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INTRODUCTION
Dear colleagues, authors and readers of the Academia Polonica
(Scientific Journal of Polonia University, PNAP – Periodyk Naukowy Akademii Polonijnej)!
Congratulation on the release of a new Academia Polonica 73 (6) (2025)!

This issue of the journal presents a broad, intellectually vibrant collection of studies that address the rapidly transforming landscape of contemporary scholarship. Across its sections, *Language, Culture, Communication; Innovation, Work, Society; Health, Environment, Development; Technology, Creativity, Implementation,* the volume highlights how global crises, cultural shifts, technological advances, and educational imperatives converge to shape the modern world. Together, the authors contribute to **a multidisciplinary dialogue** that addresses both theoretical and methodological frameworks as well as applied research, while foregrounding the urgency of the challenges faced by today's societies.

The section Language, Culture, Communication offers articles on meaning-making, identity formation, and pedagogical innovation. The opening studies examine national value orientations among higher education students during the ongoing Russian-Ukrainian war, shedding light on the interplay between geopolitical upheaval and shifting ethical, civic, and cultural priorities. The exploration of digital risks and their impact on the user's identity further extends the conversation into the digital sphere, where virtual environments shape self-perception, agency, and communicative behaviour under conditions of heightened vulnerability.

The domain of **language pedagogy** encompasses research into the theoretical and methodological foundations of teaching English, strategies for developing foreign-language competence across both language and non-language specialities, and insights into students' acquisition of grammatical structures and strategic learning skills. These studies collectively emphasise the evolving role of language education in an interconnected world, where linguistic proficiency is linked to academic mobility, professional growth, and intercultural communication.

Cultural and artistic mediation emerges as another key topic. Articles devoted to popular culture in the age of metamodernism investigate mechanisms of recoding, symbolic capital, and meaning negotiation, while analyses of musical culture, its political history, stylistic transformations, and instrumentalisation in propaganda situate artistic practices within broader ideological and geopolitical frameworks. Complementing these are studies on creativity and deviance in university settings and examinations of ancient methods of critical thinking, which highlight the enduring importance of intellectual autonomy, ethical reasoning, and epistemic virtues in the academic community.

The section Innovation, Work, Society shifts the focus to structural, political, and security-oriented challenges. Contributions examine systemic corruption in Ukraine's central governmental agencies during martial law, proposing institutional insights into governance weakness and resilience. Research on unified methodologies for battlefield forensics plays a crucial role in documenting war crimes and reinforcing the importance of scientific rigour in contexts of armed conflict. Articles on managerial self-improvement in East Asian countries, threats to humanitarian security in the psychological and information spheres, and the evolving concept of European unity offer additional perspectives on how social systems respond to crisis, modernisation, and ideological confrontation. The analysis of local self-government bodies and their role in healthcare policy implementation further underscores the interplay between administrative capacity and public well-being.

In Health, Environment, and Development, authors advance research that integrates scientific innovation with practical societal needs. Studies of bioadaptive non-invasive rejuvenation methods

and ceramic layering technologies for pigmentation management demonstrate the rapid evolution of applied medical and aesthetic sciences, highlighting precision, sustainability, and patient-centred approaches.

Finally, the section Technology, Creativity, Implementation presents forward-looking research on blue-economy instruments for the sustainable development of the Black Sea region. This work emphasises the strategic importance of environmental innovation, resource efficiency, and cross-border collaboration in addressing global ecological and economic challenges.

Taken together, the contributions in this issue reflect the journal's ongoing commitment to fostering interdisciplinary knowledge, supporting methodological diversity, and addressing complex problems spanning culture, society, technology, health, and education. By bringing these studies into dialogue, the journal seeks not only to document contemporary transformations but also to provide a platform for critical reflection and future-oriented research. Through this lens, the issue is an invitation for scholars, practitioners, and policymakers to engage with new ideas, challenge established frameworks, and help shape a more informed, resilient, and connected global community.

We thank our authors who have already submitted their scientific articles to Academia Polonica, as well as those planning to submit their research findings to our journal. We also want to sincerely thank all members of the editorial board, reviewers, and everyone who graciously accepted our invitation to collaborate and help develop Academia Polonica.

With respect and regards
Maciej Rudnicki, Prof. PhD, Editor in Chief

LANGUAGE, CULTURE, COMMUNICATION

NATIONAL VALUE ORIENTATIONS AMONG HIGHER EDUCATION STUDENTS IN THE CONTEXT OF THE RUSSIAN-UKRAINIAN WAR

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Summary

The article reveals the relevance of forming national value orientations among higher education students, taking into account the influence of the Russian-Ukrainian war on this process. The concepts of "values" and "value orientations" are defined. Based on scholarly research, a classification of values is highlighted and presented. The study outlines the key aspects of investigating the process of forming national value orientations in higher education students (theoretical, psychological, philosophical, and general pedagogical). Two groups of values significant for the individual are distinguished (collectivist and individualist). The authors analyze scholarly works on the formation of national value orientations and propose conditions for their development: using the educational potential of academic disciplines for fostering national and patriotic education of students and shaping national values (involving higher education students in socially significant projects of a national-patriotic nature; active study of various aspects of the national and cultural heritage of the Ukrainian people by future professionals). The stages of forming national values and the components of this process among higher education students are identified. The necessity of cultivating students' values under the conditions of the Russian-Ukrainian war is substantiated.

Key words: educational process, academic community, impact of war, self-identification, tertiary education, cultural and historical heritage.

1. Introduction

The formation of national value orientations among youth is a critical dimension of contemporary educational research, particularly in the context of social and political challenges.

In Ukraine, the ongoing Russian-Ukrainian war has heightened the relevance of fostering national consciousness, civic responsibility, and patriotism among students, positioning higher education institutions as key agents in this process. The ability of students to internalise and act upon national values not only shapes their personal development but also contributes to the resilience and future reconstruction of Ukrainian society.

Values and value orientations serve as the foundation of an individual's worldview and guide behaviour, decision-making, and social interaction. Philosophical and psychological scholarship has long explored the nature of values, from classical discussions by Plato and Aristotle to modern theories in axiology and social psychology. Values are both socially transmitted and personally internalised, manifesting as cognitive, emotional, and behavioural components of personality. In the context of higher education, these orientations are not formed passively but require targeted pedagogical strategies, integration across academic disciplines, and engagement in socially meaningful activities.

This study addresses the theoretical, psychological, philosophical, and general pedagogical aspects of forming national value orientations among higher education students. It examines the roles of collectivist and individualist values, the stages of value formation, and the structural components of the process. Special attention is given to the influence of the Russian-Ukrainian war, which has intensified students' engagement in volunteerism, social initiatives, and cultural preservation, thereby reinforcing national consciousness.

By analysing scholarly perspectives and proposing practical conditions for the development of national value orientations–including the educational potential of academic disciplines, participation in socially significant projects, and active study of Ukraine's national and cultural heritage–this paper aims to provide a comprehensive framework for understanding and fostering values among higher education students. The ultimate goal is to equip students not only with knowledge and skills but with a value-based civic identity capable of contributing to Ukraine's sustainable development and cultural preservation.

2. Results

At present, a pressing issue for Ukraine's development in the context of political instability is the formation of citizens with national values, a well-developed civic position, and civic consciousness. In the conditions of modern challenges and war, as well as a complex demographic situation, Ukraine requires a society prepared to restore and rebuild the country after the war. Therefore, it is essential to foster national value orientations among children and youth at all levels of education.

For the purposes of this study, it is necessary to clarify the concept of national values and the aspects of their formation and investigation within academic research.

The issue of value formation among youth has been examined by many scholars. The problem of values and their essence is thoroughly represented in philosophical literature. The essence of values was indirectly addressed as early as Plato and Aristotle. The emergence of axiology as a science is associated with the works of philosophers such as R. Hartmann, P. Lapie, R.-H. Lotze, among others. Original interpretations of values were offered by I. Kant, G. Hegel, F. Nietzsche, M. Scheler, R. Hartmann, and others. Meanwhile, the concept of meaning as a philosophical category was investigated by H. Rickert, E. Husserl, N. Lossky, and others.

In philosophical reference literature, values are understood as something "due," "desirable." Clearly, they are interpreted as an abstract, ideal category–something to be striven for.

That which brings benefit is acknowledged as a value, including reason, science, progress, freedom, and so forth. Hegel considered "values" as human needs and noted that a thing in itself has no significance, i.e., it is not valuable per se but becomes valuable only when it satisfies a particular need (Venher). Thus, Hegel sought to connect the categories of "value" and "significance." A value in the form of a norm or ideal becomes personal when it acquires meaning for an individual. The nature of values present in society at the time is further elaborated by F. Nietzsche, who defined them as what a person accepts on a personal level and for the sake of which they act and live.

Rickert considered it necessary to make a logical distinction between spiritual existence or psychological acts of evaluation and the values themselves along with their significance (Fig. 1). According to Rickert and other thinkers, under certain conditions, the nature of values becomes culture.

Spheres of cognition	Types of values
Logic	Truth
Ethics	Goodness
Aesthetics	Morality
Religion	Beauty
Mysticism	Love
	Happiness
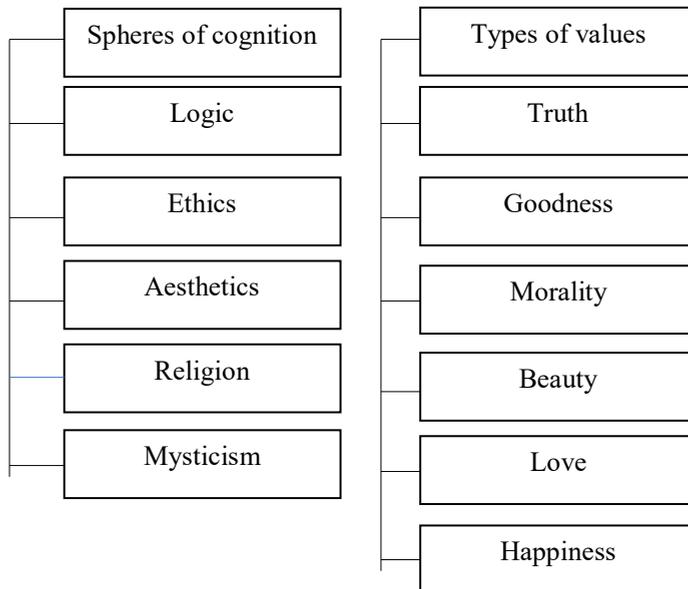
Fig. 1. The opposition of the world of culture as the sphere of the predominance of values to the world of nature, where laws prevail, as the fundamental idea in Heinrich Rickert's teachings

Yu. Shaigorodskyi notes that a person adopts only those values that exist in society; consequently, value orientations are essentially the values of society *(Shaigorodskyi, 2001)*. The philosopher's reflections on the place of value orientations within the structure of personality are particularly significant, as he considers them a kind of filter in the process of distinguishing what is meaningful for a specific individual.

M. Rokeach defines values as enduring beliefs that a particular mode of conduct or ultimate goal of existence is personally preferable to an opposite or converse mode of conduct or ultimate goal. Values are understood as properties of social objects or phenomena that meet needs, interests, and desires. In other words, they represent socially significant conceptions of what constitutes goodness, justice, patriotism, love, friendship, and so forth. They are usually

not questioned but undergo transformations, serving as standards and ideals for individuals. On the other hand, values are also the relation of the subject to objects and phenomena of reality, expressed through value orientations, social attitudes, and personality traits. In this sense, they act as a particular structure of the personality *(Vasiutynskyi, 2006)*.

The process of value formation begins in early childhood, when an individual becomes acquainted with the values of others and becomes aware of their essence and meaning. Later, in the course of learning, comprehensive development, and accumulation of life experience, the individual develops the ability to independently choose a system-forming value – that is, the one perceived at a given moment as the most significant, simultaneously determining a certain hierarchy of values.

Among the numerous classifications of values, a widespread one is their division into two groups *(Kavalerov, 2001)*:

1. Collectivist values – encompassing those that correspond to the way of life within a collective;

2. Individualist values – encompassing those that characterise the interests of a particular individual.

Civic and social values are based on every citizen's awareness of belonging to society, their role in the public and political life of the country, the honest fulfilment of professional, civic, and family responsibilities, adherence to societal norms and the laws of Ukraine, and readiness to defend the Homeland.

National values are defined by the specific features of national culture, lifestyle, and the spiritual unity of each nation. They reflect a person's worldview, attitude toward life, science, and education.

Analysing the concept of "national values," H. Sytnyk justifiably asserts that, based on the analysis of the notion of "national security," one can conclude that national values encompass the values of the individual (personality), the values of society, and the values of the state. The objective existence and impact of natural and social phenomena on the security of the individual, society, the state, and human civilisation as a whole justify the division of values into natural and social. In general, natural and social values should be distinguished *(Lien, 2016)*.

For the purposes of our study, one of the key notions is that of value orientations. Value orientations are a set of hierarchically interconnected values that determine the direction of a person's life activity. The source of value orientation formation lies in the meaningful life activity of the individual, which defines the level of their needs and their orientation toward achieving specific goals in the course of activity.

In the consciousness of every individual, personal values are reflected in the form of social value orientations, figuratively referred to as the "axis of consciousness," which ensures the stability of personality. "Value orientations are the most important elements of the internal structure of personality, consolidated by an individual's life experience and the entirety of their feelings; they distinguish what is meaningful for this person from what is insignificant and irrelevant" *(Yakovenko, 2007)*.

Value orientations are formed in the process of assimilating social experience and manifest themselves in one's goals, beliefs, and interests, that is, in the process of socialization. The system of an individual's value worldview develops under the influence of global changes in the hierarchy of universal human value orientations. It is worth noting that the transformation of social life has brought to the forefront values of a personal level, those that ensure individual needs and personal well-being.

In foreign psychology, value orientations are also predominantly regarded as the connecting link between social values and the individual's worldview position. According to T. Parsons' theory of social systems, social order depends on the existence of values shared by all members of society, values that are considered legitimate and obligatory, functioning as standards by which action goals are selected *(Yakovenko, 2007)*.

Today, our society is characterised by an identity crisis, which manifests itself in worldview uncertainty, the blurring of social values, fragmentation, and significant differentiation of Ukrainian society. We are convinced that this crisis can be overcome through the re-evaluation of former (outdated) norms and the construction of a new value system on this basis. Only national values can serve as a stable foundation for harmonising human interests, strengthening social stability, and ensuring sustainable development of the state.

In view of the above, it is necessary to emphasise that, at present, educational institutions of various levels must direct their efforts toward the formation of national value orientations, taking into account the conditions and influence of the Russian-Ukrainian war.

Higher education institutions, at the current stage of social development, are tasked with orienting their work toward the priority of fostering patriotism as a component of the student's worldview and attitude toward their native country, other nations and peoples, national sanctities, and with strengthening love for Ukraine, its language, the sense of responsibility for its independence, and the preservation of material and spiritual values.

The process of forming national values has been explored in scholarly works by renowned researchers.

Theoretical foundations of patriotic education were developed by prominent Ukrainian educators of the past such as Kh. Alchevska, H. Vaschenko, B. Hrinchenko, M. Hrushevskyi, O. Dukhnovych, M. Drahomanov, A. Makarenko, and I. Ohienko, who paid considerable attention to cultivating love for one's land and native language, and to shaping national self-consciousness.

Within the framework of the new paradigm of education and upbringing, the philosophical dimension of forming national values was developed by M. Antonets, A. Boiko, L. Vovk, M. Yevtukh, P. Kononenko, M. Stelmakhovych, M. Yarmachenko, and others. The issue of the essence of patriotic consciousness is reflected in the works of A. Bychko, I. Nadolnyi, L. Sokhan, among others. This problem has also been studied by foreign scholars, including I. Kant, C. Rogers, E. Fromm, and others.

General pedagogical issues of forming values among higher education students in the course of professional training are addressed in the works of O. Antonova, O. Dubaseniuk, R. Hurevych, I. Zyazyun, N. Kichuk, and O. Kutsevol.

The psychological process of value formation in higher education institutions was studied by B. Ananiev, P. Blonskyi, H. Kostiuk, O. Petrovskyi, and P. Yakobson.

I. Bekh defines the process of patriotic education and the formation of national values as guiding the individual's development as a patriot and conscious citizen, which presupposes the formation of a value-based positive (cognitive-emotional) attitude toward the Homeland. The psychic structure of a person's attitude is formed by a distinctive blend of cognitive and emotional components, with the latter considered predominant *(Vasiutynskyi, 2006)*. According to the scholar, at every level of education, teachers should design new conditions for value formation, taking into account all psychological and pedagogical aspects of this process.

In our view, the effective formation of national value orientations in a higher education institution will occur through the implementation of the following conditions:

1. Utilising the educational potential of academic disciplines to foster students' national-patriotic upbringing and the formation of national values.

2. Engaging students in socially significant projects with a national-patriotic focus.

3. Encouraging future specialists to actively study the national and cultural heritage of the Ukrainian people across various fields.

For the purposes of our research, it is necessary to elaborate on these conditions. Utilising the educational potential of academic disciplines to foster students' national-patriotic upbringing and the formation of national values is an essential condition, as it is during the process of studying academic disciplines that students acquire knowledge, skills, and competencies. The process of instilling values and cultivating respect for the homeland, its people, and national traditions should be implemented across multiple disciplines.

The next condition – engaging students in socially significant projects with a national-patriotic orientation – is equally crucial for the educational process in higher education institutions. Participation in societal projects allows individuals to internalise values and deepen the essence of their national value orientations. This condition is particularly relevant in the context of the Russian-Ukrainian war, as young people are increasingly involved in volunteer activities and seek to participate in charitable initiatives supporting military personnel and prisoners of war. Such engagement fosters an active civic position and a developed national consciousness among youth.

