of the Orthodox Church of Ukraine (OCU). It is worth noting that even the UOC-MP, during the period of independence, several times formed a commission for dialogue with UAOC and UOC-KP, but no progress was made.

An important feature of the polyconfessionality of religious organizations in Ukraine is their consolidation into institutional associations of interreligious and interconfessional character. Such associations have been formed in Ukraine from 1991 to 2015, and there were about ten of them. They include Orthodox churches of various jurisdictions, as well as all Christian denominations. These associations are formed to reflect the consolidated position and defend the common interests of their members in the field of interreligious and interconfessional relations, as well as in the relations between the state and religious organizations (Herhelyuk, 2014: 85).

Both the pro-Ukrainian UAOC and UOC-KP have gone through a long path of unification. Numerous unifying councils and meetings gave hope for further unity. One of the recent examples is the document on the formation of the Local Ukrainian Orthodox Church in the summer of 2015. This document was never implemented, but it indicated the regular discussion of the process of unifying church structures.

Therefore, the formation of the Orthodox Church of Ukraine has always been the main vector of the movement to unite branches of Ukrainian Orthodoxy around the idea of autocephaly and merger for the proclamation of the Local Church. Thus, the recognition of this process by the Ecumenical Patriarch is a logical completion of the important task of Ukraine's independence as a whole.

As for the newly formed Orthodox Church in Ukraine, its institutionalization is still ongoing. The process of establishing it as a legal entity has just begun. The final name of the confession is not yet determined, as its leaders call it either the "Orthodox Church of Ukraine" or allow for (OC in Ukraine). In the Tomos signed by the Ecumenical Patriarch Bartholomew, the name "Holy Church of Ukraine" is used. Moreover, in the places of the UOC-KP and UAOC dioceses, there are no unifying meetings of the clergy, joint divine services of the clergy of defunct churches.

The important step towards reconciliation and, at the same time, a testimony of openness to dialogue is the formation of the Orthodox Church of Ukraine at the meeting of the Holy Synod on December 5, 2019. The Commission on Inter-Christian Relations (Herhelyuk, 2014: 104) plays a significant role in this process. Similar commissions were previously established under the auspices of the UOC-MP, UAOC, and UOC-KP, but they did not demonstrate constructive activities. Therefore, it is crucial for

the newly formed institution to work for the benefit of the reconciliation of Ukrainian churches. This can only be achieved through tolerance and dialogue. If the Commission's activities go beyond formal existence, then real results, necessary for the peace and consolidation of our society, can be discussed.

Today, leading scholars, including Yu. Chornomoretz, argue that the religious factor will become a crucial link in uniting the entire Ukrainian society. Nationalistic slogans often appeal to some and irritate others, as the large territory of Ukraine has been divided among different, sometimes conflicting empires for a long time. Therefore, religious prayers addressed to the Almighty God, who has no partisan affiliation, do not provoke human resistance (Hovorun, 2016: 290). Moreover, the Church currently enjoys the highest level of trust in the population, being present in all cities and villages of Ukraine and predominantly fulfilling a constructive and peacekeeping function. The elimination of political confrontation between Ukrainian-oriented churches will be the basis for the locality of the newly formed Ukrainian Church. Most scholars, public figures, and the government leadership are convinced of significant transformations in the UOC-MP in the future. Today, we observe the first transitions and re-registration of community statutes. This process will gain momentum in the near future, contributing to the rapid establishment of the newly formed OCU on the world stage.

The new Local Ukrainian Church arose due to a series of objective historical circumstances. One of them is the restoration of historical justice, which the Ukrainian people have sought since the time of Bohdan Khmelnytsky. This idea gained new impetus after 1991 in the waves of national revival. The path to self-assertion and religious self-identification of the Ukrainian nation as a world Orthodox people inevitably lies through the establishment of its own church. The current Ukrainian authorities and personally President P. Poroshenko played a fundamental role in the creation of the OCU. In addition, the Ecumenical Patriarch was the main ideologist of the process.

The state played a key role in the formation of the new autocephalous church in Ukraine. In previous sections, we addressed the issue of state-church relations and political influence on the process of autocephaly. Ukraine was no exception. The active position of the country's leadership and personally President P. Poroshenko led to the initiation of the granting of the Tomos to the Ukrainian Church by the Ecumenical Patriarch. One of the first official documents was the Appeal of the Verkhovna Rada of Ukraine on June 16, 2016, to the Ecumenical Patriarch of Constantinople, requesting recognition of the autocephaly of the Ukrainian Orthodox Church, assistance in overcoming internal divisions among Ukrainian Orthodox, and declaring the act of 1686 invalid, by which the Kyiv Orthodox Metropolis effectively came under the control of the Moscow Patriarch (Sanderson, 2005: 173).

During the years 2016–2019, a series of meetings and several official documents were adopted, including the "Appeal of the Verkhovna Rada of Ukraine to His Holiness Bartholomew, Archbishop of Constantinople and New Rome, Ecumenical Patriarch, regarding the granting of autocephaly to the Orthodox Church in Ukraine" and "On the support of the President of Ukraine's appeal to Ecumenical Patriarch Bartholomew for the granting of the Tomos of autocephaly to the Orthodox Church of Ukraine." Without the involvement of the state on the international political stage, the signing of the Tomos could have been delayed indefinitely. Furthermore, the government continues to contribute to the strengthening of the authority of the new church, as evidenced by official delegations and visits of Ukrainian officials to the heads of Local Churches. One of the recent visits was the visit of Prime Minister D. Shmyhal to the Georgian Patriarch Ilia II, which took place on June 3, 2021, at the hierarch's residence. In these and similar meetings, the main issue is raised – the swift recognition by the Local Churches of the Orthodox Church of Ukraine and its inclusion in the general diptych. This issue is primarily about affirming the identity of the Ukrainian nation, its full independence, and, ultimately, international prestige. Therefore, today the Ukrainian state has played a significant role in the formation of an independent Ukrainian church, which directly affects national security and the integrity of our territory.