Active study of the national and cultural heritage of the Ukrainian people by future specialists is another essential condition. This condition should be implemented through both classroom and extracurricular activities. Participation in national-patriotic events organised in youth centres and projects ensures that students acquire knowledge about the history and distinctive features of Ukraine while simultaneously promoting the formation of national value orientations.

Therefore, in our view, the implementation of these conditions will positively influence the formation of value orientations among higher education students.

The necessity of forming national value orientations and fostering patriotic education among students is highlighted by O. Stepina, who defines the phenomenon under study as an integral value and a spiritual-moral quality of the individual, expressed in the sense of love for the homeland and a spiritual connection with it, moral responsibility for the fate of the homeland and readiness to defend it, free ethnic and national self-determination, and conscious preservation and enhancement of national spiritual and material values *(Piekhota, 2001)*.

Based on the above research, the stages of forming value orientations among higher education students are defined as follows:

1. Formation of love and respect for one's parents and family, which should begin in early childhood within the framework of family education.

2. Cultivation of a positive attitude toward one's city, region, or locality, i.e., ethnic self-identification, which develops at various stages of life and education.

3. Fostering a positive attitude toward one's country, or "state patriotism," which is developed during different levels of education.

4. Developing awareness of belonging to the historical community and the cultural-religious traditions of the East Slavic peoples, i.e., promoting tolerance in interethnic relations through positive ethnic identification – one of the priority objectives of higher education institutions.

5. Cultivating a benevolent attitude toward all peoples of the world–a quality inherent to a highly spiritual individual, developed through lifelong self-education.

In our view, the implementation of these stages in higher education institutions will ensure the effective formation of national values in students and their overall personal development.

Equally important is the implementation of the components of the structure of the process of forming national values. O. Zharovska identifies the following components of this process:

− Spiritual-moral component: feelings of love for the homeland, moral responsibility toward it, and a sense of spiritual connection with one's people.

− Cognitive component: comprehensive knowledge of the history and culture of the homeland and patriotic consciousness.

− Value component: the need to internalize a system of spiritual, moral, and cultural national and universal values, with patriotism occupying a central place.

− Activity component: readiness to act for the benefit of one's country, defend its interests, and protect it.

− Identificational component *(Zharovska, 2015)*.

We argue that ensuring the presence of these components in the process of forming national values provides an opportunity to assess the level of value formation in higher education students.

3. Conclusions

Thus, the cultural revival of a society should be guided by both the state and the nation, since only the joint efforts of governmental institutions and civic initiatives can create a sustainable foundation for cultural development. The absence of a strong and consistent state authority largely explains the current vulnerable position of Ukrainian culture, which is compelled to devote a significant portion of its creative energy not to innovation but to the preservation and defence of national identity. This situation demonstrates that the tasks of cultural policy and national self-preservation remain interdependent and inseparable.

At the same time, higher education institutions bear special responsibility for shaping the intellectual and moral potential of society. They must not only direct the work of teaching staff toward academic excellence, but also organise the entire educational process in a way that fosters the development of the value system of future specialists. Universities are called to serve as centres of cultural and civic consolidation, nurturing individuals capable of defending democratic principles, cherishing national traditions, and contributing to global cultural dialogue. Only under such conditions can the cultural revival of Ukraine become an irreversible process and provide a reliable foundation for the progressive development of society.

Prospects for further research include determining the levels of formation of value orientations among higher education students and identifying and developing effective methods for cultivating values in students.

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THE IMPACT OF DIGITAL RISKS ON THE USER'S IDENTITY

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Summary

The article examines how the rapid expansion of digital technologies has increased vulnerabilities related to personal identity in online environments. It highlights that as users rely more heavily on digital platforms for communication, commerce, and social interaction, their personal data becomes a valuable target for cybercriminals. Digital risks such as data breaches, identity theft, phishing, and unauthorized surveillance can significantly undermine an individual's sense of security, privacy, and trust in digital systems. The article emphasizes that user identity is no longer limited to basic personal information but includes behavioral data, digital footprints, and online reputations.

When these elements are compromised, users may experience financial loss, reputational damage, psychological stress, and long-term consequences for their digital presence. The article also discusses how inadequate security practices, lack of user awareness, and weak regulatory frameworks exacerbate these risks.

Furthermore, the authors stress the shared responsibility of users, organizations, and governments in mitigating digital risks. Strong authentication methods, data protection policies, cybersecurity education, and ethical technology design are presented as key strategies to protect user identity.

Overall, the article concludes that safeguarding digital identity is essential for maintaining trust in the digital ecosystem and ensuring sustainable technological development in an increasingly interconnected world.

Key words: user identity, cybersecurity, data privacy, identity theft, data breaches, digital footprint, online security, personal data protection, cyber threats.

1. Introduction

The rapid expansion of the digital environment has fundamentally transformed contemporary society, affecting not only social and economic processes but also the psychological well-being and identity of individuals. The growing integration of digital technologies into everyday life has led to the emergence of new digital risks that influence users differently depending on their age, level of digital involvement, and psychological characteristics. This makes the study of digital risks highly relevant, particularly in the context of increasing digitalization, early digital initiation, and the diversification of online practices.

The scientific novelty of this study lies in a comprehensive and stage-based analysis of digital risks that affect users' cognitive, physiological, emotional, communicative, and identity-related characteristics. Unlike many existing studies that focus either on global technological risks or on isolated psychological effects, this research integrates empirical data with a

differentiated model of digital stages, allowing for a more nuanced understanding of how digital risks manifest and evolve.

The aim of the article is to analyze the impact of key digital risks on users at different stages of digital integration and to identify their relationship with psychological characteristics.

The objectives of the study are: to systematize existing approaches to the classification of digital risks; to empirically examine cognitive, physiological, communicative, emotional, and identity-related risks in the digital environment; to identify stage-specific features of users' responses to digital risks; and to substantiate the need for psychological support and risk management strategies for users in the digital environment.

2. Categorization of digital risks

We believe that an analysis of digital risks must begin with their categorization. In the scientific literature, they are presented in two categories: risks affecting global changes in society as a whole and risks affecting individuals based on their characteristics. Some researchers classify global risks as those related to the development of science and technology, the fusion of humans and machines, a global crisis in human biology, the risks of posthuman development, digital «slavery», excessive brain activity in the digital environment, and the difficulties in human-machine interaction *(Zhuk et al., 2014)*. It is worth noting that such conclusions have not been empirically confirmed and, in our opinion, are not amenable to study at this stage. However, it is important to note existing research on the positive impact of digitalization on individuals – the automation of extensive manual labor, the development of new digital systems capable of processing large databases, the development of robotics that contribute to the improvement of mental and psychological well-being, and others *(Gubbi et al., 2013)*.

It is important to note here that we do not insist on solely considering the positive impact of the digital environment on individuals. As noted previously, the digital environment remains ambivalent and influences users based on their psychological characteristics. Therefore, it becomes important to study the impact of digital risks on users of various types and digital stages. We hypothesize that, depending on the severity of certain digital markers, risk perception and responses to them may have different characteristics. To this end, we conducted an additional analysis of the scientific literature on types of digital risks and a clarifying empirical study of the relationship between these risks and the psychological characteristics of digital users.

3. Various types of digital risks

The first digital risk is determined by the decreasing age of digital initiation *(Livingstone et al., 2018)*. This refers to the increasing amount of time that modern users, especially children, spend in the digital environment. While we acknowledge the importance of considering this risk, we note several contradictory nuances. Firstly, such interaction with the digital environment is often not fully conscious – the individual lacks their own meaning in the digital environment and does not perceive the digital environment as a living space. Accordingly, the user can abandon their digital activities without much difficulty or switch to other activities. Secondly, the conscious use of digital resources is literally a requirement of modern society – the availability of technology and digital resources can impact not only an individual's productivity but also the specifics of their interactions and communication with society.

The second digital risk is associated with changes in the user's cognitive development. This digital risk typically impacts an individual's social and emotional intelligence and leads to a decline in cognitive processes in general, including speech. It is important to note that the diverse research on the impact of the digital environment on an individual's cognitive development has not yet allowed a unified conclusion about the possible consequences, and at this stage, addressing this issue remains difficult *(Kharchenko, 2025)*. Our study did not reveal a deterioration in cognitive functions in real life with active use of the digital environment.

However, the following features have been clarified: firstly, a deterioration in cognitive activity is possible in the initial stages of digital adoption, with stable indicators in subsequent stages. Secondly, with active and multifaceted use of the digital environment, cognitive neoplasms are possible in the user's psyche, which, in our opinion, does not have a negative impact, but, on the contrary, contributes to the comprehensive development of the individual. At the same time, a deterioration in cognitive activity in the initial stages negatively affects the individual and their dynamics in the digital environment, and therefore, we believe it is necessary to consider cognitive risk in the digital environment within the experimental study.

The third digital risk is related to the physical health of digital users *(Ghadge, 2024)*. Indeed, as the empirical study showed, changes in well-being indicators, neuropsychic tension, and psychophysiological indicators of stress were detected during digital activity among respondents of different ages and digital stages. Most likely, such changes are associated with other digital behavioral markers, as well as with the individual's overall activity. It is important to note that existing studies of physical risks do not take into account a number of features, including the ability of users at different stages to stabilize their condition and the varying severity of these risks. Therefore, we believe it is important to include a physiological risk indicator in the experimental study.

The fourth digital risk is associated with the user's communicative competence *(Narayanan et al., 2016)*. The impact of this risk leads to changes in the individual's relationship with society, as well as changes in socio-cultural practices. However, it is difficult to say unequivocally whether these changes are negative or positive. Accordingly, such conclusions require empirical confirmation. Furthermore, in addition to studying the user's general communicative competencies, it is important to examine their possible constructive and destructive orientation in the digital environment (using digital communication resources as an example). To achieve this goal, respondents were randomly selected from groups of users at different stages, and a battery of diagnostic tools was administered: the author's research questionnaire «Tendency to Cyberbullying» – to study the tendency toward aggression in the digital environment; The author's research questionnaire «Attitudes to Trolling» – to study the tendency toward provocative behavior; a survey to identify destructive forms of communicative behavior, including shoplifting, data leaks, cyberattacks, harassment, extortion, group bullying, and others.

Thus, as the stage of an individual's digital integration changes, so does the severity of destructive forms of communicative behavior in the digital environment. However, it should be noted that this dynamic occurs as a result of an individual's familiarity with digital resources and their perception of the digital environment as a living space. It is also important to note that the severity of destructive forms of behavior remains at a trend level within groups, suggesting the role of users' personal characteristics in the digital environment.

It is important to note that the data obtained should also be considered in a psychological support program and the presence of digital communicative risk should be clarified.

The fifth digital risk is defined as the risk of identity loss *(Zhurba et al., 2022)*. This risk is associated with identity change, the formation of an uncertain identity, including gender

roles, and the threat of losing one's self. While acknowledging the significance of these findings, we note a number of contradictory features. Our study analyzes the relationship between the real and the self-image in the digital environment. While these images are indistinguishable in the initial stages of digital identity, in later stages a new self-image, distinct from the real one, may develop.

It is important to note that such an image is coherent and not «blurred», which refutes the assumption of a loss of self. Furthermore, we note that the influence of the digital environment on the formation of an undefined identity is unproven. Most likely, the «blurring» of identity occurs in the postmodern world as a whole. In some ways, the resources of the digital environment may contribute to its strengthening.

The sixth digital risk is associated with the strengthening of psychological defense mechanisms *(Kremen et al., 2022)*. This digital risk is associated with escapism, when an individual prefers the digital environment to real space, leading to isolation and loneliness. It is important to note that the empirical study identified users' meanings associated specifically with digital communication. Furthermore, the cognitive forms of group interaction among users were also studied. The findings refute the assumption that the digital environment influences the development of a desire for isolation and loneliness. At the same time, in order to expand the understanding of the aforementioned variables, an additional study was conducted using the random number method and a battery of diagnostic tools: an adapted version of the methodology for the digital environment by D. Russell, M. Fergusson – to study the experience of subjective loneliness.

4. Study of the impact of digital risks on users

The study results revealed no significant differences in the severity of subjective loneliness across the sample groups. However, a trend toward lower high and moderate levels of loneliness is noteworthy across users at different stages: users in the digital adaptation, hybrid, and digital self-realization stages exhibit lower percentages of these variables. These results are likely related to the specific nature of the digital environment itself: the diversity of communication resources and the overall accessibility of communication allow users not only to find groups with similar interests but also to build deep interpersonal connections.

Furthermore, the overall severity of isolation among users at various stages is low. These results indicate, firstly, a standard distribution curve for the mental defense mechanisms of the respondents' environment, and secondly, the absence of a negative impact of the digital environment on the mental defense mechanisms of users at various digital stages. Certainly, loneliness and isolation are possible in the digital environment. However, the diversity of digital resources and variations of digital activity can compensate for these user characteristics.

The seventh digital risk is associated with destructive emotional patterns of users *(Zhuk et al., 2014)*. In our study, we noted the severity of frustration, aggression, anxiety, and emotional rigidity among users at various stages, which arise when confronted with the characteristics of the digital environment.

At the same time, our previous studies have highlighted the importance of studying the emotional patterns of a user's personality, which will allow us to clarify the characteristics of their emotional state when interacting with digital resources. We emphasize the importance of studying this indicator specifically at the experimental stage, as we consider emotional schemas to be one of the destabilizing manifestations requiring intervention. To study the severity and type of users' emotional schemas, respondents representing various

digital stages were randomly selected, and a questionnaire adapted for the digital environment was implemented.

According to our study, pre-digital users exhibit emotional schemas of duration (Hamp=22, with $\rho \leq 0.05$), low consensus (Hamp=19.500, with $\rho \leq 0.05$), rumination (Hamp=31.401, with $\rho \leq 0.05$), and blame (Hamp=18, with $\rho \leq 0.05$). The emotional schema of duration is a person's belief that the emotions they experience from interacting with the digital environment will be stable over time. Typically, this schema arises in a digital environment when users encounter new digital resources that are difficult to use but necessary. This is associated with a person's low instrumental literacy. The low-consensus emotional schema reflects an individual's feelings about their inability to effectively use the digital environment and, consequently, a perception of themselves as misunderstood and experiencing a unique range of emotions.

The rumination emotional schema is the belief that when interacting with the digital environment, one must dwell on negative emotions and experience them until digital experience expands. The prohibition on positive emotions in this case is associated with the belief that it is impossible to be happy if one fails at something. The blame emotional schema is associated with the search for external culprits for the individual's failure. For example, if such a user fails to interact with a digital resource, the developer of the digital resource, who created a complex algorithm, is to blame. Typically, such users with a high expression of this emotional schema may refuse to interact with the digital resource and feel destabilized for a long time.

Table 1

Emotional schemas of users during the digital immersion stage (first position)

Emotional schemas	Presence of schema in respondents (total – 43 people)
Invalidation	55.81% (24 people)
Loss of control	72.09% (31 people)
Duration	51.16% (22 people)
Rumination	67,44% (29 people)
Blame	58.14% (25 people)

According to the results presented in Table 1, users at the digital immersion stage are more likely to exhibit the following emotional schemas: invalidation (Hamp=44, with $\rho \leq 0.05$), loss of control (Hamp=31, with $\rho \leq 0.05$), duration, rumination, and blame. It is worth noting that invalidation as a user's emotional schema represents the individual's belief that other users do not understand the specifics of their emotional state and are unable to provide any help. We hypothesize that the severity of this schema may be related to a lack of familiarity with digital resources where like-minded individuals and people capable of providing assistance and support communicate. In this case, the individual may feel uncomfortable and lonely in the digital environment; however, as their digital immersion stage increases, such experiences may change. Conversely, the emotional schema of loss of control is expressed as a belief in the need to control or suppress emotions. This emotional schema in the digital environment can likely develop as a result of several factors. First, unfamiliarity with digital language and reduced operational skills (e.g., typing speed) can hinder users' emotional responses. Second, individuals initially adopting digital technologies may encounter fraud and provocation in the digital environment, and lack of experience in such situations leads to excessive caution when expressing their feelings. We hypothesize that this emotional schema can be reduced through the implementation of a psychological support system.

Table 2

Emotional schemas of users at the digital architecture stage (first position)

Emotional schemas	Presence of schema among respondents (total – 33 people)
Devaluation	57.58% (19 people)
Duration	66.67% (22 people)
Simplified view	78.79% (26 people)

According to the results presented in Table 2, users at the digital architecture stage exhibit emotional schemas based on the devaluation, duration, and simplified view types (Hamp=16; Hamp=37.500, with $\rho \leq 0.05$). The devaluation emotional schema indicates a rejection of their emotions when interacting with the digital environment. For example, the user does not believe that digital resources or other users can influence them. Therefore, respondents tend to downplay the emotional states they experience in the digital environment. The simplified view emotional schema is characterized by an aversion to mixed feelings or emotional ambivalence in the digital environment. However, digital resources and trends often contain ambivalent messages and emotions, which are more accessible to experienced users. Therefore, users at this stage do not recognize certain digital codes.

The emotion schema of insensitivity is characteristic of respondents who believe they lack strong emotional reactions. These users tend to believe that digital content does not and cannot have a strong influence on them. Furthermore, despite the ability and desire to establish interpersonal connections in the digital environment, they harbor ideas about the possibility of emotionally disengaging from these connections. The emotion schema of excessive rationality indicates a tendency to believe in the predominance of reason over emotion. Such users typically try to perceive information and digital actions logically. Furthermore, they tend to criticize any incoming information and seek evidence for it. Thanks to their developed instrumental skills, respondents are able to use a variety of digital resources to refute or prove certain information.

Thus, analysis of focus group data allowed us to determine the cognitive, physiological, and communicative risks for each user group.

It is worth noting that users in the pre-digital, digital immersion, and architectural stages exhibited cognitive risks, unlike other groups.