The events in eastern Ukraine only exacerbated the "patriarchal confrontation." The Russian Orthodox Church, represented in Ukraine by the Ukrainian Orthodox Church of the Moscow

Patriarchate, shapes the worldviews of millions of Ukrainians. Ideas of the "Russian world" and the "Triune Rus" are openly propagated from the pulpit. Leading domestic scholars (V. Yelensky, A. Kolodny, L. Filipovich, Yu. Chornomoretz) unanimously assert that the presence of the Russian Orthodox Church in Ukraine contributed to the war in the country's east. Often, the activities of clergy in the eastern region carry an overtly destructive element and hinder the resolution of the conflict.

In reality, the hybrid war of the Russian Federation against Ukraine began before 2014. Its history goes back to 1991 when Moscow actively began to resist the Council of the Ukrainian Orthodox Church, which declared the necessity of autocephaly (Rudych, 2002: 307). Over the years of independence, coinciding with the tenure of Metropolitan Volodymyr (Sabodan), the Ukrainian Church repeatedly expressed a desire to be independent, but these aspirations were immediately suppressed. This was already a covert war, opposition to everything Ukrainian and national. Open military aggression occurred during the annexation of Crimea, but a conscious part of the Ukrainian hierarchy within the UOC-MP felt pressure much earlier.

Today, in renewed Ukraine, an active process of forming civil society is taking place. The Church plays a significant role in this process. In the conditions of new realities, the Church actively contributes to the process of spiritual and national revival, expanding the scope of its social service. An unbiased analysis of the religious situation in Ukraine indicates that with goodwill from the churches and political will from the state authorities, negative trends in church-religious processes can be overcome. The Church in Ukraine will play its inherent role as a powerful institution of civil society. In the new stage of social development associated with the formation of civil society and the rule of law, there is a need to develop and implement new conceptual principles of state-church relations.

Conclusions. The formation of the doctrinal-canonical order of Christianity occurred amid a fierce struggle for leadership (evidently also for influence) between the ancient sees – the Roman, Alexandrian, Antiochian, and Constantinopolitan. However, today, the geopolitical dimension and global circumstances have shifted the confrontation vector to Moscow-Constantinople. Two opposing camps of Local Churches have gradually formed, each pursuing its own church policy.

Considering the above, the newly proclaimed and already independent Ukrainian Church has significant potential. This is a historical challenge: can it unite society, be attractive to the youth, or will internal hierarchical infighting and the "struggle for spheres of influence" that have prevented unity and independence for centuries fade into the background? Time will tell, but today, more than ever, the Kyiv Church has gained significant trust in the eyes of the Ecumenical Patriarch. Today, it is necessary to unite for the sake of future recognition of the Ukrainian status by other Local Churches. The consolidated Kyiv Metropolis can become the largest national Orthodox Church in the world, significantly changing the balance in the structure of World Orthodoxy. This is the main reason for the resistance of the Russian Orthodox Church and some Local Churches to the Ukrainian unification.

References:

1. Ishchuk N., Sagan O. (2020). Confrontation of Orthodox Churches in Modern Ukraine: Reasons, Trends and Prospects of Reconciliation. *Occasional Papers on Religion in Eastern Europe*: Vol. 40: Iss. 3, Article 4. P. 8–33. [in English].
2. Herhelyuk M. (2014). *Kanonichni ta ekleziolohichni zasady avtokefal'noho ustroyu tserkvy u strukturi Vselens'koho pravoslav'ya: istorychnyy kontekst*. [Canonical and ecclesiological foundations of the autocephalous organization of churches in the structure of Universal Orthodoxy: historical context]. (PhD dissertation). Chernivtsi. 199 s. [in Ukrainian].
3. Hovorun C. (2016). Is the Byzantine «Symphony» Possible in Our Days? *Journal of Church and State*. P. 280–296. [in English].
4. Hovorun, S. (2019). *Teoretychni zasady pravoslavnoyi ekleziolohiyi u yiyi istorychnomu rozvytku* [Theoretical foundations of Orthodox ecclesiology in its historical development]. (Doctor dissertation). Kiev, 623 s. [in Ukrainian].