It's worth noting that the emotional and behavioral risks of users at various stages were studied. Interestingly, early-stage users tend to experience fear of not being able to cope with digital risks and frustration, which suggests that digital risk management methods are being integrated into psychological support programs for individuals in the digital environment.

5. Conclusions

The conducted study provides a comprehensive analysis of digital risks in the context of users' stage-based digital integration and their psychological characteristics. On the basis of theoretical generalization and empirical evidence, it has been demonstrated that digital risks are multidimensional in nature and manifest differently depending on the level of digital involvement, users' experience, and individual psychological traits.

The findings confirm the ambivalent nature of the digital environment: alongside potential threats, it offers significant resources for the development of cognitive, communicative, and identity-related capacities. Cognitive risks are most pronounced at the early stages of digital integration and tend to decrease as users' digital competence increases, indicating the adaptive potential of the human psyche under conditions of digitalization.

Physiological and psychophysiological risks manifest through increased tension and changes in well-being; however, their intensity is determined not only by the duration of digital activity but also by users' behavioral patterns and their capacity for self-regulation. Communicative risks do not exhibit an unequivocally negative character: destructive forms of digital behavior remain at a trend level and are largely associated with personal characteristics rather than with digital interaction itself.

The assumptions regarding a direct link between digital engagement and increased isolation, loneliness, or identity loss were not empirically confirmed. On the contrary, digital resources may compensate for deficits in social interaction and contribute to the formation of a coherent, albeit distinct, digital self-image. At the same time, the emotional sphere appears to be the most vulnerable domain, particularly at early and transitional stages of digital integration, where elevated levels of frustration, anxiety, rumination, and emotional rigidity are observed.

Perspectives for further research include the expansion of longitudinal studies to examine the dynamics of digital risks across the life span and to clarify causal relationships between digital engagement and psychological changes. Future research should also focus on cross-cultural comparisons in order to identify sociocultural factors that mediate the perception and manifestation of digital risks. An important direction involves the development and empirical validation of targeted psychological support and digital risk management interventions tailored to specific digital stages. Additionally, further studies may explore the role of individual differences – such as personality traits, coping strategies, and emotional regulation styles – in moderating users' vulnerability or resilience to digital risks. Finally, the rapid evolution of digital technologies necessitates continuous revision of digital risk classifications and the inclusion of emerging phenomena, such as artificial intelligence–mediated communication and immersive virtual environments, into psychological research frameworks.

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THEORETICAL AND PEDAGOGICAL FOUNDATIONS OF APPROACHES, METHODS, AND FRAMEWORKS IN TEACHING ENGLISH LANGUAGE

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Summary

The growing demand for English as a means of global communication has placed a strain on the supply of well-trained language teachers. Nevertheless, concepts such as approach, method, and framework in terms of methodology have become blurred, which may lead to a misunderstanding of pedagogical implications. This article aims to define these terms and discuss their interrelatedness in the context of teaching English as a second language.

It reviews some of the main pedagogical approaches (such as the Communicative and Lexical Approaches), as well as specific teaching methods and lesson models (including PPP, TBLT, and TTT). Particular considerations include the application of theoretical principles to practice and lesson planning.

The study is an outcome of a discourse analysis of recent literature in the fields of applied linguistics and English language teaching. Theoretical and comparative analyses are employed to incorporate methodological perspectives.

The results suggest that effective English language teaching is achieved through the situational combination of approaches, methods, and frameworks that meet the specific needs of learners and the learning situation. The paper emphasizes the role of methodological sensitivity in formulating communicative, learner-centered instruction that is appropriate to the particular teaching context.

Key words: English language pedagogy, classroom practice, communicative competence, lesson design, language teaching strategies, methodological analysis.

1. Introduction

The place of English is becoming more and more central, so the old question about whether to teach it or not is being replaced by how to teach. The increasingly high demand for quality in language education means that there are many teaching approaches, methods and frameworks. At times, these terms are used interchangeably, yet they refer to different levels of pedagogical thinking and organization. Understanding the distinction between an approach and a method framework is crucial when planning a program for language instruction. A definition of these three notions will help educators design effective language programs as well as make informed decisions about which practices fit within those programs. Each represents a particular vision on how language learning takes place. Depending on their perspective on a particular issue, proponents may choose one term over another. Before we analyze specific models, techniques, and so on, it would be desirable to establish what an approach method framework represents at this point. All authors subsequently analyze whether there are examples according to the theoreticians previously mentioned.

"Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching." *(Richards & Rodgers, 2014:19)*

This definition emphasizes that an approach is the theoretical level of language teaching. People hold a variety of traditional beliefs about how language functions or how to acquire it. An approach provides these beliefs with an overall framework of ideas that represent our thoughts on language and its use. Still, it does not offer specific methods or procedures for developing instruction in second or foreign languages.

Nevertheless, since it is necessary to put these theoretical assumptions into practice in actual classroom situations, teachers need clear guidance on how to do so, and this is provided through methods. "A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach" *(Richards & Rodgers, 2014:20)*. This definition indicates that the method operates on a more concrete level than the approach.

Whereas an approach is a theory of what language is and how it is learned, a method is the application of that theory or approach in the classroom. It describes how teaching will be implemented in practice, specifically in terms of task formats and forms of interaction. However, methods themselves also require an organizational structure so that lessons are coherent and consistent; hence, instructional frameworks are necessary. "ESL lesson planning frameworks are step-by-step structures that support teachers in meeting linguistic and communication goals in the classroom" *(OnTESOL.org, n.d.)*. This definition suggests that a framework would be a kind of organization rather than one of the theories or methods. Frameworks help teachers plan and sequence lessons by providing a logical flow of teaching steps. They provide flexibility in teaching approaches and methodologies, while maintaining pedagogical coherence. This implies that frameworks offer the possibility of being practically interlinked with methods in a uniform educational format.

In summary, approach, method, and framework have interconnecting roles in the teaching of English at various levels–an approach based on theory that provides the structure for the how of language learning. The implementation of these principles in a classroom through an established protocol results in the creation of structured and systematic lessons that are connected with the learning goals or objectives. The structure/methods of these lessons can be adjusted according to the unique needs of the students in a specific classroom setting.

Once the differing definitions of approach, method, and framework have been established, it is time to examine how they function in practice. The following sections will provide examples of lesson frameworks and methods that illustrate how these three areas work together to create lesson plans that incorporate all the key ideas of language learning. The frameworks provide a structure for designing lesson plans, while the approaches and methods demonstrate how the ideas that help people learn languages work within the context of classroom activities. Examining examples of how these framework elements, approaches, and methods interact with each other enables us to see how theoretical concepts can be applied to create effective strategies for teaching and learning languages.

2. Frameworks

PPP (Presentation – Practice – Production)
The PPP (presentation-practice-production) framework represents one of the best-known methods of teaching English as a second language by providing an easy, sequential method by which teachers can introduce students to new vocabulary items, provide opportunities for students to practice their latest acquisitions, and develop the skills needed to use them when faced with varied situations. "Standing for Presentation, Practice, Production, the PPP model

is used in ELT as a prescriptive framework for the structuring of new language lessons, espe- cially grammar and functional language, and is well known from its use in teacher training programmes worldwide" *(Anderson, 2017)*.

As defined in this statement, PPP should be viewed as a framework rather than merely a series of steps through which a teacher can systematically prepare a lesson plan. At the pres- entation phase, the teacher introduces vocabulary and grammatical structures through exam- ples. During the practice stage, the teacher will provide controlled practice sessions to ensure students are well-prepared. To reinforce the concepts learned. Lastly, during the production phase, learners apply what they have learned to produce and incorporate the best aspects of both styles into their new work, along with original ideas and input received from the role-plays and discussions *(Oryza et al., 2022)*.

Practical use: The PPP process is also a suitable choice for beginning and intermediate learners, as it is structured in a step-by-step format, enabling learners to use the language inde- pendently by the end of the process. Additionally, PPP has been used to teach the structure of grammar points, express functional phrases, and introduce new vocabulary.

Lesson example: Direction Asking Lesson (B1; CEFR)

Presentation: Use a dialogue or instance of a map to demonstrate how to use phrases such as "Could you tell me ....?,.." and "At .., turn left/right...." as a lead-in to practice asking for directions.

Practice: Complete controlled practice, such as filling in the missing phrases for a map or dialogue practice in pairs.

Production: Use the maps of Classroom City to figure out how to ask for and give direc- tions in pairs with Role Play.

Although the PPP framework provides teachers with a sequential, structured approach to lessons, many educators believe it also overemphasizes grammatical form over semantics (meaning). As such, many educators are beginning to adopt a more learner-centred and com- municative model in their language instruction. TBLT has had the most significant impact on how we develop our approaches to communicative and learner-centered language teaching. It focuses on using 'meaningful' tasks as the basis for all instruction, instead of starting with the presentation of previously learned grammatical structures.

"Task-based language teaching is an approach based on the use of tasks as the core unit of planning and instruction in language teaching" *(Richards & Rodgers, 2014)*. Task-based lan- guage teaching (TBLT) is a type of communicative language teaching (CLT) or communicative approach in which tasks play a central and organizing role in defining content and structuring and sequencing activities *(Ellis, 2003)*. However, in TBLT, the focus is on language use for communicative purposes, and learners are encouraged to concentrate on accomplishing a real goal rather than on the exact production of a set of predetermined grammatical patterns.

In this model of language, the use of language to create meaning is emphasized, and grammatical structures are considered consistently after or during communication, often through reflection on the act of communicating, feedback received, or intensive consideration of the message itself through reflective or analytical tasks. Students have the opportunity to observe how language is used, as well as to work together as a team, define meaning through negotiation, develop solutions to problems, and engage cooperatively within a framework that supports communication and student-centered practices in language teaching. *(Ellis, 2003; Long, 2015)*.

TBLT is based on the premise that language is best learned through use, especially when   learners are mentally and socially engaged in tasks that are similar to those in real life

(Ellis, 2003). Hence, accuracy is acquired gradually and naturally, rather than through instruction of some sort, and it develops from exposure and use, not from rules. TBLT is intended for learners of English at intermediate to advanced levels (B1-C1), who prefer an active hands-on experience over a theoretical approach. Both adults & teenagers learning English as a foreign or second language in both formal and informal settings can benefit from this approach. Classes using TBLT will encourage students to interact with one another through collaborative work on real-world tasks.

Sample Lesson

Topic: Planning a weekend trip (B1)

Pre-task: Talk/brainstorm; Teachable vocabulary (transportation, housing, budget) related to planning a weekend trip.

Task: Students work in pairs to plan a weekend getaway on a small budget and present their plan.

Post-task: The teacher points out and clarifies the language that occurred (future tenses, suggestions, comparatives).

Though lesson design frameworks like TBLT and PPP take contrasting but systematic approaches to designing lessons, both provide a prescribed instructional path. While PPP presumes the learner needs explicit 'input' before 'practising' or applying the input, TBLT introduces meaning-focused tasks from the very beginning of a lesson. In a real classroom situation, however, learners often arrive with partial/uneven knowledge of the target language; therefore, there is a requirement for a framework alternative to TBLT and PPP, which can facilitate instruction based on what learners know and have previously learned about the target language, rather than on what a teacher plans to deliver. TTT provides one such framework that centres on learner performance when designing and delivering instruction. "Test–Teach–Test is a lesson procedure in which learners first attempt a task or activity to reveal their current level of knowledge, followed by focused teaching, and then a second task to assess improvement." *(Richards & Rodgers, 2014)* Unlike the linear lesson model, which relies on the teacher developing a complete lesson before the first learner is either assessed or taught, the Test-Teach-Test (TTT) model is based on what the learner knows when they enter the classroom. The first stage of TTT (the test) identifies the learner's strengths and weaknesses, enabling the teacher to tailor instruction to the learner's needs rather than delivering predetermined lessons. This allows the teacher to focus on the learner's actual needs, and the final test provides immediate feedback on how well the learner has grasped the material *(Harmer, 2015)*.

The entire system is designed for older students, enabling them to complete their work promptly and receive feedback through reflection. It is also frequently utilized when taking exams and for learning skill-based courses, as these courses require students to be as accurate as possible.

3. Approaches

After considering lesson structures such as PPP, TBLT, and TTT, you need to step back from the lesson and take a look at the "big picture" – the whole-of-course view – the pedagogical principles that underpin how languages are taught and learned. These views are sometimes called approaches. Among the various methodologies for teaching English, the Communicative Approach, which has emerged as one of the most popular and influential, stands out due to its peculiarity of generalizability. "Communicative Language Teaching is an approach to language teaching that seeks to develop learners' communicative competence " *(Savignon, 2018)*.

The Communicative Approach views the learning of a second language as being about creating and developing an ability to communicate in the target language, rather than merely learning and memorising grammatical rules. This means that language is viewed as a means of expressing meaning in social situations with a functional component, and that within the Communicative Approach, what happens in class will emphasize things like using language to communicate, having real-world interactions when teaching students, and providing students with opportunities to experience authentic or semi-authentic forms of communication. Therefore, grammar and vocabulary are resources used to communicate rather than the focus of study *(Savignon, 2018)*.

In the everyday work of the classroom, the Communicative Approach is realized in activities that utilize the target language to achieve communicative ends. Typical activities include role-plays, information-gap activities, group discussions, problem-solving exercises, and cooperative projects. These activities are designed to simulate day-to-day communication and prompt learners to negotiate meaning, express opinions , and respond spontaneously. Errors are accepted at the fluency stage, as they are considered a normal outcome of rule application, rather than mistakes in the application of rules *(Harmer, 2015; Littlewood, 2014)*.

In terms of lesson design, the Communicative Approach can be adopted with a high degree of flexibility in various lesson formats, including the PPP, TBLT, and TTT approaches. Although the order of steps may vary among models, the basic tenets of communication remain the same: an emphasis on meaning, learner interaction, and the use of language for a communicative purpose. This adaptability has sustained the usefulness of the Communicative Approach in English language teaching today, as it can be modified to fit various learning situations and learner demands *(Littlewood, 2014)*.

The premise of the Lexical Approach is that the knowledge of a language is not the knowledge of grammatical structures. Still, it is the knowledge of how to understand and produce lexical chunks that is crucial. In this view, lexis is the central organising principle of language, and grammar is an emergent property of lexical use patterns. Thus, language learners come to language learning both as perceivers and as producers of, usually prefabricated, multi-word units of language, such as collocations, fixed expressions, and semi-fixed chunks *(Lewis, 2016)*.

Within the classroom, the Lexical Approach advocates for an emphasis on rich, authentic input and the conscious noticing of lexical patterns. Layered learning: individuals are encouraged to notice, record, and reuse help link language chunks, rather than single words or isolated rules. Learn more. moreEncouraged to notice, record, and reuse chunks of language, as opposed to individual words. Just as individual words do not exist in isolation, during the process of learning a language, individuals notice, record, and reuse language chunks, rather than separate words or abstract rules. Typical tasks involve working with transcripts, focusing on texts for repeated patterns of lexis, reformulating sentences or expressions, and analyzing with ants to compile expressions. Where grammar rules are given, these are typically inferred from lexical examples, rather than as prescriptive rules *(Lewis, 2016; Boers & Lindstromberg, 2012)*.

4. Methods

Although approaches are general and theoretical in their outlook on the nature of language and language for learning, methods are more practical in their focus. A specific set of emphases for teaching a language that is consistent with a particular approach and defines the

roles of teachers and learners in the classroom, rather than being. That is to say, methods transform theoretical assumptions about language and how to learn it into organized techniques for teaching *(Richards & Rodgers, 2014)*.

Grammar-Translation Method

The Grammar-Translation Method is distinguished by an emphasis on the rules of grammar, translation from and into the target language and the learners' first language, as well as the skills of reading and writing. Teaching is mainly teacher-centred, and there is little focus on spoken interaction. While it is by no means the best approach for every conceivable setting, the way it is taught is wholly dependent upon context, and many users still swear by it in situations where precision, literary criticism, or examination preparation is needed *(Richards & Rodgers, 2014)*.

Direct Method

As the suggested method advocates for complete immersion in the target language for the entire duration of the lesson, it emphasizes the specific needs of oral communication and learning through induction. Vocabulary and grammar are presented through demonstration and in context, rather than being translated. This approach to language teaching was influential in shifting language teaching away from a heavy reliance on translation and towards more natural language use *(Richards & Rodgers, 2014)*.

5. Conclusions

This article outlines the primary theoretical distinctions between approaches, methods, and techniques in teaching English as a foreign language. It demonstrates how, in practice, they fulfill complementary functions in the context of modern ELT. Approaches constitute the theoretical underpinnings that selectively influence what teachers believe about language and learning. Specifically, the realization of those beliefs through more effective classroom practices and techniques is the structure that methods use for the organization and sequencing lessons. The knowledge of the relationships between these concepts enables educators to base their pedagogy on what they know, rather than adopting what they are told.

The review of primary methodologies, including the Communicative and Lexical Approaches, indicates a distinct movement in contemporary EFL› pedagogy towards meaning-centered, learner-directed teaching. These methods emphasize the authentic use of the language, interaction, and provide meaningful practice, thereby developing communicative competence, as evidenced by the increased interest in understanding practical language in real-life situations. At the same time, the trajectory of methods suggests that traditional methods and techniques continue to inform teaching practice, often in the form of adaptations to meet the specific needs of a particular group of learners.

A further core finding in relation to lesson frameworks, such as PPP, TBLT, and TTT, is that there is no single best framework. Each approach has a series of benefits that are excellent for different learners, varying levels of proficiency, and other types of lessons. So effective teaching is a matter of flexibly combining approaches, methods, and schemes of work rather than rigidly sticking to one model.

To teach the English language effectively is to adopt a principled and reflective stance in which one's theoretical knowledge informs one's practice. In this way, by selecting and adapting approaches, methods, and procedures to their specific teaching contexts, teachers can provide more effective, sensitive, and meaningful learning opportunities for diverse groups of learners.