5. Dokumenty Svyatoho i Velykoho Soboru Pravoslavnoyi Tserkvy. Kryt. (2016). Kiev. 112 s. [in Ukrainian].
6. Lucian N. Leustean. Orthodoxy and Political Myths in Balkan National Identities. *National Identities* 10. №. 4 (2008). P. 421–432. [in English].
7. Oleksandr (Drabynko), mytropolyt. (2018). Ukrayins'ka Tserkva: shlyakh do avtokefaliyi. *Do dyskusiyi navkolo kanonichnoho statusu, bohosluzhbovoyi movy ta istoriyi Ukrayins'koyi Tserkvy* [Ukrainian Church: the path to autocephaly]. – Kiev. DUKH I LITERA. 684 s. [in Ukrainian].
8. Rudych F., Balaban R., Derhachov O. (2002). Ukrayina u suchasnomu heopolitychnomu prostori: teoretychnyy i prykladnyy aspekty: monohrafiya [Ukraine in the modern geopolitical space: theoretical and applied aspects] monograph. Kiev: MAUP. 487 s. [in Ukrainian].
9. Sahan O. (2004). Vselens'ke pravoslav'ya: sut', istoriya, suchasnyy stan [Ecumenical Orthodoxy: essence, history, current state]. Kyiv. 912 s. [in Ukrainian].
10. Papkova I. (2011) *The Orthodox Church and Russian Politics*. New York: Oxford University Press. 265 s. [in English].
11. *Politics and Religion in Central and Eastern Europe: Traditions and Transitions*. (1994). Edited by William H. Swatos. Westport: Praeger Publishers. 230 p. [in English].
12. Sanderson S. W. (2005). *Autocephaly as a function of institutional stability and organizational change in the Eastern orthodox church*. University of Maryland, College Park. 196 p. [in English].
13. Stan L. (2007). *Religion and Politics in Post-Communist Romania*. Oxford: Oxford University Press. 270 p. [in English].
14. Tunick M. (2022). Religious Freedom and Toleration: A Liberal Pluralist Approach to Conflicts over Religious DisplaysGet access. *Journal of Church and State*. Volume 64. Issue 2. P. 280–300. [in English].

DOI <https://doi.org/10.30525/2592-8813-2023-4-10>

FEATURES OF RUSSIA'S SOFT IMPACT ON UKRAINE (UNTIL 2014)

Yurii Mateleshko,

PhD in History, Associate Professor, Associate Professor at the Department of International Studies and Human Communication, Uzhhorod National University (Uzhhorod, Ukraine)

ORCID ID: 0000-0001-5327-8354

yurii.mateleshko@uzhnu.edu.ua

Abstract. The article considers the main features of Russia's soft impact on Ukraine. The study is based on the application of the soft power concept of the American scientist J. Nye. The term soft power means to the ability of one actor to influence others using attraction (of one's values, culture, politics, etc.), persuasion and involvement, as opposed to hard coercion and bribery (hard power). The Russian Federation's soft impact on Ukraine, despite certain achievements, was generally inefficient, inconsistent and unsystematic. The reasons for this were: 1) stereotyped attitudes towards Ukraine as a constantly loyal and close country; 2) the predominance of the pro-Western national project in Ukraine, which is based on the opposition of Russian and Ukrainian development models; 3) the Russian Federation has not had a sufficiently attractive image for Ukrainians, taking into account the specifics of its political (authoritarianism) and economic (raw materials) systems; 4) insufficient institutional support for the soft influence policy, which is especially noticeable against the background of the Western non-governmental organizations' activity in Ukraine; 5) the delay in implementing a targeted soft power policy at the state level. At the same time, it is worth noting certain successes in this direction of Russian policy related to the church, educational, cultural, information and economic areas. However, these achievements, mostly related to the previous common historical experience of the two countries, were often accumulated inertially, without the systematic and conscious use of soft impact's tools. Russia's use of hard power against Ukraine since 2014 has reversed all these gains.

Key words: soft power, Russia, Ukraine, bilateral relations, politics.

Introduction. In the modern world, soft power is an important tool and an integral component of many countries' foreign policy practice. A number of states have included the concept of soft influence in their foreign policy strategy. Russia, which for a long time occupied leading positions in global soft power rankings, is no exception. The events of the last decade related to Ukraine and Syria have once again proven that Russia's hard power in modern conditions cannot effectively ensure the realization of its national interests in the long term. For this, other, soft methods are needed that make it possible to use the available state resources more efficiently.

The relevance of the topic of Russia's soft impact on Ukraine is explained by the long-term strategic partnership between the two states, which was based on historical, cultural and economic foundations, as well as by insufficient coverage of this issue in the scientific literature. This topic attracted the attention of Ukrainian (A. Bogomolov and O. Lytvynenko, Yu. Sedliar and M. Lymar, Yu. Mateleshko), Russian (V. Ivanchenko, A. Vershinin), as well as Western (D. Sherr, V. Hudson, V. Feklyunina, A. Cheskin) researchers.

The purpose of this work is to find out the main features of Russia's soft influence on Ukraine, as well as the reasons for its lack of effectiveness. The study is based on primary sources, as well as the scientific achievements of the mentioned researchers. The chronological framework of the article covers the period 1991–2013. Since 2014, a qualitatively new stage of Russian-Ukrainian relations began, which is characterized by the predominance of hard power methods in bilateral relations.

Results of the study. For a long time, the implementation of an active policy of soft influence was hampered by the stereotypical image of Ukraine, widespread in the Russian mass consciousness (including among Russian politicians). As A. Vershinin notes, minimal cultural differences, the expe-

rience of centuries-old unified statehood, deep interpenetration of economies and millions of personal connections create the image of a country that is close to Russia by default (Vershinin, 2016: 41–42). As a result of this, there is no awareness that in order to keep this territory in Moscow's sphere of influence, it is necessary to make efforts and develop a special foreign policy course. In the 1990s, according to Vershinin, Russian-Ukrainian relations at the highest level were strongly influenced by precisely this inertia, which was manifested even in official rhetoric. According to V. Ivanchenko, the approach to Ukraine as a fraternal country, which, under any conditions, will maintain strong friendly ties with Russia, or the exclusively pragmatic approach that ignores the historical and cultural Russian factor in the Southeast, led to a lack of strategy and tactics of interaction with Ukrainian civil society (Ivanchenko, 2015).

Difficulties in implementing Russian soft power are also related to the pro-Western foreign policy course that was chosen by Ukraine after the collapse of the USSR. Due to the specificity of its historical development, Ukraine implemented elements of the Western model in the construction of its national state. As a result, Western soft power, which is associated with the formation of democratic processes and institutions, turned out to be inextricably linked with the implementation of the Ukrainian national project. This project, as A. Vershinin notes, was based on contrasting Ukraine with Russia (Vershinin, 2016: 42). The young Ukrainian state rejected Russian historical and cultural experience was building its own identity, so any, even soft, influence of the Russian Federation was often considered by Kiev as a threat.

It should also be noted the successful and effective soft influence of Western countries on Ukraine. Western, European or Euro-Atlantic, ideas were spreading in Ukrainian society through various instruments (educational programs, round tables and conferences, representative centers, grant systems, etc.). The vacuum that existed in Ukraine for some time after the collapse of the Soviet Union, as V. Ivanchenko notes, was freely filling with Western narratives, which were positively perceived by the Ukrainian public (Ivanchenko, 2015). While Russia tried to build business relationships with influential politicians or businessmen, Western countries successfully worked with target groups of Ukrainian society.

A necessary condition for a successful soft power policy is the creation of an image that will be attractive to the object of influence. The formed image of the developed West and the European Ukraine associated with it provided a significant resource for implementing of a soft power policy. The question of what Russia's own development project is remained unanswered for a long time. It was extremely problematic to show the attractiveness of the Russian project of Eurasian economic integration in comparison with the Western one. Especially in the case of Ukraine, which has close economic ties with Europe and a pro-Western elite. In addition, according to some scientists, the Eurasian project did not have any other value content that would allow Russian soft power to act in many areas (Vershinin, 2016: 53). Thus, for a long time the Russian Federation could not propose its own development project included political, socio-economic, cultural, etc. components that would allow it to successfully implement its own soft impact's policy.

The beginning of the formation of its own development project (at least at the official level), which is an alternative to the Western model, dates back to the early 2010s, when Russia was positioned as a state-civilization in V. Putin's election articles (Vladimir Putin..., 2012). The advantage of this project – it did not pretend to be global and did not involve Russia into a struggle with the Western model of development. However, it was openly positioned as an alternative within the territory that is historically close to Russia.

Since the beginning of the 2010s the term soft power began to constantly appear in Russian policy documents. In 2013, it was included in the text of the Foreign Policy's Concept of Russian Federation. The document states that soft power is a complex toolkit for solving foreign policy tasks based on the capabilities of civil society, information and communication, humanitarian and other methods and

technologies alternative to classical diplomacy. At the same time, the Concept also contains a negative interpretation of soft power, which can be used «for the purpose of exerting political pressure on sovereign states, interfering in their internal affairs, destabilizing the situation, manipulating public opinion and consciousness, in particular within the framework of financing humanitarian projects and projects related to the protection of human rights abroad» (Konceptsiya vneshnej politiki Rossijskoj Federacii, 2013). One of the tasks defined by this Concept was to create a positive image of Russia matched to the authority of its culture, education, science, sports, the level of development of civil society, as well as participation in aid programs for developing countries. The document also states that the state should create influence's instruments on the formation of its image in the world, improve the system of using soft power, look for optimal forms of activity in this direction, which count both international experience and national specificity and rely on mechanisms of interaction with civil society and experts.

In accordance with presidential orders and decrees, a number of coordinating bodies directly engaged in the implementation of soft power policy were created in Russia at the turn of the 2000s – 2010s. These are, in particular, the Russkiy Mir Foundation (2007), the Federal Agency for the Commonwealth of Independent States, Compatriots Living Abroad, and International Humanitarian Cooperation (Rossotrudnichestvo) (2008) and the Alexander Gorchakov Public Diplomacy Fund (2010). If the mentioned foundations are non-governmental institutions (but acting in the interests of Russian foreign policy), then Rossotrudnichestvo, being a subordinate body of the Russian Ministry of Foreign Affairs, carries out the general function of coordinating activities within the formation and the implementation of Russia's soft power policy. This institution annually prepares a report, recording the results of its activities in it, and also forms a Declaration of goals and objectives for the current year at the beginning of each year. (Vorochkov, 2016: 265).

Until 2014, there were only three representative offices of Rossotrudnichestvo in Ukraine: two Russian centers of science and culture – in Kyiv and Simferopol, as well as a representative office in Odessa operating under the auspices of the Russian Consulate General. The main tasks of these representative offices: 1) promoting the preservation of the Russian language and its study in the national education system of Ukraine; 2) organization of Russian language courses; 3) holding scientific and practical conferences, seminars, competitions and olympiads on Russian culture and language; 4) promoting the education of Ukrainian citizens in the Russian Federation (Yablonskyi, & Zdioruk, 2014: 40; Federal'noe agentstvo...). Due to the narrow network of representative offices operating in several large cities, this institution objectively could not largely cope with the tasks assigned to it. As a result, Russian events, even in the southeast of Ukraine, took place quite rarely and went unnoticed, at least among young people (Ivanchenko, 2015). At the same time, branches of the Goethe Institute, the British Council, the French Institute, and other Western institutions, which quantitatively and qualitatively dominated Russian ones, quite often held mass thematic events, conferences, cultural weeks of European countries, etc.