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POPULAR CULTURE AS A MEDIATOR: MECHANISMS OF RECODING AND SYMBOLIC CAPITAL EXCHANGE IN THE ERA OF METAMODERNISM

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Summary

The article explores the dynamics of interaction between high (elite) and popular culture in the era of metamodernism. The author moves away from the traditional dichotomy and hierarchical opposition of these spheres, viewing them as a convergent system with a constant exchange of meanings. The methodological basis of the study relies on the distinction between "mass culture" (an industrial product) and "popular culture" (grassroots creativity, "textual poaching" according to M. de Certeau), which allows for an analysis of audience agency. The paper substantiates the thesis that popular culture performs a key mediating function: it acts as a "translator," recoding the complex aesthetic codes of high art into the language of everyday experience. Using examples from visual art (immersive exhibitions, the street art phenomenon, internet memes), the article illustrates processes of double appropriation: elite culture adopts the communicative strategies of popular culture to expand its audience, while popular culture appropriates the symbolic capital of high art for its own legitimation. It is concluded that such interaction ensures the actualization of cultural memory and the survival of classical heritage in the digital age.

Key words: high culture, popular culture, mediation, symbolic capital, recoding, textual poaching, artification, visual art.

1. Introduction

Relevance and Context. The contemporary cultural landscape is characterized by a radical blurring of hierarchical boundaries. The traditional vertical model of culture, where "high" (elite) art was opposed to "low" art as a carrier of truth versus a surrogate, is losing its explanatory power. In this research, we interpret the cultural context through the lens of metamodernism, defined by Timotheus Vermeulen and Robin van den Akker as a "structure of feeling" characterized by an oscillation between modern enthusiasm and postmodern irony *(Vermeulen & van den Akker, 2010: 2)*. This theoretical framework is crucial because it explains the current refusal of binary oppositions: culture is no longer "either high or low," but exists in a state of constant fluctuation. Elite culture, striving to maintain relevance, turns to the toolkit of pop culture (irony, play), while the latter appropriates the symbolic capital of the "high" (sincerity, aura).

Scientific Novelty. The novelty of this research lies in the refusal to view popular culture solely as a product of industrial simplification. For the first time, the concept of the mediation function of popular culture is substantiated; it acts as a communicative interface, recoding complex aesthetic meanings of high art into the language of everyday experience, thereby ensuring their accessibility and survival in the digital age.

Aim of the Research. The main aim of the article is to analyze the mechanisms of interaction and mutual exchange of capitals between high and popular cultures, as well as to determine the role of popular culture as a key mediator of meanings in the contemporary sociocultural space.

Research Tasks. In accordance with the set aim, the following tasks are addressed in the work. To theoretically distinguish between the concepts of "mass culture" (as a product of industry) and "popular culture" (as grassroots creativity), relying on the methodology of *Cultural Studies*. To investigate the mechanisms of "textual poaching" and bricolage, through which the audience appropriates and reinterprets elite cultural codes. To analyze specific practices of convergence in visual art (immersive exhibitions, street art, internet memes) as forms of double exchange of symbolic and communicative capitals. To determine the sociocultural consequences of this process for the preservation of cultural memory and the legitimation of new art forms.

Methodology. The methodological basis of the work is an interdisciplinary approach. The study employs: *Sociocultural analysis* – to examine the interaction of cultures as an exchange of symbolic capital (P. Bourdieu). *Semiotic method* – to analyze the processes of recoding ("translating") meanings between different sign systems (U. Eco). *Methodology of everyday life* – to study audience agency and consumption tactics (M. de Certeau). *Case study* – for the empirical analysis of immersive exhibition phenomena, Banksy's works, and digital folklore.

2. Theoretical and methodological foundations

The methodological lens of this research is based on an interdisciplinary approach combining the tools of *Cultural Studies*, social semiotics, and the sociology of culture. The rejection of an essentialist understanding of culture (as a fixed set of masterpieces) in favor of a processual approach allows us to view the interaction of "high" and "popular" as a dynamic exchange of meanings, rather than a zero-sum game.

Fundamental to our analysis is the distinction between the concepts of "mass culture" and "popular culture," established by representatives of the Birmingham School. If mass culture is defined by economic indicators, popular culture is an act of creativity. John Fiske clearly formulates this distinction:

"Popular culture is made by the people, not produced by the culture industry. All the culture industry can do is produce a repertoire of texts or cultural resources for the various formations of the people to use or reject" (Fiske, 1989: 24).

According to the concept of "semiotic democracy," the audience actively processes mass media texts. This idea is deepened by the theory of Michel de Certeau, who introduces the metaphor of "textual poaching". Users "encroach" upon the territory of elite property and snatch fragments for their own use. De Certeau describes this poetically and aptly:

"Readers are travellers; they move across lands belonging to someone else, like nomads poaching their way across fields they did not write, despoiling the wealth of Egypt to enjoy it themselves" (de Certeau, 1984: 174).

To analyze hierarchical relations, we turn to the sociology of Pierre Bourdieu. High culture possesses legitimacy, while popular culture possesses mass reach. Bourdieu notes that our preferences are a marker of social status:

"Taste classifies, and it classifies the classifier. Social subjects, classified by their classifications, distinguish themselves by the distinctions they make" (Bourdieu, 1984: 6).

However, modern convergence testifies to interdependence. Peter Stallybrass and Allon White, in their work on transgression, prove that elite culture is psychologically dependent on the "low":

"The 'top' attempts to reject and eliminate the 'bottom' for reasons of prestige and status, only to discover, not only that it is in some way frequently dependent upon that low-Other... but also that the top includes that low symbolically, as a primary eroticized constituent of its own fantasy life" (Stallybrass & White, 1986: 5).

The technical process of translating meanings occurs through bricolage – the recombination of existing objects. Dick Hebdige describes this process using the example of subcultures, but it is universal for all pop culture:

"The most mundane objects... were taken over [by the subculture] and converted into icons of the new style... Together they form a 'bricolage', a new chaotic whole" (Hebdige, 1979: 103).

In the digital age, this process is amplified by cultural convergence. Henry Jenkins emphasizes that this is not purely a technological process:

"Convergence does not occur through media appliances, however sophisticated they may become. Convergence occurs within the brains of individual consumers and through their social interactions with others" (Jenkins, 2006: 3).

3. The expansion of the popular: transformation of elite culture forms

Modern institutions of high culture (museums, galleries, opera houses) find themselves in a situation of fierce competition for audience attention in the "experience economy." To avoid marginalization, elite culture resorts to borrowing the communicative strategies of popular culture. This process can be characterized as a transition from the paradigm of *distanced contemplation* to the paradigm of *immersive participation*.

Technological Attraction: From the "Aura" of the Original to Immersive Experience. The traditional model of the "White Cube," which dictates distance, gives way to sensory saturation. A vivid example is the phenomenon of immersive exhibitions *Van Gogh Alive (Pfeifer, 2021)*. Van Gogh's immersive exhibitions, spanning Europe, North America, Asia, and the Middle East, have transformed art into a popular phenomenon, attracting millions of visitors, including those who had no previous interest in painting. In these projects, static canvases become a dynamic environment.

"Art-themed immersive exhibitions such as the Van Gogh immersive experiences exemplify habits of digitally-mediated, 24/7 immersive attention and consumption in art and in everyday life" (Mondloch, 2022).

From a theoretical perspective, a transformation of the "aura" (according to W. Benjamin) occurs here. Immersive exhibitions create a *new, technogenic aura*, offering a unique bodily experience. Elite content is "packaged" in a popular form (light show), which lowers the entry threshold for the mass viewer.

"Instagrammization" and Algorithmic Aesthetics: The Museum as a Phygital Space. Another vector of influence is the fundamental restructuring of museum space under the dictates of the visual logic of social networks. Lev Manovich defines this phenomenon as "Instagramism" – a new aesthetic form where composition, lighting, and space design are subordinated to news feed algorithms *(Manovich, 2017: 45)*. This forces institutions of high culture to transition to a "phygital" strategy – a combination of physical and digital experience. A striking example is the work of Yayoi Kusama, particularly her "Infinity Mirror Rooms." These installations are high conceptual art that, however, perfectly resonates with selfie culture by allowing the viewer to place

their own body at the center of the artwork *(Yoshitake, 2017: 21)*. Researcher Kylie Budge notes that taking photos in a museum is not an act of vandalism, but a form of "visual colonization": the visitor appropriates the elite object, inscribing it into their own digital narrative *(Budge, 2017: 67)*. Museums respond to this institutionally: for instance, the Louvre developed a special visitor trail following the release of Beyoncé and Jay-Z's music video "Apeshit," which led to a record number of visitors *(Grant & Kee, 2020: 15)*. High art agrees to fragmentation in exchange for virality, recognizing that in the modern world, invisibility on the web equals non-existence.

4. The legitimation of the popular: appropriation of symbolic capital

The movement of popular culture into the sphere of the high is dictated by a striving for status. The process of filling the deficit of symbolic capital can be defined as "artification."

From Vandalism to Auction: The Institutionalization of Street Art. The most striking example is the evolution of street art. The case of the artist *Banksy* demonstrates a complex dialectic: his stencil works end up in elite auction houses. The incident with the self-destruction of the painting "Girl with Balloon" *(Love Is In The Bin, 2018)* during the auction illustrates the moment of collision of two logics. Banksy performed an act of institutional critique, but the market appropriated this gesture, transforming the destroyed painting into a new, even more expensive masterpiece. This confirms Stallybrass and White's thesis that high culture feeds on transgression, turning the "filth" of the street into the "gold" of the gallery.

Blurring Boundaries: KAWS and the "Art Toy" Phenomenon. Kaws figures are a contemporary phenomenon in the context of pop culture, street art, and collectible sculpture, created by Brian Donnelly (Kaws), combining images of famous characters with urban aesthetics *(Meyer, 2024)*. Their appeal lies in the combination of art and commerce, limited editions and influence on pop culture through collaborations with brands, transforming the figures into cultural icons and collectibles. The evolution from graffiti to various media has led to global recognition and a significant impact on contemporary art, fashion and the auction network. Artist KAWS works at the intersection of vinyl toy design and monumental sculpture. Transferring the image from cheap plastic to bronze and collaborating with elite brands allow popular culture to appropriate the status of "high art." Popular culture proves its ability to create objects of investment value.

5. Popular culture as a mediator: recoding meanings

The central thesis of the research is that popular culture takes on the function of the main mediator. It fills the communicative gap between elite art and the experience of the average person.

The Mechanics of "Poaching": Desacralization as a Method of Communication. The audience's interaction with masterpieces is an act of *productive consumption*. The internet phenomenon "Classical Art Memes" demonstrates how the visual form of high art is combined with text about everyday problems. The religious plot is ignored, and the expression of suffering is used to illustrate the emotional state of a modern person (deadlines, fatigue). The "domestication" of the elite occurs: the distant becomes close.

Popular Culture as an Interface to the "Cultural Archive". Popular culture acts as an interface, lowering the "entry threshold." Umberto Eco aptly noted regarding the role of mass genres:

"The comic strip... operates as a mechanism of mediation, reducing the complex to the simple, the tragic to the grotesque" (Eco, 1994: 30).

This is the only way to actualize cultural memory. Popular culture transforms museum exhibits from "dead objects" into "living" ones.

Recoding Values. When popular culture appropriates high culture, it "grounds" it. The aesthetic object is transformed into a tool for social adaptation and psychological relief, validating the viewer's personal experience.

6. Conclusions

The conducted research allows for the following conclusions:

Symbiosis instead of Conflict. In the metamodern era, "high" and "popular" form a single convergent ecosystem with constant osmosis. **Exchange of Capitals.** Elite culture borrows *communicative strategies* (immersiveness) and *audience*, while popular culture appropriates *symbolic capital* and *status*. **Mediation.** Popular culture is a necessary mediator. Through the mechanisms of "textual poaching" and bricolage, it recodes complex aesthetic codes, making them suitable for communication "here and now." **Vitality.** Processes of "instagrammization" and memetization are mechanisms for the actualization of cultural memory, preventing the transformation of high art into a dead archive.

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CREATIVITY AND DEVIANCE IN THE UNIVERSITY ENVIRONMENT: THEORETICAL AND METHODOLOGICAL CRITERIA FOR DISTINCTION

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Summary

The article proposes a theoretically grounded approach that treats creativity and deviation from norms not as identical phenomena but as different trajectories of exploratory activity. A system of criteria for assessing creative and deviant behaviour in the academic setting is substantiated. On this basis, a model is developed that combines the level of creativity and the level of constructive normativity, making it possible to distinguish productive and destructive forms of non-standard behaviour as well as borderline, risk-laden zones where they intersect. The proposed framework allows researchers and practitioners to evaluate not only the external "unconventionality" of behaviour, but above all its value orientation, motivational basis and impact on other participants in the educational process. The findings are used to formulate recommendations for university policy aimed at supporting the professional creativity of academic staff and students while minimising the risk of pathologising creativity under conditions of increasingly normative and audit-driven higher education.

Key words: professional creativity, deviant behaviour, university environment, norm and normativity, motivation, innovation in higher education.

1. Introduction

The transformation of higher education under conditions of structural instability, digitalisation and global competition for resources and attention intensifies the demand for creative academics and students who are able to initiate and sustain innovative change. At the same time, the regime of normative regulation of academic activity is becoming more stringent: programmes are unified and standardised; formal requirements for documented academic integrity are growing; systems of external quality assurance are being expanded; rigid regulations for assessment, reporting and management by indicators are introduced. In this configuration of audit culture, non-standard behaviour of a lecturer or student acquires an ambivalent status. The same practices can be interpreted either as desirable creativity, consistent with the logic of innovative development, or as undesirable deviance that threatens institutional stability and violates established normative expectations.

Most educational practices lack clear criteria for distinguishing creative from deviant behaviour. Institutional norms tend to respond to any deviation as a threat to order, whereas innovative development requires a reflective questioning and partial violation of established patterns. This creates a risk of pathologising creativity and of labelling creative lecturers and students as "problematic", "inconvenient" or "conflict-prone". Such dynamics block the realisation of the institution's innovation potential, contribute to professional burnout and foster conformist strategies among students. Hence the need for a theoretical and methodological

distinction between creativity and deviance in the university environment. The aim is not to legitimise any "unconventional" actions, but to develop criteria that make it possible to differentiate constructive creativity from destructive deviance and to describe intermediate, risk-prone zones where these phenomena intersect.

The aim of this article is to substantiate the differences between creative and deviant behaviour of participants in the educational process in the university environment, to develop criteria and a conceptual matrix for distinguishing them, and to outline the risks of pathologising creativity in normatively oriented higher education.

To achieve this aim, the following research tasks are set: to analyse the main theoretical and methodological approaches to understanding creativity and deviance; to describe behavioural manifestations of teachers' professional creativity and student creativity in learning; to develop criteria for distinguishing creative and deviant behaviour, presented in the form of a generalised table; to propose a conceptual matrix of the relationship between creativity and normativity as a tool for analysing behaviour of participants in the educational process; to identify potential risks of pathologising creativity and to outline guidelines for university educational policy.

Theoretical and methodological framework. Methodologically, the article builds on the author's previous empirical studies in the field of teachers' professional creativity and the motivational modes of participants in the educational process *(Illiakhova, 2024)*. Conceptually, the research draws on the componential theory of creativity *(Amabile, 2012)*, which understands creativity as the result of interaction between domain-relevant expertise, creative thinking and intrinsic motivation. This approach is particularly relevant for analysing the professional activity of university teachers, where subject expertise and the motivational-value sphere determine the potential for creatively renewing educational practices.

In this context, creativity acquires a clearly professional dimension. Teachers' professional creativity can be defined as an integral quality that ensures their capacity to design and implement innovative forms of teaching, create developmental situations for students, and reflexively reinterpret their own practice. It includes cognitive (originality, flexibility, divergent thinking), motivational (intrinsic motivation, meaningful engagement), emotional-volitional (tolerance for uncertainty, ability to cope with risk) and communicative components.

The study also draws on self-determination theory *(Ryan & Deci, 2023)*, which posits a continuum from external to internal motivation and introduces the concept of flow as an optimal state of creative engagement in professional activity. In examining the motivational structure of participants in the educational process, the author introduced a model of motivational modes "have to – must – will – can – want" as different modes of professional and learning activity. This made it possible to trace the link between dominant modes and a tendency toward either creative or conformist behavioural strategies *(Illiakhova, 2023)*. Thus, creativity in the university environment is considered not only as a personality trait, but as a dynamic process of interaction between the individual characteristics of teachers and students, institutional requirements and the broader cultural-historical context.

The methodological approach combines normative-value analysis, psychological-pedagogical interpretation of the motivational sphere and conceptual modelling, which together enable creativity and deviance to be considered as interrelated but not identical phenomena of academic life. In particular, the following methods are used: conceptual reconstruction – reinterpretation of the author's previous findings on teachers' professional creativity, motivational modes and the cluster structure of creativity in order to apply them to behavioural manifestations in the academic setting. Critical analysis of norms – identification not only of explicit but also of

informal normative expectations within the university that influence the interpretation of creative behaviour as "problematic" or "deviant". Conceptual typologisation – development of a system of criteria for distinguishing creative and deviant behaviour and subsequent structuring of the "creativity–normativity" matrix, which makes it possible to single out four types of behaviour (constructive creativity, conformist routinisation, risky deviance, destructive deviance).

2. The Relationship between "Norm", "Creativity" and "Deviance" in the Educational Process

A key question in researching creativity in education concerns the relationship between norm and creativity, and the nature of their correlation. It is precisely at the boundary between the "normal" and the "deviant" that the phenomenon of creativity emerges: on the one hand, creativity inevitably transcends what is established; on the other, it should not be conflated with destructive deviance. Contemporary overviews of deviance emphasise this tension, describing deviance not as a "pure breach" but as a complex zone of interaction between norm, innovation and protest *(Goode, 2015)*.