The Russkiy Mir Foundation was created as a non-governmental center for the support and popularization of the Russian language and culture. Its co-founders are the Ministry of Foreign Affairs and the Ministry of Education and Science of the Russian Federation. The tasks of the Foundation are in many ways similar to those of Rossotrudnichestvo: popularization of the Russian language and culture, support for Russian language study programs abroad, etc. (Informacionnyj portal fonda «Russkij mir»). There were 12 Russian centers (mostly at libraries and universities) and 9 offices (at schools, libraries, public organizations) of «Russian World» in Ukraine (Yablonskyi, & Zdioruk, 2014: 41–42).

Unlike the Russkiy Mir Foundation or Rossotrudnichestvo, the Gorchakov Fund did not have an extensive network of representative offices abroad, which might be hindered by its limited budget and activities type, which are mainly centred around the grant distribution. The only Information

Centre of the Gorchakov Fund operated in Ukraine (Kyiv) from 2013 at the Institute of International Relations of the National Aviation University. In February 2015, the Security Service of Ukraine closed the Centre after a request from students who complained that it was conducting subversive activities. (Tereschenko, & Koval, 2022: 27).

A strong political, economic and cultural foundation is necessary for the successful implementation of a soft power policy. Both before and after 2014, Russia was viewed as an authoritarian country with an unattractive political culture whose values cannot compete with Western ones. In addition, its foreign policy does not have a stable legal and moral basis, as evidenced by the conflicts, including military ones, started by Russian Federation. Therefore, lacking the appropriate political resources, Russia is forced to use mainly cultural, educational and partly economic components implementing its policy of soft influence.

Economic attractiveness is considered one of the components of the state's soft power. Despite the raw materials economy, for a long time for many Ukrainians Russia personified a relatively stable state, which is the main supplier of energy resources to the Ukrainian market, as well as a consumer of a significant number of Ukrainian goods (including those with high added value).

Even after the Orange Revolution 2004, despite the political contradictions in relations between Moscow and Kyiv, mutual trade between the countries was constantly growing. As of 2012, 38% of Russian direct investments in the CIS countries were in Ukraine (Vershinin, 2016: 47–48). In this, Kyiv was significantly ahead of even Moscow's partners in the Customs Union.

Ukrainian scientists note that a significant resource in Russia's arsenal of soft power is a visa-free regime for citizens of CIS countries and the possibility of unhindered employment (Sedliar, & Lymar, 2012: 67). The majority of labor migrants from Ukraine, at least until 2014, worked in Russia (with the exception of people from the western regions, who traditionally preferred employment in the European Union's countries). In 2010–2012, the largest recipient countries of Ukrainian labor were the Russian Federation (43.2%), Poland (14.3%), Italy (13.2%) and the Czech Republic (12.9%) (Mihratsiinyi profil Ukrainy, 2016: 43).

The attractiveness of the eastern project of economic integration among Ukrainians is evidenced by the data of the September 2013 opinion poll conducted by the Kyiv International Institute of Sociology. So, if a referendum on Ukraine's accession to the European Union or the Customs Union were held in the near future, then about 41% of respondents would vote for the EU, and 35% for the CU. At the same time, as sociologists note, if a separate referendum on Ukraine's accession to the Customs Union were held, it would receive the support of a relative majority of citizens (40% for, 33% against). Support for European integration in a separate referendum would be somewhat higher – 43% for, 30% against. (Za vstup Ukrainy..., 2013).

According to D. Sherr, the Moscow Patriarchate is the most effective instrument of Russia's soft power in the «near abroad» (Sherr, 2013: 89). After the election of Patriarch Kirill (2009), who took 6th place in the ranking of 100 top politicians according to *Nezavisimaya Gazeta* three years later, the Russian Orthodox Church began to actively raise the issue of «Triune Orthodox Rus'». This idea was also supported by the secular leadership of the state, which put forward the idea of an inseparable cultural space, of which Ukraine was an important part. Thus, in his speech on the occasion of the Baptism's 1020th anniversary of Rus', V. Putin noted that Orthodoxy inextricably had linked the peoples' destinies of Russia, Ukraine, Belarus and other countries. «We have common values and the only spiritual path, which began in the Dnieper font», said Prime Minister of the Russian Federation (Vystuplenie V. V. Putina..., 2008).

The Russian Orthodox Church became the main guide of the course for the spiritual unity of the «fraternal nations». Patriarch Kirill made strengthening religious and cultural ties with Ukraine one of his main goals. The patriarch's regular visits to Ukraine (his predecessor Alexy II visited Ukraine only three times in 18 years), his statements about his desire to learn the Ukrainian language, frequent

rumors about the possibility of moving the patriarchal throne to Kyiv (Vershinin, 2016: 55) – all this was aimed at preserving Ukraine as a sphere of spiritual and cultural influence of Russia. During a visit to Gorlovka in 2009, Patriarch Kirill said: «Here, on the sacred land of Donbass, I cannot but talk about the relations between Russia and Ukraine. This is the single space of Holy Rus', like Belarus, like many other countries. We are one people who emerged from the font of Kyiv baptism. There are differences in languages, in customs, in temperament, but we live by the same values. And as long as there are the same values, there is also this spiritual community.» (Slovo Svyatejshego Patriarha Kirilla, 2009).

The main support of the Russian Orthodox Church was the Ukrainian Orthodox Church of the Moscow Patriarchate, which at the end of 2010, according to the Razumkov Center, made up 35% of the total number of religious communities in the country (for comparison: the Ukrainian Orthodox Church of the Kyiv Patriarchate – 13%, the Ukrainian Autocephalous Orthodox Church – 3.5%). The share of believers of the Ukrainian Orthodox Church of the Moscow Patriarchate among the Ukraine's adult population was almost 24% at that time, while the Ukrainian Orthodox Church of the Kyiv Patriarchate was 15%, and the Ukrainian Autocephalous Orthodox Church was 0.9%. (Istoriia i suchasnist ukrainskoho pravoslavia, 2013).