The concept of norm (from Latin *norma* – measure, rule, law, pattern) is polysemous and cannot be reduced to its etymology. In everyday, psychological, philosophical, natural-scientific, socio-cultural, economic and legal contexts it acquires different connotations. In common usage "norm" refers, first, to an "established measure, quantity" or "average value" *(Illiakhova, 2023)*; second, to "custom, established order"; and third, to "a generally recognised rule of behaviour in a given social milieu", "binding order or arrangement". The accent on stability here is twofold: a norm may emerge gradually and spontaneously as a "habitual state of affairs", or be explicitly instituted as a mandatory rule. Because of this, the second and third meanings of "norm" tend to merge in everyday language, and norm itself is often perceived as self-evident, as something that "needs no explanation".

In scholarly analysis it is useful to distinguish at least two basic dimensions of norm. The first – substantive (descriptive) – relates to the specification of what is considered the normal state of an object, that is, typical characteristics whose manifestation is perceived as regular and stable. Deviation from these characteristics is treated as an exception, an anomalous state that should be "brought back to normal". This leads to the classical dichotomy "norm – anomaly" or "norm – pathology". In psychology, for example, a person whose behaviour runs counter to the values, habits or attitudes of the majority is often considered "abnormal", and the rarer a particular deviation, the more likely it is to be perceived as anomalous. A similar logic is evident in contemporary accounts of deviant behaviour, where "normality" is linked to statistical frequency and social acceptability, whereas deviance is associated with marginal, rare and socially unacceptable actions *(Goode, 2015)*.

The second dimension – prescriptive (deontic) – concerns norm as an ethical or legal rule. In this sense norm appears as "a standard of conduct, a custom repeatedly reproduced in similar actions of many people as a moral law binding on each individual", i.e. as part of moral consciousness. Here we are dealing with social norms as provisions that regulate relations between individuals and society and set patterns of action through which ordered and regular social interaction is maintained. Norm in this context is less a description of "what is" than a form of obligation, an idea of "what ought to be". Contemporary research in the field of legal consciousness shows that the level of internalisation of such norms and the degree of trust in institutions significantly influence a person's readiness either to comply with or to violate established rules *(Pevko, 2024)*.

Thus, in the first case norm fixes what is typical and established (the substantive dimension), while in the second it denotes what is expected and obligatory (the deontic dimension). In higher education these two types of norms intersect: stereotypes of practice ("this is how things are done here") gradually acquire the status of moral and professional imperatives ("this is how it should be"). Conversely, formally proclaimed ethical norms may fail to take root as actual behavioural patterns. This discrepancy between declared and actual norms becomes fertile ground both for deviance and for creative re-thinking of norms.

The paradox of creativity lies in the fact that both deviant and "normal" behaviour may exhibit similar outward features. Many individuals with deviant behaviour are also highly creative. Behaviour that diverges from familiar patterns is often driven by an active exploratory impulse, yet it can be maladaptive and destructive in its orientation. The crucial difference lies in the value vector and motivational basis. In creative activity, the process of exploration itself is a source of satisfaction; even negative results are interpreted as additional knowledge about the object and a stimulus to redirect the search. In contrast, in deviant exploratory activity the primary motive is often pleasure as such, the pursuit of excitement, power or dominance regardless of the consequences for others. Empirical studies of young people in the post-COVID period, for example, show that a combination of high sensation seeking with low empathy significantly increases the risk of deviant behaviour, whereas empathy has a clear protective effect *(Floridi et al., 2025)*.

Researchers have long noted the presence of shared characteristics among creative and deviant individuals. Barron and Harrington point to independence of judgement, the ability to find challenge attractive, aesthetic sensitivity and willingness to take risks *(Barron, Harrington 1981)*. Farley identifies a specific personality type – the "T-personality", oriented toward excitement seeking. People of this type may attain high levels of creativity or display destructive, including criminal, behaviour *(Farley, 1986)*. The results of a series of empirical studies confirm this thesis, demonstrating that the same "search energy" can unfold either into constructive innovative activity or into destructive forms of deviance, depending on the configuration of motivational and value-affective factors *(Floridi et al., 2025)*. A high level of exploratory and risk-taking activity is therefore neither a guarantee of creativity nor a marker of deviance; what is decisive is value orientation, attitude toward norms and consequences for others.

In everyday discourse this often results in a misleading opposition between "deep creativity" and superficial "creative display", where the former is associated with substantive exploratory activity and the latter with demonstrativeness, imitation or self-presentation. Methodologically, however, creative work and creative behaviour belong to the same order of concepts and, in the motivational sphere, should be opposed not to each other but to deviant, addictive forms of behaviour in which the search for novelty is reduced to the pursuit of excitement, evasion of responsibility or sheer destruction. In this sense it is essential to distinguish innovative, socially beneficial non-standardness from destructive deviations *(Goode, 2015)*.

3. Criteria for Distinguishing Creative and Deviant Behaviour

Taking into account the above analysis of creativity and deviance in higher education, the article proposes a system of criteria summarised in *Table 1*. These criteria enable an assessment not only of the external "non-standardness" of behaviour but, more importantly, of its value orientation, impact on others and educational outcomes.

In creative individuals, independence of judgement and non-conformism are grounded in inner values and reflection, whereas in deviant individuals they often arise from a hidden sense of inferiority and maladjustment. A creative professional's desire to go beyond the template is linked to the search for constructive solutions; in a deviant actor it is associated with the pursuit of thrills, shock value and risk for its own sake. Openness to the new in the first case is driven by cognitive interest; in the second, by the quest for extreme experiences and uncommon ways of satisfying personal impulses. In general, creative activity tends to be constructive and oriented toward substantive and professional domains, while deviant activity is concentrated in spheres related to norm violation and addictions.

Table 1

Criteria for distinguishing creative and deviant behaviour in the university environment

Criterion	Creative behaviour	Deviant behaviour
Value orientation	Focus on development, educational quality and expansion of opportunities for participants in the process.	Focus on satisfying personal impulses, power or protest without regard for consequences for others.
Attitude to norms	Critical, reflective stance; readiness to question and, where necessary, transparently renegotiate or challenge norms in order to improve practice while preserving fundamental rights and safety.	Systematic ignoring or deliberate violation of basic ethical, legal and academic norms, without assuming responsibility and without concern for the protection of others.
Motivation	Striving to move beyond routine patterns; originality and non-standard approaches; openness to the new and unfamiliar.	Sensation seeking, pursuit of extreme experiences and unconventional ways of achieving gratification; risk-seeking and shock-oriented behaviour.
Activity profile	Constructive activity in substantive and professional domains. Strong sense of agency linked to autonomy and resilience to social pressure.	High exploratory activity focused on deviant interests. Independence in non-deviant domains combined with a tendency to blame others and dependency in addictive spheres.
Attitude to others	Respect for the dignity of students and colleagues; willingness to engage in dialogue; sensitivity to others' boundaries and needs.	Humiliation, manipulation, instrumental use of others; tolerance for violent or degrading practices.
Level of responsibility	Constructive engagement in teamwork. High personal and professional responsibility for outcomes and impact on others.	Avoidance of responsibility, shifting blame, denial of personal involvement in problematic situations.
Reflexivity	Awareness of motives and goals; readiness to reconsider one's approaches and learn from experience.	Low reflexivity, rigidity; predominance of self-justification over analysis of one's own behaviour.
Attitude to mistakes and risk	Mistakes are treated as a learning resource; controlled risk is accepted in the name of innovation.	Risks are ignored; irresponsible experimentation or destructive behaviour "for the sake of protest".

Continuation of table 1

Impact on the edu-cational process	Enhancement of learning quality, engagement and motivation; emer-gence of new practices.	Destabilisation of the process; decline in trust and motivation; deterioration of the psychological climate.
Emotional tone and communication	Emotional engagement without vio-lence; humour without humiliation; constructive handling of conflict.	Aggression, sarcasm, ridicule; pas-sive or active aggression; systematic devaluation of others.
Motivational mode	Dominance of "can" and "want" modes (self-determination, intrinsic motivation, meaningful engage-ment).	Dominance of deformed modes "must", "don't want", "I don't care"; protest without a constructive vision.

These criteria demonstrate that creativity and deviance are not synonyms for non-standard-ness. Creative behaviour may transcend established forms yet preserves the value core of educa-tion, respect for the dignity of others and an orientation toward development. Deviant behaviour, by contrast, undermines this core, even when it outwardly appeals to creativity or freedom.

If norm is understood in its substantive sense as any unit of social experience accumu-lated and transmitted through tradition – that is, as typical features of a class of phenomena, processes and practices – it fixes a pattern of activity that ensures broad acceptance and stable repetition. In this context behavioural stereotype and norm largely coincide, both denoting sta-bilised, established ways of acting. Accordingly, creativity as active exploratory activity driven by intrinsic motivation and oriented toward self-determination must, in principle, move beyond the limits of the "substantive norm" and stereotypical practice. Mere deviation from familiar content or form is not yet deviance; on the contrary, without such deviation professional crea-tivity of a teacher is impossible.

However, if we proceed from the second, deontic meaning of norm as an ethical and legal rule that expresses what is expected and sets the boundaries of acceptable behaviour, the picture changes. Here deviation from normative behaviour – that is, from rules that protect dignity, safety and rights of others and ensure ordered interaction – appears as social deviance rather than creative activity. Creativity may and should challenge content-related, methodo-logical and organisational stereotypes, but it must not destroy fundamental ethical, legal and academic norms.

4. The "Creativity–Normativity" Matrix as a Conceptual Model

To further differentiate behavioural strategies of participants in the educational pro-cess, a conceptual matrix of the relationship between creativity and normativity is proposed (*Figure 1*). It is based on two axes: the level of creativity (low – high) and the level of construc-tive normativity (low – high), the latter reflecting the degree to which basic ethical, legal and academic norms are observed.

The intersection of these axes yields four quadrants:

1. *High creativity + high normativity (constructive creativity / innovative leadership).* This quadrant includes lecturers and students who generate and implement new ideas while pre-serving respect for norms of safety, dignity and academic integrity. Their practices contribute to institutional development, improve learning quality and foster engagement. This group forms the core of the institution's innovative potential.

I. High creativity,
high normativity
(constructive creativity)

II. Low creativity,
high normativity
(conformist routinisation)

III. High creativity,
low normativity
(risky deviance)

IV. Low creativity,
low normativity
(destructive deviance)

Level of constructive normativity

Level of creativity
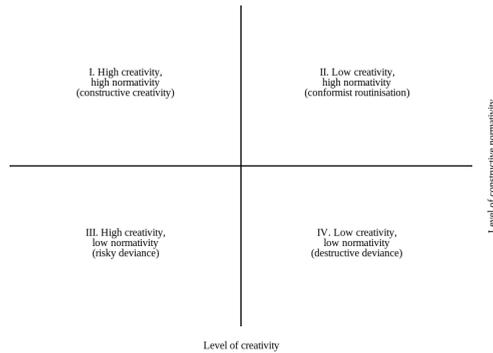
**Fig. 1. Matrix of the relationship between creativity
and normativity – schematic description**

2. *Low creativity + high normativity (conformist routinisation).* Here we find participants who carefully follow rules but do not initiate change and avoid responsibility for innovation. They provide system stability, but when this type of behaviour dominates, the institution risks sliding into mere reproduction of the status quo.

3. *High creativity + low normativity (risky deviance).* This quadrant describes "spectacular" creativity without ethical constraints. Its representatives are capable of original ideas but may violate others' rights and neglect integrity and safety. If the university uncritically romanticises this type of behaviour, creativity becomes associated with impunity and toxicity.

4. *Low creativity + low normativity (destructive deviance).* In this quadrant neither creative orientation nor respect for norms is present. Behaviour is openly destructive: aggression, sabotage, devaluation of learning. It calls not for innovative, but for disciplinary and psychological-pedagogical responses.

The matrix shows that creativity in itself does not guarantee constructiveness, and normativity is not necessarily synonymous with "rightness" in the long term. An innovative academic institution must consciously support the first quadrant, while creating conditions for participants to move from conformist routinisation and risky deviance toward constructive creativity.

5. Conclusions

The academic setting simultaneously requires creativity and seeks to preserve normative stability, creating tension between innovative and conformist tendencies. Within this tension, non-standard behaviour may be interpreted either as desirable creativity or as undesirable deviance. In the educational context, creativity is an integral characteristic of teachers' professional activity and students' learning engagement, connected with intrinsic motivation, states of flow, the capacity to re-think norms and to create new practices. Deviant behaviour in the university, by contrast, involves violations of ethical, legal and academic norms that harm other participants or undermine the basic values of education. Some behavioural manifestations may have a mixed character, when protest against unjust norms takes both creative and destructive forms.

The proposed criteria for distinguishing creative and deviant behaviour indicate that the key parameters are value orientation, attitudes toward norms and other people, level of responsibility, reflexivity and impact on the educational process. Non-standardness as

such cannot serve as sufficient basis for classifying behaviour as deviant. The conceptual "creativity–normativity" matrix makes it possible to identify four types of behaviour – from constructive creativity to destructive deviance – and to delineate risk zones where creative potential can slide into deviant practices or, conversely, be blocked by excessive normativity.

In the absence of clear criteria for distinguishing creativity and deviance, university administrations and academic communities may: label creative lecturers and students as "problematic" when their practices go beyond habitual routines; suppress innovative initiatives under the pretext of "violating traditions", "overly risky experiments" or "non-format" behaviour; reproduce a culture of fear of error in which impeccable compliance with instructions becomes the main value rather than development.

The consequences include reduced motivation and resilience among academics, outflow of the most creative professionals from the academic system, and the formation among students of a strategy of "doing the minimum to pass" rather than genuine learning.

To avoid pathologising creativity, university policy should:

1. *Clearly separate creativity and deviance at the normative level.* Adopt internal regulations that explicitly distinguish between support for innovative teaching and research practices, on the one hand, and procedures for responding to ethical, legal and disciplinary violations, on the other.

2. *Introduce structured spaces for experimentation.* Establish semester-based teaching innovation grants and "protected pilot status" for experimental courses, where lecturers can test new formats of content delivery and assessment under peer review and with clearly defined conditions of responsibility.

3. *Develop a culture of reflection and dialogue.* Institutionalise regular pedagogical colloquia, communities of practice and mandatory ethics workshops that explicitly differentiate legitimate critique of norms from harmful norm-breaking. This reduces interpretive conflicts and the arbitrary stigmatisation of creative behaviour.

4. *Strengthen student self-governance and partnership formats.* Involve students in joint design of curricula, assessment criteria and codes of academic conduct through mixed committees and participatory formats. This channels potentially deviant energy into constructive participation and shared responsibility.

5. *Work systematically with the motivational sphere of academics.* Support autonomy, recognise achievements, and provide opportunities for professional development and research projects. Such measures contribute to a shift from "have to / must" motivational modes toward "can / want", which form the psychological basis of creativity.

Future research should focus on empirical testing of the proposed matrix with samples of teachers and students, the development of diagnostic tools for assessing motivational profiles and behavioural strategies, and the analysis of links between types of creativity/deviance and the innovative potential of academic communities.

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"NEW HOME" CONCEPT AS A PART OF HUMAN-CENTERED PEDAGOGICS

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Summary
The article explores the "New Home Concept" as an emerging framework within human-centered pedagogics, emphasizing the pedagogical value of supportive, emotionally resonant, and context-responsive environments. Drawing on contemporary insights from neuroarchitecture, environmental psychology, and community-based design, the study argues that the meaning of "home" extends far beyond physical shelter. Instead, it represents a multidimensional learning ecosystem that shapes cognitive capacities, emotional regulation, creativity, and social development. Based on the author`s experience and model of transforming houses into holistic, human-supportive environments, the article conceptualizes the home as a pedagogical space where learning processes are embedded in everyday spatial, sensory, and social experiences. The study analyzes four interrelated design principles (emotional resonance, functional harmony, community integration, and adaptive sustainability) as educational mechanisms that cultivate a person`s well-being, autonomy, and intergenerational interaction. Special attention is given to the needs of neurodiverse individuals, whose sensory and cognitive profiles require flexible, predictable, and inclusive environments capable of minimizing stress and enhancing learning engagement. The article further examines the pedagogical significance of natural elements, shared community hubs, and adaptive technological solutions, arguing that such components can function as catalysts for place-based and experiential learning. The "New Home Concept" is presented as an educational paradigm that repositions the living environment as a co-teacher: one that supports the development of personal competencies, social connection, and long-term well-being.
Key words: neuroarchitecture; learning ecosystems; inclusive design; spatial pedagogy; community-based learning; well-being-oriented education; experiential environments.

1. Introduction

In the context of profound social, psychological, and educational transformations of the early twenty-first century, the concept of "home" is undergoing a fundamental re-evaluation. Global challenges (most notably the COVID-19 pandemic, accelerated digitalization, growing social isolation, and increased awareness of mental and neurodiversity-related health needs) have expanded the functional and symbolic role of residential spaces far beyond their traditional interpretation as mere physical shelters *(Watson & et., 2021)*. Contemporary homes increasingly function as spaces of learning, work, creativity, emotional regulation, and social interaction, thereby positioning the residential environment as a significant pedagogical factor in human development. Within this paradigm shift, human-centered pedagogics emerges as an interdisciplinary framework that integrates insights from pedagogy, neuroscience, environmental psychology, and design studies. However, despite the growing body of research on learning

environments and well-being, the pedagogical potential of the home as a formative, continuous, and life-long educational space remains insufficiently conceptualized. This gap is particularly evident in relation to inclusive and neurodiversity-sensitive design, community-based learning ecosystems, and emotionally responsive spatial environments.