Among the instruments of soft influence, the field of education and, in particular, international educational exchange programs are very important. A sponsoring state can use the intellectual resource of foreign countries (for example, potential representatives of the future elite) in its own interests.

Until 2014, Russia was one of the leaders in the number of Ukrainian students studying abroad, significantly ahead of countries such as Czech Republic, Italy, the USA, Spain and France. In the 2010/2011 academic year, 6.2% of all foreign citizens educated at Russian universities were Ukrainians. According to this indicator, Ukraine as a «supplier» of students in the Russian Federation ranked 4th, behind Kazakhstan (16.4%), Belarus (14.5%) and China (9%) (Aref'ev, 2013). Russia entered the top three in the number of Ukrainian students in the 2011/2012 academic year. At that time, 8,929 full-time students from Ukraine studied in Germany, 6,321 in Poland, and 4,644 in Russia (U 2013 rotsi..., 2014).

Moreover, in Ukraine itself, some students and pupils got education in Russian. Thus, according to the Ukraine's Ministry of Education and Science, the share of students studying at universities in Ukrainian and Russian was 82.1% and 17.7% in 2009. In the 2008/2009 academic year, 17.6% of school pupils got education in Russian. Most of them are residents of the country's southeastern regions. (Sedliar, & Lymar, 2012: 66).

Until 2014, several branches of Russian universities operated on the territory of Ukraine. For example, branches of the Moscow State University, the Moscow Academy of Labor and Social Relations, the Novorossiysk State Maritime Academy, the St.Petersburg Humanitarian University of Trade Unions and the Saratov State Socio-Economic University operated in Sevastopol (Yablonskyi, & Zdioruk, 2014: 37).

A powerful tool of soft power used to influence public opinion in another country is mass media (printed – press, books, posters, etc., as well as electronic – radio, television, Internet). Until 2014, Ukraine was covered by the Russian information space. The first place in total annual circulation in Ukraine in 2011 was taken by Russian-language periodicals: circulations of Russian-language newspapers and magazines were respectively 2.5 and 8.5 times higher than Ukrainian-language ones (Sedliar, Lymar, 2012: 65). Monitoring of the eight highest-rated TV channels shows that programs in Ukrainian in 2013 accounted for 31.8% of airtime, and in Russian – 50.3%. In the same year, the share of songs and programs in Ukrainian on the air of the six highest-rated radio stations was 26.3%, and in Russian – 43.8%. (Yablonskyi, & Zdioruk, 2014: 44).

Using content analysis and original interviews with editorial staff, J. Szostek reveals factors that shaped reporting about Russia in Ukraine in 2010–2011. The researcher demonstrates that news pro-

viders in Ukraine that had a Russian shareholder or partner tended to be more restrained in their criticism of Russia than comparable news providers without such Moscow connections. There was also diversity among Russia's news exporters: some clearly served Moscow interests, while others were commercially driven and balanced demands from Kremlin against the demands of their audience. (Szostek, 2014: 463–482).

Russian television channels (Channel One, TNT, NTV, STS, etc.), as well as Internet sites that contributed to the popularization of Russian culture, had significant popularity in Ukraine. According to D. Sherr, the Russian cinema's products that are shown on television are one of the most powerful forms of the Russian Federation's soft power in the Russian-speaking regions of independent states (Sherr, 2013: 91). In addition to the obligatory entertainment quota, which is familiar to any Western audience, the Russian television «cocktail» often includes nostalgic films about an idealized or fictional past, dramas about the police and intelligence services, and documentaries about the unshakable heritage of Russian culture.

An important part of Russian soft power in Ukraine was the presence of close personal ties between people living in both states. A 2011 survey showed that half of Ukrainians have relatives in Russia, and a third have close friends and acquaintances (Vershinin, 2016: 57). According to statistical data, during 2008–2013 more than 80% of Ukrainians had a good attitude towards Russia (Stavlennia naseleennia Ukrainy do Rosii..., 2021).

Conclusions. The events of 2014 (annexation of Crimea, support for separatism in Donbas), when the Russian Federation resorted to hard power, showed the failure of Russia's soft influence in Ukraine. The reasons for this were:

- 1) stereotyped attitudes towards Ukraine as a constantly loyal and close country;
- 2) the predominance of the pro-Western national project in Ukraine, which is based on the opposition of Russian and Ukrainian development models;
- 3) the Russian Federation does not have a sufficiently attractive image for Ukrainians, taking into account the specifics of its political (authoritarianism) and economic (raw materials) systems;
- 4) insufficient institutional support for the soft influence policy, which is especially noticeable against the background of the Western non-governmental organizations' activity in Ukraine;
- 5) the delay in implementing a targeted soft power policy at the state level.

At the same time, it is worth noting certain successes of Russian soft power related to the church, educational, cultural, information and economic spheres. However, these achievements, mostly related to the previous common historical experience of the two countries, were often accumulated inertially, without the planned and systematic use of soft impact tools.

References:

1. Aref'ev, A. (2013). Inostrannye studenty v rossijskikh vuzah (doklad) [Foreign students in Russian universities (report)]. *Demoskop Weekly*, 571–572. Retrieved from <http://www.demoscope.ru/weekly/2013/0571/analit02.php>
2. Bogomolov, A., & Lytvynenko, O. (2012). *A Ghost in the Mirror: Russian Soft Power in Ukraine*. Retrieved from https://www.researchgate.net/publication/263853878_A_Ghost_in_the_Mirror_Russian_Soft_Power_in_Ukraine_The_Aims_and_Means_of_Russian_Influence_Abroad_Series_A_Ghost_in_the_Mirror_Russian_Soft_Power_in_Ukraine
3. Cheskin, A. (2017). Russian soft power in Ukraine: A structural perspective. *Communist and Post-Communist Studies*, 50(4), 277–287. <https://doi.org/10.1016/j.postcomstud.2017.09.001>
4. Federal'noe agentstvo po delam Sodruzhestva Nezavisimyh gosudarstv, sootechestvennikov, prozhivayushchih za rubezhom, i po mezhdunarodnomu gumanitarnomu sotrudnichestvu (Rossotrudnichestvo) [Federal Agency for the Commonwealth of Independent States, Compatriots Living Abroad, and International Humanitarian Cooperation (Rossotrudnichestvo)]. *rs.gov.ru*. Retrieved from <http://rs.gov.ru/>

5. Feklyunina, V. (2016). Soft power and identity: Russia, Ukraine and the 'Russian world(s)'. *European Journal of International Relations*, 22(4), 773–796. <https://doi.org/10.1177/1354066115601200>
6. Hudson, V. (2015). 'Forced to Friendship'? Russian (Mis-)Understandings of Soft Power and the Implications for Audience Attraction in Ukraine. *Politics*, 35(3-4), 330–346. <https://doi.org/10.1111/1467-9256.12106>
7. Informacionnyj portal fonda «Russkij mir» [Information portal of the Russkiy Mir Foundation]. *russkiymir.ru*. Retrieved from <https://russkiymir.ru>
8. Istoriiia i suchasnist ukrainskoho pravoslavia. Statystyka (2013) [History and modernity of Ukrainian Orthodoxy. Statistics]. *Istorychna Pravda*, 25 lypnia. Retrieved from <https://www.istpravda.com.ua/articles/2013/07/25/131816/>
9. Ivanchenko, V. (2015). «Myagkaya sila» Rossii i ukrainskij precedent [Russia's soft power and the Ukrainian precedent]. *RSMD*, 5 dekabrya. Retrieved from <https://russiancouncil.ru/blogs/viktoriiia-ivanchenko/31293/>
10. Koncepciya vneshnej politiki Rossijskoj Federacii [The concept of the foreign policy of the Russian Federation] (2013). *kremlin.ru*. Retrieved from <http://static.kremlin.ru/media/events/files/41d447a0ce9f5a96bdc3.pdf>
11. *Mihratsiinyi profil Ukrainy. 2011–2015* (2016) [Migration profile of Ukraine. 2011–2015]. Kyiv. Retrieved from https://dmsu.gov.ua/assets/files/mig_profil/MP2015.pdf
12. Sedliar, Yu., & Lymar, M.. (2012). «Miaka syla» Rosii u konteksti ukrainsko-rosiiskyykh vidnosyn [Russia's soft power in the context of Ukrainian-Russian relations]. *Naukovi pratsi Chornomorskoho derzhavnoho universytetu imeni Petra Mohyly. Ser.: Istoriiia*, 159(171), 63–69.
13. Sherr, D. (2013). *Zhestkaya diplomatiya i myagkoe prinuzhdenie: rossijskoe vliyanie za rubezhom [Hard diplomacy and soft coercion: Russian influence abroad]*. Kiev: Zapovit.
14. Slovo Svyatejshego Patriarha Kirilla v Nikol'skom kafedral'nom sobore goroda Gorlovki [The speech of His Holiness Patriarch Kirill in the St. Nicholas Cathedral in Gorlovka] (2009). *Russian Orthodox Church: official website of the Moscow Patriarchate*. Retrieved from <http://www.patriarchia.ru/db/text/707934.html>
15. Stavlennia naseleattia Ukrainy do Rosii ta naseleattia Rosii do Ukrainy: presreliz [The attitude of the Ukraine's population to Russia and the Russia's population to Ukraine: press release] (2021). *Kyivskyy mizhnarodnyy instytut sotsiologii (KMIS)*, 17 hrudnia. Retrieved from <https://www.kiis.com.ua/?lang=ukr&cat=reports&id=1078>
16. Szostek, J. (2014). Russia and the News Media in Ukraine: A Case of «Soft Power»? *East European Politics and Societies and Cultures*, 28(3), 463–486. <https://doi.org/10.1177/0888325414537297>
17. Tereschenko, D., & Koval, N. (2022). *First Roubles, Then Guns: The Alexander Gorchakov Public Diplomacy Fund: case study*. Ukrainian Institute. Retrieved from https://ui.org.ua/wp-content/uploads/2022/05/case-study_the-alexander-gorchakov-public-diplomacy-fund.pdf
18. U 2013 rotsi yevropeysku osvitu obraly 29 tysiach ukraintsiv (statystychni dani Tsentru doslidzhenia suspilstva) [In 2013, 29,000 Ukrainians chose European education (statistics of the Center for Social Research)] (2014). *osvita.ua*. Retrieved from https://osvita.ua/abroad/higher_school/39508/
19. Vershinin, A. (2016). Ukrainskaya politika Rossii: mezhdru myagkoj i zhestkoj silami [Ukrainian policy of Russia: between soft and hard powers]. *Kontury global'nyh transformacij: politika, ekonomika, pravo*, 3(9), 38–74.
20. Vladimir Putin: Nam neobhodima novaya strategiya nacional'noj politiki [Vladimir Putin: We need a new national policy strategy] (2012). *Rossijskaya gazeta*, 22 yanvaryia. Retrieved from <https://rg.ru/2012/01/23/nacvopros.html>
21. Vorochkov, A. (2016). «Myagkaya sila» sovremennoj Rossii: institucional'nyj aspekt [Soft power of modern Russia: the institutional aspect]. *Teorii i problemy politicheskikh issledovanij*, 5A(5), 258–275.
22. Vystuplenie V. V. Putina na prieme po sluchayu 1020-letiya Kreshcheniya Rusi [Vladimir Putin's speech at a reception on the occasion of the 1020th anniversary of the Baptism of Rus] (2008). *archive.government.ru*. Retrieved from <http://archive.government.ru/docs/1525/>