The scientific novelty of this study lies in conceptualizing the "New Home Concept" not merely as an architectural or design model, but as an integral component of human-centered pedagogics, where the home is interpreted as an active educational agent that nurtures cognitive, emotional, social, and creative human potential. Drawing on the interdisciplinary design framework that includes emotional resonance, functional harmony, community integration, and adaptive sustainability, this research advances a social and pedagogical reinterpretation of residential space as a micro-ecosystem of continuous human learning and development.

The study aims to present the "New Home Concept" as a pedagogically grounded model within human-centered education, demonstrating how residential environments can function as inclusive, adaptive, and development-oriented learning spaces across the human lifespan. To achieve this aim, the study addresses the following research objectives:

− to analyze contemporary interdisciplinary approaches to human-centered design and their relevance for pedagogical theory;

− to conceptualize the home as an educational environment influencing emotional well-being, creativity, and social learning;

− to identify pedagogical implications of neurodiversity-oriented and community-integrated residential design;

− to systematize the structural logic of the "New Home Concept" within a human-centered pedagogical framework.

The methodological foundation of the research is based on an interdisciplinary approach combining theoretical analysis, conceptual modeling, and qualitative synthesis of findings from pedagogy, environmental psychology, neuroscience, and human-centered design. Methods include comparative analysis, structural-functional analysis, and conceptual generalization of empirical and theoretical insights presented in contemporary design-pedagogical discourse. The logic of the study proceeds from a critical rethinking of the traditional notion of home, through the integration of human-centered and neurodiversity-sensitive principles, toward the formulation of a pedagogically grounded model of residential space as a continuous learning environment. This structure ensures conceptual coherence and allows for a systematic representation of the "New Home Concept" as a meaningful contribution to modern human-centered pedagogics.

2. Human-Centered Pedagogics in Contemporary Applications

Human-centered pedagogics emerged as a response to the limitations of technocratic, standardized, and outcome-driven educational models that dominated much of the twentieth century. Its intellectual roots can be traced to the mid-twentieth century, when rapid industrialization, mass schooling, and later digitalization increasingly treated learners as passive recipients of knowledge rather than as complex, developing individuals. Against this background, scholars and educators began to argue for an educational paradigm that prioritizes human dignity, personal meaning, and holistic development. The theoretical foundations of human-centered pedagogics draw from several converging traditions. Humanistic psychology, particularly the works of Abraham Maslow and Carl Rogers, played a pivotal role by emphasizing self-actualization, intrinsic motivation, empathy, and learner autonomy. In pedagogy, these

ideas resonated with earlier progressive educators such as John Dewey, who conceptualized education as an experiential, socially embedded process, and Maria Montessori, who advocated for learner-centered environments adapted to individual developmental needs. Later contributions from Lev Vygotsky highlighted the socio-cultural dimensions of learning, reinforcing the idea that education unfolds within relational, environmental, and cultural contexts rather than in isolation *(Andrews & et., 2019)*. Human-centered pedagogics developed in opposition to rigid instructional models by proposing that education should begin not with curricula or institutional requirements, but with the learner as a whole person. This includes cognitive abilities alongside emotional states, social relationships, bodily experiences, cultural identity, and individual life trajectories. Over time, the approach expanded beyond formal education to include lifelong learning, professional training, community education, and, increasingly, the design of learning-supportive environments.

Several core principles define Human-centered pedagogics:

– holistic development principle: views learning as inseparable from emotional well-being, creativity, and social belonging;

– individual variability principle: recognizes that learners differ in cognitive styles, sensory perception, pace of development, and motivational drivers;

– agency and participation principle: declares that learners are active co-creators of their educational pathways rather than passive objects of instruction;

– contextual embeddedness principle: acknowledges that learning is shaped by physical environments, social relations, cultural norms, and everyday life conditions;

– ethical responsibility principle: underpins human-centered pedagogy, emphasizing respect, inclusivity, and the creation of conditions that enable human flourishing rather than mere performance optimization *(Latecka, 2023)*.

In the contemporary world, human-centered pedagogics is applied across multiple domains. In education systems, it informs inclusive teaching practices, project-based learning, social-emotional learning, and learner-centered assessment. In digital education, it guides the design of platforms that prioritize usability, psychological safety, and meaningful engagement over efficiency alone. In organizational and professional learning, it shapes coaching models, leadership development, and well-being-oriented workplace education. Increasingly, human-centered pedagogics is also influencing the design of physical environments (schools, universities, workplaces, and homes) recognizing space as an active pedagogical factor. This expansion reflects a broader understanding that learning and human development are continuous processes embedded in everyday environments *(Garcia-Lopez & et., 2020)*. Thus, human-centered pedagogics today functions not merely as an educational methodology, but as an integrative framework for aligning education, environment, and human potential in complex contemporary societies.

3. Neurodiversity and the Limits of Inclusivity Paradigms

In recent decades, neurodiversity has emerged as a key concept for understanding human variability, emphasizing that neurological differences (such as autism spectrum conditions, ADHD, sensory processing differences, dyslexia, and other cognitive variations) are natural forms of human diversity rather than pathologies requiring correction. Importantly, the proportion of neurodivergent individuals within modern societies is increasing, not only due to improved diagnostic practices, but also as a result of intensified cognitive demands, digital overstimulation, urban density, and prolonged psychosocial stress. Neurodiversity is

therefore not a marginal phenomenon but a structural characteristic of contemporary society that requires systemic reconsideration across educational, social, and spatial domains *(Houting, 2019)*. Despite growing recognition of inclusivity as a normative social value, prevailing inclusion frameworks remain largely oriented toward visible, physically measurable forms of difference. Architectural accessibility standards, educational accommodations, and public policies often prioritize mobility impairments, visual or auditory disabilities, and other physically divergent conditions. While these measures are essential, they insufficiently address the less visible, yet equally impactful, needs of neurodivergent individuals whose challenges are primarily sensory, cognitive, emotional, or regulatory in nature *(Dwyer & et., 2023)*.

This imbalance reveals a conceptual limitation of modern inclusivity: it frequently operates within a compensatory logic, focused on physical access and formal equality, rather than within an adaptive logic that recognizes diverse modes of perception, processing, and interaction with the environment. Neurodivergent individuals may experience heightened sensitivity to noise, light, spatial complexity, unpredictability, or social density: factors that are rarely captured by conventional accessibility standards. As a result, spaces that are formally inclusive may remain functionally exclusionary for a substantial and growing segment of the population. From the perspective of human-centered pedagogics, this gap is particularly problematic. Learning, development, and social participation are profoundly shaped by environmental conditions. When residential, educational, or communal spaces impose constant sensory overload or cognitive stress, neurodivergent individuals are forced into continuous self-regulation, masking, or withdrawal *(Quigley & et., 2024)*. Such environments do not merely fail to support learning; they actively undermine well-being, creativity, and long-term participation in social life.

A widened understanding of neurodiversity requires shifting from the notion of "accommodation" toward the principle of environmental responsiveness. Rather than treating neurodivergent needs as exceptions to a normative standard, inclusive systems must recognize variability as the baseline condition of society. This implies designing environments (especially homes and community spaces) that offer sensory modulation, predictability, choice, and degrees of social engagement. Importantly, these features do not benefit neurodivergent individuals alone; they enhance comfort, emotional regulation, and cognitive clarity for all members of society *(Cook, 2024)*. Within the New Home Concept, neurodiversity is therefore understood not as a specialized category, but as a lens through which inclusivity itself must be redefined. A truly inclusive society is not one that merely grants access to existing structures, but one that rethinks those structures in accordance with diverse human ways of sensing, thinking, and being. In this sense, neurodiversity becomes a catalyst for the evolution of human-centered pedagogics, prompting a transition from standardized inclusion toward genuinely adaptive and life-supportive environments.

4. The Built Environment and Emotional and Cognitive States

The idea that buildings and physical environments shape human emotions, behavior, and cognition is neither new nor incidental. Across civilizations, architecture has long been understood as a powerful medium through which societies transmit values, regulate behavior, and shape individual inner experience. From sacred temples to domestic dwellings, built space has functioned not only as a material structure, but as a formative psychological and pedagogical force *(Higuera-Trujillo & et., 2021)*. Historical architectural traditions provide clear evidence

of this awareness. Gothic architecture, for example, intentionally employed verticality, dim light, pointed arches, and monumental scale to evoke a sense of human smallness in relation to a higher, transcendent order. Cathedrals such as Notre-Dame de Paris or Chartres were designed to overwhelm the senses, directing attention upward and reinforcing the idea that individual existence gains meaning through alignment with a greater spiritual purpose. Within such spaces, a person often experiences humility, introspection, and emotional submission: states that were pedagogically aligned with medieval religious worldviews. Conversely, Renaissance architecture marked a shift toward human proportion, symmetry, and harmony. Inspired by classical antiquity, architects such as Brunelleschi and Alberti sought to reflect rationality, balance, and human dignity through spatial order. These environments conveyed a different psychological message: the human being as a rational, autonomous agent capable of understanding and shaping the world *(Coburn & et., 2020)*. This transition illustrates how architectural forms mirror and reinforce dominant conceptions of the human role in society.

Modern research in environmental psychology and neuroscience confirms what historical practice intuited. Spatial characteristics (light, color, scale, acoustics, texture, and geometry) directly influence emotional regulation and cognitive processing. Environments dominated by harsh lighting, high visual contrast, sharp angles, and overcrowding are associated with elevated stress levels, irritability, and aggressive responses. Studies demonstrate that sharp corners and angular geometries can unconsciously activate threat perception, increasing physiological arousal and defensive behavior *(Yao & et., 2021)*. Similarly, excessive brightness and saturated colors, particularly reds and yellows, may heighten agitation and reduce attentional stability. In contrast, spaces characterized by natural light, moderate color palettes, organic forms, and visual coherence tend to support calmness, concentration, and emotional safety. Curved lines, soft transitions, and predictable spatial organization reduce cognitive load, allowing individuals to allocate mental resources toward creativity, learning, and social interaction. Importantly, these effects are not uniform; they interact with individual sensory sensitivity, cultural background, and personal experience, reinforcing the human-centered pedagogical principle of individual uniqueness *(Vartanian & et., 2021)*.

Beginning in the early 1980s, these insights prompted a significant rethinking of work environments. Open offices, biophilic design, flexible layouts, and attention to employee well-being emerged as responses to evidence that productivity is inseparable from emotional and psychological comfort. While the effectiveness of specific models remains debated, the underlying assumption that space educates behavior and shapes mental states has become widely accepted in organizational design. However, a critical imbalance persists. While workplaces have increasingly been redesigned to enhance motivation, creativity, and efficiency, residential environments have often remained governed by functional minimalism, economic constraints, or aesthetic trends detached from human psychological needs *(Kostourou, 2019)*. This disconnect is particularly problematic in contemporary conditions, where people spend unprecedented amounts of time at home, engaging not only in rest, but also in work, learning, emotional recovery, and social interaction.

From the perspective of human-centered pedagogics, this reality demands a broader reconceptualization of everyday environments. If space functions as a continuous, non-verbal educator, then homes–no less than schools or offices–must be understood as powerful contexts that shape emotional resilience, cognitive clarity, and personal development. Recognizing the pedagogical influence of physical atmosphere is therefore not an aesthetic concern, but a foundational step toward environments that support human dignity, diversity, and long-term well-being.

5. The "New Home" Concept in Contemporary Society

The concept of the "New Home" emerged as a response to profound structural changes in modern society that have fundamentally transformed the functions of residential space. Traditionally, the home was primarily understood as a private domain intended for rest, family life, and basic physical protection. Work, education, social interaction, and cultural participation were largely spatially separated and institutionalized outside the home. However, the accelerated social transformations of the late twentieth and early twenty-first centuries, intensified by globalization, digitalization, and most notably the COVID-19 pandemic, have dramatically altered this spatial division of human life. In contemporary conditions, the home has become a multifunctional environment that simultaneously accommodates living, working, learning, caregiving, creative activity, and psychological recovery. During periods of lockdown and remote interaction, homes temporarily replaced offices, schools, gyms, and social venues, revealing both their hidden potential and their structural inadequacy for such complex roles *(Shen & et., 2023)*. This experience exposed a critical contradiction: while the home has become the central space of everyday human existence, its conceptual and architectural models have largely remained anchored in outdated functional assumptions.

The "New Home" concept arises precisely at this intersection between expanded social functions and insufficient spatial adaptation. It challenges the reduction of housing to square meters, technical standards, or aesthetic trends, and instead proposes understanding the home as an environment that actively shapes emotional states, cognitive processes, social relations, and personal development. From this perspective, the home is no longer a passive container of life activities, but an active participant in human formation. A defining feature of the "New Home" idea is the rejection of isolation as a dominant organizing principle. Contemporary research and lived experience demonstrate that individual well-being is inseparable from social context. Loneliness, weakened social ties, and fragmented communities have become characteristic challenges of modern urban life. As emphasized in human-centered design research, no home exists in isolation; its quality is deeply influenced by neighbors, shared spaces, local infrastructure, and the broader community network.

Thus, the "New Home" extends beyond the boundaries of a single dwelling and incorporates the immediate social environment as an integral component. Courtyards, shared paths, community gardens, multifunctional hubs, and informal meeting spaces are not supplementary amenities, but essential elements that transform collections of housing units into living social ecosystems. Importantly, this approach respects human diversity by allowing varying degrees of social engagement (from active participation to voluntary privacy) thereby avoiding forced collectivism while counteracting social alienation. In this expanded understanding, the home becomes a micro-level social institution that supports informal learning, intergenerational exchange, emotional regulation, and the development of social competence. Everyday interactions with neighbors, shared responsibility for common spaces, and participation in local initiatives function as continuous, experience-based educational processes. These processes are not structured through formal curricula, yet they profoundly influence values, behaviors, and identity formation throughout the lifespan.

For this reason, the "New Home" concept can be legitimately interpreted as a component of social human-centered pedagogics. Human-centered pedagogics emphasizes holistic development, contextual learning, relational experience, and the inseparability of education from lived environments. When the home and its surrounding community are designed to support psychological safety, inclusivity, adaptability, and social connection, they perform a

pedagogical function by nurturing human potential in everyday life. Unlike institutional education, this pedagogical influence is implicit and continuous. The spatial organization of the home, the quality of shared environments, and the rhythms of community life subtly educate individuals in cooperation, empathy, self-regulation, and belonging. In this sense, the "New Home" becomes a foundational environment of lifelong learning, where human development unfolds not through instruction, but through meaningful interaction with space, others, and oneself. Consequently, the "New Home" concept reflects a broader shift in understanding human development in modern society. It aligns residential space with the principles of human-centered pedagogics by recognizing that education, well-being, and social cohesion are inseparable from the environments in which people live most of their lives. By rethinking the home as both a personal and communal space, this concept responds to contemporary social realities and offers a framework for more humane, resilient, and development-oriented living environments.

6. Conclusions

The transformation of the concept of home in contemporary society reflects deeper shifts in how human development, education, and well-being are understood in the twenty-first century. As demonstrated in this study, the home can no longer be interpreted solely as a private, functional shelter detached from broader social and pedagogical processes. Instead, it has evolved into a complex, multifunctional environment where living, working, learning, emotional regulation, and social interaction increasingly intersect. This shift necessitates a fundamental rethinking of residential space through the lens of human-centered pedagogics. The article has substantiated that physical environments exert a continuous and often unconscious influence on emotional states, cognitive processes, and patterns of social behavior. Historical architectural traditions and contemporary research alike confirm that space functions as a powerful formative factor. When this insight is combined with the principles of human-centered pedagogics (holistic development, individual uniqueness, contextual learning, and ethical responsibility) it becomes evident that the home represents one of the most influential yet under-theorized educational environments of modern life.

The analysis has shown that prevailing inclusivity paradigms, while effective in addressing physical accessibility, frequently fail to accommodate sensory, cognitive, and emotional diversity. This gap reinforces the urgency of adaptive, responsive environments that recognize variability as the norm rather than the exception. Homes and communities designed with sensitivity to neurodivergent needs not only foster inclusion but also enhance well-being and functionality for all individuals. Within this framework, the New Home is conceptualized as an integrated social and pedagogical ecosystem. It extends beyond the boundaries of individual dwellings to include neighbors, shared spaces, and community infrastructure as essential components of everyday learning and socialization. Such environments support informal education, intergenerational exchange, emotional resilience, and the development of social competence through lived experience rather than formal instruction. In this sense, the New Home operates as a micro-level manifestation of social human-centered pedagogics, embedding educational processes directly into daily life. By recognizing the home as a continuous educational environment, the study offers a conceptual foundation for future interdisciplinary research and practical applications in housing policy, community planning, inclusive design, and lifelong learning strategies. Ultimately, reimagining the home as a human-centered pedagogical space opens new possibilities for fostering human potential, social cohesion, and sustainable well-being in an increasingly complex world.

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INTEGRATIVE APPROACH TO THE DEVELOPMENT OF PROFESSIONAL FOREIGN LANGUAGE COMPETENCE FOR NON-LANGUAGE SPECIALITIES STUDENTS

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Summary

In the course of the study, the author conducted a theoretical analysis of the problem of developing professional foreign language competence among students of non-language specialities in the context of modern higher education. The relevance of the study is determined by the processes of globalisation, internationalisation of the educational space and the growing role of foreign languages as a tool for professional activity, intercultural communication and academic mobility of future specialists. The purpose of the article is to justify the feasibility of introducing an integrative approach as an effective methodological and methodical means of forming professional foreign language competence among students of non-linguistic specialities. The research methodology is based on the provisions of competence-based, integrative, activity-based and personality-oriented approaches. The work uses methods of theoretical analysis, synthesis, generalisation of scientific sources, pedagogical observation and self-reflection of professional experience.

The analysis of scientific sources has established that the integrative approach ensures the integrity of foreign language training by combining linguistic, professional, sociocultural and personal components of professional education. It was determined that the implementation of this approach contributes to increasing the practical orientation of training, the formation of professionally oriented foreign language skills, the development of motivation and the ability for effective intercultural interaction. The pedagogical conditions under which the integrative approach ensures the effective development of professional foreign language competence were substantiated.

Key words: educational process, non-linguistic specialities, competence, foreign language competence, digitalisation.

1. Introduction

The current stage of higher education development is characterised by intensive processes of globalisation, internationalisation of the educational space, digitalisation and increased mobility of specialists. In these conditions, foreign languages cease to be merely a general educational discipline and acquire the status of a key tool for professional activity, academic mobility, intercultural communication and continuous professional development *(Bondarchuk, 2024)*. The problem of developing professional foreign language competence among students of non-linguistic specialities, for whom foreign languages are not an end in themselves but a means of performing professional functions in an international and intercultural environment, is becoming particularly relevant. In the context of the competence-based

paradigm of education, professional foreign language competence is seen as an integrative formation that combines language knowledge, communication skills, professionally oriented skills, sociocultural awareness, and personal qualities necessary for effective foreign language professional interaction. The shift in educational priorities from the transmission of knowledge to the development of the ability to act in complex professional situations necessitates a theoretical understanding of the essence and structure of professional foreign language competence as a component of the overall professional competence of future specialists.

Focusing on the provisions of the Common European Framework of Reference for Languages is of fundamental importance, since, according to this document, language acquisition involves the formation of a whole range of competences, among which foreign language communicative competence is of particular importance. Only with in-depth, systematic and well-organised foreign language training can students effectively operate in a globalised environment, where knowledge of foreign languages is moving from being an additional advantage to a necessary component of professional and social self-realisation.

The purpose of the article is to justify the feasibility of introducing an integrative approach as an effective methodological and methodical means of developing the professional foreign language competence of students of non-linguistic specialities.

2. Theoretical and methodological foundations for developing professional foreign language competence in non-language majors

In modern scientific and pedagogical research, the concept of 'professional foreign language competence' is interpreted from the perspective of various scientific approaches: competence-based, activity-based, communicative, systemic, personality-oriented, and integrative.

An analysis of scientific research allows us to identify the following methodological approaches:

− The competence-based approach defines foreign language competence as the ability of an individual to effectively apply language knowledge, skills and abilities in professionally significant situations. The emphasis is shifted from the amount of information acquired to readiness for practical activity and solving professional tasks.

− From the perspective of the activity-based approach, professional foreign language competence is seen as the result of mastering types of speech activity integrated into the professional activity of a specialist. In this context, a foreign language is seen as a tool for performing professional activities: analysing information, conducting negotiations, preparing documentation, participating in international projects, and communicating professionally in a multicultural environment.

− The communicative approach emphasises the social nature of foreign language competence, defining it as the ability to communicate effectively, taking into account linguistic norms, communicative strategies, the socio-cultural context and the professional roles of the participants in communication. Within this approach, professional foreign language competence is linked to the ability to achieve communicative goals in typical and atypical professional situations.

− The integrative approach allows professional foreign language competence to be viewed as a holistic, multidimensional construct that combines cognitive, activity-based, motivational, value-based and personal components. It is this approach that most fully reflects the complexity and multifunctionality of foreign language training in modern higher education.

− The essence of professional foreign language competence lies in the ability of future specialists to carry out professional activities using a foreign language in conditions of

intercultural and professional interaction. It involves not only mastery of the language system, but also the ability to adapt speech behaviour to specific professional tasks, communication situations and cultural contexts *(Viakhk, 2013)*.

    − The concept of communicative competence has a long history of development, originating from the conceptual work of N. Chomsky and D. Hymes and culminating in its current interpretation in the Common European Framework of Reference for Languages. The primary basis for the formation of this idea was N. Chomsky's views on the nature of linguistic competence. The scientist argued that language acquisition is determined primarily by innate mechanisms, which include natural language ability and corresponding neuropsychological structures that enable a person to comprehend grammatical patterns and form internal strategies for language acquisition. Accordingly, linguistic competence, according to Chomsky, does not depend on the sociocultural context of language functioning.

    Based on an analysis of scientific sources and pedagogical observations, we have established that professional foreign language competence performs a number of important functions in modern higher education. First, it ensures the academic mobility of students and their participation in international educational and scientific programmes. Second, it contributes to the competitiveness of graduates in the labour market and expands opportunities for professional growth and career development. Third, it serves as a means of integrating the national higher education system into the European and global educational space *(Kaniuk, 2013; Kovtun, 2019)*. In the context of modern higher education, professional foreign language competence is seen not as a static result of learning, but as a dynamic process of continuous development that continues throughout a specialist's professional life. This necessitates the formation of students' ability to self-learn, self-reflect and self-develop in the foreign language sphere.

    The structure of professional foreign language competence is multi-component and reflects various aspects of an individual's readiness for professional activity in a foreign language. Various models of its structure are proposed in the scientific literature, but most researchers agree on the advisability of distinguishing the following main components: cognitive, communicative-activity, sociocultural, motivational-value and personal-reflective *(Viakhk, 2013; Tarnopolskyi, 2006)*. The cognitive component covers the system of knowledge about a foreign language as a means of professional communication, including lexical, grammatical, stylistic and terminological knowledge, as well as an understanding of professional discourse, genres and typical communicative situations. This component provides the intellectual basis for foreign language activity and is a necessary prerequisite for the formation of speech skills. The communicative-activity component reflects the ability to apply language knowledge in the process of real professional communication. It includes the ability to perceive, interpret and produce foreign language utterances in professionally significant situations, use communicative strategies and tactics, and achieve professional goals through the use of a foreign language. The sociocultural component involves knowledge of the norms, values, traditions and behaviour patterns of native speakers, as well as the ability to take cultural differences into account in professional communication. In today's globalised world, this component is particularly important, as the effectiveness of professional communication largely depends on the specialist's ability to engage in intercultural dialogue and tolerant interaction. The motivational and value component reflects an individual's inner readiness for professional activity in a foreign language, their interests, needs, professional orientations and values. It determines the level of awareness of the importance of a foreign language for professional development and the readiness for continuous improvement of foreign language competence. The personal-reflective component is related to the ability to self-control, self-assess and reflect on one's own foreign language

activities. It ensures awareness of one's own achievements and difficulties, contributes to the correction of educational and professional activities, and forms responsibility for the results of foreign language communication.

3. Methodological foundations for implementing an integrative approach in the formation of professional foreign language competence

The integrative approach in pedagogy is based on the idea of the integrity of the educational process and the interconnection of various components of educational content. In the context of foreign language training, it involves the integration of language knowledge, professional content, sociocultural aspects and personal development of learners. The methodological basis of the integrative approach is formed by systemic, competence-based, activity-based and personality-oriented approaches, which together ensure the comprehensive nature of learning.

The systemic approach allows us to consider the process of forming professional foreign language competence as a holistic pedagogical system in which the goals, content, methods, forms and results of learning interact. The competence-based approach focuses the educational process on developing the ability to apply foreign language knowledge and skills in professional situations. The activity-based approach focuses on the active participation of learners in the learning process and the modelling of professionally oriented activities in a foreign language. The personality-oriented approach ensures that the individual needs, motivations and capabilities of learners are taken into account. The integrative approach serves as the methodological basis for the development of foreign language training aimed at the formation of professional foreign language competence as an integrative personal and professional education.

It should be noted that the methodological implementation of the integrative approach in the formation of professional foreign language competence is based on a number of principles that determine the logic and content of the educational process. The key principles include the principle of interdisciplinary integration, professional orientation, communicative expediency, variability and reflexivity:

− The principle of interdisciplinary integration involves coordinating the content of foreign language training with professional disciplines, using professionally relevant material, terminology and typical communicative situations. This ensures the practical relevance of foreign language teaching and increases the motivation of students.

− The principle of professional orientation focuses the learning process on developing the foreign language skills necessary for performing future professional functions. A foreign language is viewed as a tool for professional activity, and learning tasks simulate real or realistic professional situations.

− The principle of communicative expediency involves the selection of language material and learning tasks based on their communicative value and relevance to the professional needs of learners.

− The principle of variability ensures that teaching methods and forms can be adapted to different educational contexts and the individual characteristics of learners.

− The principle of reflexivity contributes to the formation of the ability to self-assess and self-correct foreign language activities.

As researchers note *(Mukan, Horokhivska, 2023): "*One of the key methodological aspects of implementing an integrative approach is the integration of language and professional training content. This involves selecting teaching materials that combine language and

professional components, ensuring the formation of a professionally oriented foreign language experience for learners."

Content integration can be achieved through the use of authentic professional texts, case studies, scientific articles, technical documentation, and regulatory materials in a foreign language. This approach contributes to the formation of terminological competence, the development of skills in working with professional information, and an understanding of the specifics of foreign-language professional discourse. It should be noted that an important area of integration is the coordination of foreign language and professional discipline curricula, which avoids duplication of content and ensures logical consistency and systematicity of learning. Joint planning of the educational process by teachers of language and professional disciplines creates conditions for the holistic formation of professional foreign language competence.

The implementation of an integrative approach requires the use of teaching methods and forms that ensure active interaction between students and involve them in professionally oriented foreign language activities. Such methods include problem-solving, project-based, interactive and simulation teaching methods. Problem-solving methods are aimed at developing critical thinking and the ability to solve professional tasks using a foreign language. Project activities allow for the integration of language and professional training through the completion of complex tasks that involve the use of a foreign language to achieve a professionally significant result. At the same time, interactive methods, such as discussions, role-playing games, and business games, contribute to the formation of communication skills, the development of intercultural interaction skills, and professional communication. Simulation methods allow for the modelling of real professional situations and the creation of conditions for the practical application of foreign language knowledge and skills.

4. Pedagogical conditions for the effective development of professional foreign language competence

The effectiveness of developing professional foreign language competence largely depends on creating appropriate pedagogical conditions that ensure the integration of language and professional training, the activation of cognitive activity and the motivation of students. Let us highlight the main pedagogical conditions for the effective development of professional foreign language competence among students of non-language specialities in higher education:

1. Targeted integration of foreign language and professional training content, ensuring the consistency of educational goals, the professional orientation of language material, and the development of the ability to use a foreign language in the context of future professional activities.

2. Creation of a professionally oriented foreign language educational environment that models real communicative situations of professional interaction and promotes the development of practical foreign language communication skills.

3. Use of interactive, problem-solving and project-based teaching methods that stimulate the cognitive activity of students, develop critical thinking and ensure the use of a foreign language as a tool for solving professional tasks.

4. Application of interdisciplinary interaction between teachers of language and professional disciplines, aimed at coordinating the content of educational programmes, harmonising terminology and ensuring the systematic nature of foreign language professional training.

5. Introduction of digital and innovative educational technologies that expand access to authentic foreign language resources, support the individualisation of learning and promote the development of autonomy among learners.

6. Formation of sustainable motivation for professionally oriented foreign language learning based on an awareness of the importance of foreign languages for professional development, academic mobility and competitiveness in the labour market.

7. Ensuring reflective support for foreign language training, which involves developing the ability to self-assess, self-correct and recognise one's own achievements and difficulties in the process of professional communication in a foreign language.

8. Using a comprehensive system for assessing the level of professional foreign language competence, covering cognitive, activity-based, sociocultural and personal components and focused on achieving learning outcomes.

5. Conclusions

In the course of the study, the author conducted a theoretical analysis of the problem of developing professional foreign language competence among students of non-language specialities in the context of modern higher education. It is substantiated that in the context of globalisation, internationalisation of the educational space and growing demands for professional mobility of specialists, foreign languages are becoming an important tool for professional activity, intercultural interaction and continuous professional development. It has been determined that traditional approaches to foreign language training do not fully ensure the formation of the ability of students to effectively use a foreign language in a professional environment, which necessitates the introduction of an integrative approach.

As a result of the pedagogical discourse based on the analysis of scientific sources and self-reflection on experience, it has been established that an integrative approach ensures the integrity of the process of forming professional foreign language competence by combining linguistic, professional, sociocultural and personal components of training. It has been proven that the effectiveness of this process largely depends on the creation of appropriate pedagogical conditions, in particular the integration of the content of language and professional disciplines, the use of professionally oriented methods and forms of training, the application of digital educational technologies and the development of motivation among students for professional activities in a foreign language. It has been found that the implementation of an integrative approach contributes to increasing the practical orientation of foreign language teaching, the development of communication skills, critical thinking and the ability to engage in intercultural interaction. The results obtained confirm the feasibility of introducing an integrative approach into the system of foreign language training for students of non-linguistic specialities as an important condition for improving the quality of higher education and training competitive specialists.

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MAIN ASPECTS OF COMPARISON IN MODERN LANGUAGE RESEARCH

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Summary

The study presents an overview of the main and modern trends in comparative linguistics in the direction of conducting contrastive investigations in order to identify common and distinctive features in related and unrelated languages. The investigation presents the concept of a reference language and the features of its application in comparative studies, and also draws attention to the shortcomings of such an approach. The concept of tertium comparationis and its place in modern comparative linguistics and translation studies are investigated. The features of comparative comparison of related and unrelated languages are characterized. The study demonstrates the applied aspect of tertium comparationis on the material of various linguistic studies in order to determine individual lexical, semantic, formal and syntactic correlations in the Ukrainian and English languages. The investigation also presents the main parameters of comparison for one's own semantic and cognitive, semantic and functional comparative study of irrational vocabulary on the material of the Ukrainian, English and German languages. Prospects for further linguistic research are identified within the framework of a more detailed comparative conceptual analysis of rational vocabulary to denote a rational, reason-based way of perceiving the world by a person in the Ukrainian, English, and German languages in a comparative aspect.

Key words: contrastive research, contrastive parameters, linguistics, contrastive linguistics, tertium comparationis, reference language.

1. Introduction

At the current stage of linguistic progress, the number of contrastive research is constantly increasing because of social demand for a high level of foreign language skills. The results of comparative studies, which present similarities and differences at all levels of language structure (from phonological one to morphological, syntactic, and even lexical) are helpful.

Materials and methods. O. Demenchuk, A. Kinashchuk, I. Garbera, Zh. Chorna and others research the issue of identifying common and dissimilar constitutive properties in different languages investigating the comparative lexicology of the Ukrainian, English, Polish, German etc. languages. P. Budnik and S. Subota investigate the morphological structure of a noun in English and Ukrainian; G. Sklyanichenko carries out a comparative analysis of pluralia tantum nouns in the English and Ukrainian languages, considering the criteria for distinguishing plural nouns, their sources of origin and the main lexical and semantic groups within which they function; N. Lebedeva, G. Bevzo, G. Malinska study the comparative lexicology of Ukrainian and English, characterizing their isomorphism and the peculiarities of phraseological units translation; I. Lukyanenko, E. Boeva outline the comparative typology of English and Ukrainian at the phonetic, lexical, morphological and syntactic levels; A. Alieva compares the morphological features of adjectives in English and Ukrainian; O. Kovtun, O. Boyvan carry out

a comparison on the characteristics of pronoun words in English and Ukrainian, determining the division of pronouns into groups by meaning, the features of such a division in the compared languages, isomorphic and allomorphic features of the named part of speech, comparing pronoun word-formation and word-inflection characteristics, as well as differences in the systems of grammatical categories of Ukrainian and English, etc.

The aim of the study is to characterize the main aspects of comparison in modern linguistic research on the material of related and unrelated languages.

The aim is achieved by the solution of such tasks as:

− to specify the notion of the concept of comparison in modern linguistics;
− to identify the main aspects of comparison in comparative research;
− to characterize the specifics of the procedure for comparing the material of related and unrelated languages;
− to determine the prospects for further comparative research on the basis of languages of different structures.

The research uses general scientific methods, such as: comparison and generalization, analysis and synthesis, as well as a special linguistic method of analyzing dictionary definitions for analyzing the theoretical material of linguistic works by other authors.

2. Results

The ability to compare the selected parameters is possible only in the process of thinking, since comparison is called one of the most important types of mental operations among analysis, synthesis and abstraction. In the English dictionary, the concept of "comparison" is interpreted as "the act of comparing or the process of being compared (a statement or estimate of similarities and differences); the quality of being similar or equivalent; likeness: no comparison between the two books; modification or inflection of an adjective or adverb to denote the positive, comparative, and superlative degrees, as in English, along with the equative degree in certain other languages, such as Irish Gaelic (TFD).

N. Borysenko interprets the concept of "comparison" as a general scientific method that makes it possible to identify common and distinctive features of the phenomena being studied, and is also the basis for comparative and historical, comparative and typological methods *(Borysenko, 2024),* where the first focuses on identifying identities and differences in certain linguistic phenomena of related languages (methods of internal and external reconstruction, chronology, cultural and historical interpretation, etc.), and the last two identify specific features of a certain language regardless of its affinity or typological affiliation. In the process of such a comparison the language under study, the linguistic phenomenon under study, and the results of the description are important. The comparison itself can be carried out for the purpose of studying lexical or syntactic compatibility, synonymous, antonymic, hyponymic and hyperonymic, predicate and actant, etc. relationships, metaphors, concepts, etc.