23. Yablonskyi, V., & Zdioruk, S. (Eds.). (2014). *Ukraina ta proekt «russkoho myra»: analitychna dopovid [Ukraine and the Russian world project: an analytical report]*. Kyiv: Natsionalnyi instytut stratehichnykh doslidzhen.
24. Za vstup Ukrainy do YeS vystupaiut 41% hromadian, za Mytnyi soiuz – 35% (2013) [41% of citizens support Ukraine's accession to the EU, and 35% support the Customs Union]. *Dzerkalo tyzhnia. Ukraina*, 03 zhovtnia. Retrieved from https://zn.ua/ukr/POLITICS/za-vstup-ukrayini-do-yes-vistupayut-41-gromadyan-za-mitniy-soyuz-35-129478_.html

INFORMATION FOR AUTHORS

“Baltic Journal of Legal and Social Sciences” publishes articles in English. The theme of the article should be disclosed in a clear, logical and well reasoned way.

The requirements to the structure and the layout of articles are the following:

- The size of the submitted article, including the bibliography, should be within 20,000-50,000 characters with spaces. The article is presented in Microsoft Word, paper size – A4, margins along the edges of the page – 20 mm on each side.

- The text of the article: font Times New Roman; font size 12 pt; line spacing 1,5, the first line of each paragraph with indentation 1.5 mm.

- Components of the articles should be laid out as follows:

1. the title of the article is written in capital letters (font Times New Roman, font size 12 pt, Bold, Center);

2. Information about the author (font Times New Roman, font size 12 pt, Bold, Center): the name and surname of the author(s), their scientific and academic degree, position and place of work (for postgraduate and doctoral students the full name of the university, the name of departments not specified);

3. the abstract should be in the range of 6-7 sentences, and describe the main ideas of the article (font Times New Roman, font size 12 pt);

4. after the abstract the key words (5-6) follow, which are the most important concepts discussed in the article and related to the theme (font Times New Roman, font size 12 pt).

- The article should have the following basic structural parts consecutively emphasized in the text: the statement of the problem, its relevance / importance, the analysis of recent publications on the subject of the article, the purpose of the research conducted by the author, main findings, conclusions, and the list of references. The titles of the structural elements, as well as parts of the article, in the case of their designation by the author, should be marked in bold.

- The bibliographic list of regulations, normative acts and references to literary sources is placed at the end of the article with the use of the numbering arrangement starting with the first reference to the source of information in the main body of the text (font Times New Roman, font size 12 pt).

- Illustrations, tables, figures, created by means of MS Office and MS Visio should be located within the working area of a page. Figures created in other programs are inserted into the text at the appropriate place and attached to the article in separate files in .jpeg, .tiff, .pdf, or .psd. Figures in .jpeg and .tiff should have a resolution not less than 300 pixels / inch. All graphic materials inside the articles should be in black and white.

- *Sample for the design of articles in journals:*

Johnson A., Schwartz H. (2021) Comparative analysis of political participation in Latvia and Estonia. – Baltic Journal of Legal and Social Sciences. No 1(20). pp. 59 –81.

- *Sample for the design of articles in collections of scientific articles and monographs:*

Tajfel H., Turner J. C. (1979) An integrative theory of intergroup conflict. – W. G. Austin, S. Worchel (eds.) The social psychology of intergroup relations. Monterey, CA: Brooks-Cole. pp. 33 – 48.

- *Sample for the design of a monograph:*

Rothschild J. (1981) Ethnopolitics. A Conceptual Framework. New York: Columbia University Press.

- *Sample for the design of articles on the Internet:*

Petričušić A. (2005) The Rights of Minorities in International Law: Tracing Developments in Normative Arrangements of International Organizations. – Croatian International Relations Review. Vol. XI No. 38/39. <http://bib.irb.hr/datoteka/421246>.

CIRR_Petricusic_MR_IL.pdf

Articles for publication are e-mailed to the address: bjlss@cuesc.org.ua

All articles are subject to reviewing by the Editorial Board, which is entitled to perform a literary editing of submitted texts.

The Editorial Board has the right to reject articles submitted for publication in violation of these requirements.

Baltic Journal of Legal and Social Sciences. Number 4 (2023).
Publicētie materiāli ne vienmēr atbilst redakcijas viedoklim.
Par skaitļu, faktu pareizību un sludinājumiem atbild autori.

Izdevniecība “Baltija Publishing”
Valdeku iela 62-156, Rīga, LV-1058
Iespiests tipogrāfijā SIA “Izdevniecība “Baltija Publishing”