The most optimal comparison is based on a reference language which is a theoretical, universal language system that serves as a standard of comparison and description, since it has certain universal categories (causality, temporal category, modality, etc.). The reference language is not any of the real language systems, but is presented as an ideal sample, which includes all the linguistic features that are being studied. However, scientists note a certain conventionality, one-sidedness and relativity of research using a reference language. In order to conduct a comparative analysis more qualitatively, scientists use the concept of *tertium comparationis*, which denotes one or more features that become the basis of comparison (semantic

model *(Demenchuk, 2014; Kinashchuk, 2022),* verteral syntactic concept *(Lemish, 2014),* category of processuality *(Ivanytska, 2009),* cognitive system *(Romaniuk),* etc.). In addition, the analysis of dictionary definitions of lexemes of the studied languages according to explanatory, etymological, synonymous, antonymic, etc. dictionaries becomes an auxiliary in comparative analysis. The isolation of certain components in the found definitions and their interpretation may also help in finding one's own *tertium comparationis* on the way to determining what is common and different in each of the cultures represented in a particular language. As I. Karamysheva notes, during the period of digital development of the late twentieth century, a new era began for comparative research and the application of *tertium comparationis* in particular, since with the growth of migration, the level of international travel, the need to comprehend intercultural features only grows, and the section of comparative linguistics becomes helpful in this, which is now armed with not just a comparative method with its constant parameters of comparison, but also tertium comparationis, which may be used in corpus contractive studies *(Karamysheva).*

In own research on the subject of identifying identities and differences in the irrational (intuitive, not controlled by logic) worldview of Ukrainians, Englishmen and Germans, the comparison of the corpus material of the appropriate languages was carried out in the semantic and cognitive aspect (concept structure (figurative component, information content, interpretative field), lexical-semantic group (quantity, part-of-speech affiliation, commonality of generic meanings), derivational field (methods of word formation of nouns, adjectives, verbs, adverbs, semantics of word-forming affixes), hypo-hyperonymic relations (hyperonyms, hyponyms, co-hyponyms for nouns, adjectives, verbs and adverbs), synonymous relations (synonyms for nouns, adjectives, verbs and adverbs, identity and similarity of meanings), conceptual metaphors (number, commonality of ideas underlying the metaphor), image-schematic models (number of image-schemes, commonality of concepts underlying image-schemes)) and semantic and functional aspect (predicate-actant models (thematic groups of predicates, actants and specifiers)) aspects *(Kinashchuk, 2022: 89).*

3. Conclusions

Thus, it has been specified the notion of language comparison and defined a set of certain features, on the basis of which a comparison of two or more related or unrelated languages may be carried out. The number of different aspects to contrast depends on the purpose and material of the linguistic research. The prospects of the following studies concern with the isolation of the main parameters of comparison for the conceptual characterization of rational vocabulary in Ukrainian, English and German in a comparative aspect.

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METHODS OF FORMING UNIVERSITY STUDENTS' FOREIGN LANGUAGE LEARNING AND STRATEGIC COMPETENCE

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Summary

The article addresses the urgent problem of modernizing professional training within the paradigm of lifelong education. The research focuses on the theoretical substantiation and practical implementation of pedagogical instruments designed to foster autonomous knowledge acquisition. The aim of the study is to systematize efficient approaches for developing complex skills required for independent linguistic growth in higher education institutions. The methodological framework is based on constructivist and student-centered principles. The paper provides a comprehensive analysis of three instrumental clusters: active interaction techniques (case studies, role-playing) which facilitate social and compensatory skills; digital technologies (LMS, corpus linguistics) which ensure cognitive flexibility and academic independence; and reflective diagnostic tools (portfolios, diaries) aimed at cultivating metacognitive awareness. The results demonstrate that the systematic integration of these elements transforms the educational process, shifting the focus from knowledge transmission to the facilitation of self-regulated academic activity. The study concludes that the proposed holistic system significantly enhances the adaptability of future specialists in a globalized environment.

Key words: higher education, self-regulation, metacognition, digital pedagogy, interactive techniques, reflective assessment, professional training, constructivism.

1. Introduction

In the context of the lifelong learning paradigm and the processes of globalization of the educational space, the priority task of university training is not merely the accumulation of linguistic knowledge, but the development of the ability to independently acquire this knowledge and apply it in various academic and professional contexts *(Konotop, 2020)*. In this regard, the formation of foreign language learning and strategic competence acquires paradigmatic significance as a key component of professional training for specialists in a globalized world. This competence is interpreted as a multi-component construct that encompasses the mastery of learning strategies (cognitive, metacognitive, social) and communication strategies (compensatory), which ensure the effectiveness of foreign language acquisition and its functional use in academic and professional discourse *(CEFR, 2001; 2018)*.

The transformation of the educational paradigm from a knowledge-based to a competence-based model actualizes the need to reconceptualize traditional methodological approaches to foreign language teaching. Contemporary foreign language education methodology emphasizes the development of students' metacognitive awareness, their ability to reflect on their own learning processes, and conscious selection of optimal strategies to achieve specific learning objectives. This presupposes the integration of a strategic approach into all aspects of the

learning process and the creation of an educational environment that promotes the development of students' autonomy and responsibility for their own learning *(Konotop, 2025)*.

The scientific novelty of this research lies in the systematization of methodological approaches aimed at developing the procedural aspect of language education–the conceptualization of learning strategies, rather than exclusively the content of knowledge. The study integrates contemporary achievements in cognitive psychology, higher education pedagogy, and foreign language teaching methodology to create a holistic system for forming learning and strategic competence. The relevance of this work is determined by the need for theoretical substantiation and practical implementation of innovative methods that facilitate the formation of learning and strategic competence in the modern university context and respond to the challenges of digital transformation in education.

The aim of the study is to theoretically substantiate and practically explicate the most effective methods and means for forming university students' foreign language learning and strategic competence, taking into account the specifics of the contemporary educational environment and the requirements of the information society. To achieve this aim, the following research objectives were formulated: 1. To analyze the potential of active and interactive teaching methods in facilitating students' acquisition of compensatory and social strategies, as well as to determine mechanisms for their integration into the educational process. 2. To determine the role of information and communication technologies in forming students' learning autonomy and cognitive strategies, investigating the specifics of the digital educational environment. 3. To characterize diagnostic tools that stimulate metacognitive reflection and self-regulation of learning activities, defining criteria for their effectiveness. 4. To develop methodological recommendations for creating a comprehensive system for forming learning and strategic competence in the university context.

The research methodology is grounded in the student-centered approach, which presupposes the transformation of the instructor's role from a transmitter of knowledge to a facilitator of students' strategic competence development. The study relies on the principles of constructivism, andragogy, and the theory of learner autonomy, integrating them into a holistic methodological system. The use of an interdisciplinary approach allows for examining the problem of forming learning and strategic competence from the perspectives of various scientific disciplines and ensuring the comprehensiveness of the research.

2. Theoretical Foundations of Learning and Strategic Competence Formation

2.1. Conceptualization of Learning and Strategic Competence

Learning and strategic competence as a pedagogical phenomenon constitutes a complex multi-level system that includes cognitive, metacognitive, affective, and social components. The cognitive component encompasses information processing strategies such as memorization, categorization, inference, and deduction. The metacognitive component presupposes the ability to plan learning activities, monitor one's own progress, and evaluate the effectiveness of applied strategies. The affective component includes strategies for managing emotional state, overcoming anxiety, and maintaining motivation. The social component encompasses strategies for interaction with other participants in the learning process, cooperation, and requesting assistance.

The theoretical foundation for the study of learning and strategic competence was formed at the intersection of several scientific paradigms. Cognitive psychology made a fundamental contribution to understanding information processing and the role of metacognition in learning.

Sociocultural theory emphasized the significance of social interaction and cultural context in the development of cognitive abilities. Constructivist pedagogy postulated the active role of the student in constructing their own knowledge. The integration of these approaches enables the formation of a holistic understanding of the nature of learning and strategic competence and the pathways for its development *(Konotop, 2025)*.

3. Implementation of Active and Interactive Methods for Strategic Competence Development

The formation of foreign language learning and strategic competence requires the application of teaching methods that simulate authentic communicative situations and cognitive challenges that actualize the use of specific strategies (planning, cooperation, compensation). Active and interactive methods create an educational environment in which students are not passive recipients of information but actively construct knowledge through interaction with authentic materials, the instructor, and peers. Such organization of the learning process corresponds to the principles of constructivist pedagogy and ensures deep, meaningful acquisition of both linguistic material and learning strategies.

3.1. Discussion Methods and Critical Thinking

Discussions, debates, and the case method. These methods extend beyond purely linguistic practice and are fundamental for developing social and affective strategies. Students master strategies for managing anxiety, constructing meanings through cooperation with peers, as well as conducting academic discourse and negotiating positions. Case analysis actualizes cognitive strategies, particularly analysis, synthesis, and argumentation in a foreign language, which contributes to the development of critical thinking in a foreign language environment.

The use of discussion methods requires students to activate a complex of strategies. At the preparation stage for discussion, students apply strategies for searching and selecting information, critically evaluating sources, and systematizing material. During the discussion, strategies of active listening, interpreting non-verbal signals, adapting utterances to the interlocutor's level of understanding, arguing one's position, and constructively critiquing alternative viewpoints are actualized. Metacognitive strategies enable students to monitor their own understanding of the discussion, adjust communicative behavior, and evaluate the effectiveness of their own participation *(Konotop, 2010)*.

The case method has particular value for forming problem-solving and decision-making strategies under conditions of incomplete information. Case analysis requires the integration of linguistic, professional, and intercultural knowledge, which develops the ability to transfer knowledge between different contexts. Students learn to apply strategies of critical analysis, identifying cause-and-effect relationships, predicting consequences of various decisions, and substantiating their own conclusions using the academic register of a foreign language.

3.2. Simulations and Role-Playing

Business games, role-playing, and modeling professional situations. These methods are essential for practical mastery of compensatory strategies. In simulation situations, when a student lacks a specific term, they are forced to use circumlocution, synonyms, or non-verbal means of communication to maintain interaction, which constitutes the core of strategic competence. Such experience forms flexibility in communicative behavior and adaptability to unpredictable situations of intercultural communication.

Role-playing creates a safe environment for experimenting with various communicative strategies without the risk of real negative consequences. Students can test different approaches

to solving communicative tasks, analyze their effectiveness, and select optimal strategies for specific situations. Role performance requires not only linguistic competence but also understanding of cultural norms, social expectations, and pragmatic aspects of communication *(Konotop, 2010)*.

Modeling professional situations has particular significance for students in specialized fields who are preparing to work in an international environment. Simulations of business negotiations, presentations, interviews, and conferences allow students to master genre-specific strategies of academic and professional communication. Such experience forms confidence in one's communicative abilities and readiness to use a foreign language in real professional contexts.

3.3. Project-Based and Problem-Oriented Learning

The project method and problem-search technologies. These technologies are directly oriented toward developing metacognitive strategies (planning, monitoring, evaluation). Working on a project requires the student to independently plan their learning trajectory, search for information resources (resource management strategies), and conduct reflexive evaluation of intermediate results of their activities. Collaborative technologies strengthen the ability to use social resources (requesting help, clarification) as a legitimate learning strategy, which facilitates the construction of academic discourse.

Project-based learning implements the principle of authenticity, where students work on real tasks whose results have practical value. This may include creating multimedia presentations, developing educational materials, conducting mini-research, or organizing academic events. Such activity requires the integration of all types of strategies: cognitive (for processing information), metacognitive (for managing the process), social (for coordinating teamwork), and affective (for maintaining motivation throughout an extended period).

Problem-search methods develop students' research competence and their ability to independently formulate questions, search for answers, and construct new knowledge. Students learn to apply strategies of scientific inquiry: formulating hypotheses, collecting empirical data, analysis, generalization, and presenting results. Importantly, this entire process is carried out through the medium of a foreign language, which integrates the development of linguistic and research competencies.

4. Information and Communication Technologies as Tools for Autonomy Development

ICT provides the infrastructure for independent learning activities, giving students the opportunity to test and refine their own learning strategies beyond the classroom, which corresponds to the principles of andragogy and the concept of lifelong learning. The digital educational environment is characterized by flexibility, accessibility, and the possibility of personalized learning, which creates optimal conditions for developing students' learning autonomy and strategic competence.

4.1. Platforms for Independent Learning

Mobile applications and online platforms. Tools such as Moodle, Google Classroom, and specialized language applications enable students to practice self-management strategies. The student independently determines the temporal parameters of learning, chooses an individual pace for processing material, and selects learning materials based on diagnosed knowledge gaps. This facilitates the development of academic autonomy, which is a central component of learning competence.

Contemporary educational platforms offer adaptive learning systems that automatically adjust the difficulty of tasks according to the student's level of success. Such systems stimulate

the application of metacognitive strategies: the student receives feedback on their own pro-gress, can track the dynamics of competence development, and identify problematic areas. Visualization of learning progress through graphs, diagrams, and statistics reinforces awareness of one's own achievements and motivates further improvement *(Konotop, 2015)*.

Interactive exercises on platforms allow for practicing various types of cognitive strat-egies. Matching tasks develop categorization and grouping strategies. Fill-in-the-blank exer-cises actualize strategies of contextual guessing and inference. Audio and video tasks with the possibility of repeated listening and playback speed control allow students to experiment with different listening strategies and find the most effective approaches.

4.2. Digital Resources for Language Analysis

Electronic dictionaries, corpus databases, and multimedia resources. The use of corpus linguistics tools develops cognitive strategies, particularly induction and deduction. Instead of passively receiving grammatical rules, students analyze concordances to infer pat-terns of the language system, which forms research competence. Podcasts and video materi-als enable the practice of listening strategies (prediction, listening for general understanding versus detailed understanding), which is critically important for academic communication *(Konotop, 2015)*.

New-generation electronic dictionaries offer not only word definitions but also contex-tual examples, etymological information, synonyms, antonyms, collocations, and multime-dia support. Working with such resources develops vocabulary expansion strategies: creating semantic networks, establishing associative connections, applying mnemonic techniques. Stu-dents learn not simply to memorize isolated words but to integrate new vocabulary into their existing knowledge system.

Corpus linguistics opens new possibilities for autonomous learning and the development of metalinguistic awareness. Students can independently investigate the functioning of lan-guage units in real contexts, identify patterns of usage, and compare constructions across differ-ent genres and registers. Such activity forms strategies of inductive learning, critical thinking, and linguistic analysis, which is especially important for future philologists, translators, and foreign language teachers.

4.3. Synchronous and Asynchronous Communication Technologies

Social networks and virtual communication tools. Platforms for synchronous com-munication (Zoom, Microsoft Teams, messengers) create an authentic need for interactional strategies. They provide immediate feedback on the effectiveness of communicative strategies, allowing students to adjust their approach in real time and adapt communicative behavior to the dynamic context.

Asynchronous communication tools (forums, blogs, wikis) create a different educa-tional environment that promotes the development of academic writing and reflective thinking strategies. Students have time to think through responses, edit texts, and search for additional information. This develops strategies for text planning, structuring argumentation, editing, and self-correction. The public nature of communication on forums stimulates responsible attitudes toward the quality of one's own utterances and adherence to academic ethics.

Social networks and language communities create opportunities for authentic intercul-tural communication with native speakers and other students from different countries. Partic-ipation in international projects, tandems, and virtual exchanges develops sociocultural com-petence, intercultural adaptation strategies, and communicative flexibility. Students learn to consider cultural context, adapt communication style to the interlocutor's expectations, and overcome intercultural misunderstandings.

5. Innovative Diagnostics: From Assessment to Reflection

In the context of forming foreign language learning and strategic competence, assessment must be formative and reflective. It should capture not only the product of learning activities but also the process of acquiring knowledge and strategies. Traditional forms of summative assessment are insufficient for diagnosing strategic competence, as they do not provide information about which strategies the student uses and how consciously they do so. Therefore, it is necessary to integrate innovative diagnostic tools that stimulate metacognitive reflection and develop the capacity for self-regulation.

5.1. Portfolio as a Tool for Reflection

Language portfolio and learning journals. The language portfolio is the most powerful tool for developing metacognitive strategies. Curating one's own work encourages students to engage in self-reflection and critical analysis of their own progress. Self-observation journals encourage students to document their own learning habits, identify the most effective strategies (for example, 'How did I memorize these lexical units?', 'What actions did I take when I did not understand the audio material?'), and determine personal learning goals, which forms agency in learning activities.

The structure of the language portfolio includes three main sections: language passport (documentation of language proficiency level and intercultural experience), language biography (reflection on the learning and self-development process), and dossier (collection of works demonstrating achievements). Regular work with the portfolio forms the habit of reflection, capacity for self-assessment, and goal-setting. Students learn to see their own progress in a long-term perspective, which is especially important for maintaining motivation.

Learning journals can be organized in various formats: traditional written records, digital blogs, audio or video reflections. Regardless of format, the key is the regularity of entries and their focus on the learning process, not merely on results. The instructor can propose structured questions for reflection that direct students' attention to strategy analysis: 'What strategies did I use when completing this task?', 'What worked well, and what needs improvement?', 'What new strategies do I want to try next time?'

5.2. Alternative Forms of Assessment

Self-assessment and peer assessment. These practices shift responsibility for assessment from the instructor to the student. Peer assessment develops skills in critical analysis, empathy, and constructive feedback, while self-assessment using adaptive systems or checklists allows students to objectively monitor their own progress and take corrective actions regarding their learning trajectory *(Konotop, 2025)*.

For effective implementation of self-assessment and peer assessment, clear evaluation criteria and prior training of students in assessment procedures are necessary. The use of rubrics describing different levels of achievement for each criterion helps students understand expectations and objectively evaluate the quality of work. Importantly, the assessment process itself becomes a learning activity that deepens understanding of quality criteria and stimulates the pursuit of improvement.

Peer assessment has additional value in developing social strategies and emotional intelligence. Students learn to formulate constructive criticism while considering peers' feelings, and to perceive feedback as an opportunity for development rather than as personal offense. The culture of mutual support and constructive criticism formed through peer assessment practices contributes to creating a positive educational environment.

5.3. Reflective Practices

Reflective essays and strategy inventories. Writing essays about the learning experience helps students verbalize their own cognitive processes, making implicit strategies explicit and conscious. Reflective writing promotes metacognitive awareness and the capacity for critical analysis of one's own learning trajectory. Strategy inventories and questionnaires allow students to systematically analyze the frequency and effectiveness of using various learning strategies.

Reflective essays can be organized around various themes: analysis of successful completion of a complex task, reflection on mistakes and ways to overcome them, comparison of one's own progress at the beginning and end of the semester, planning future competence development. Importantly, reflective writing is not a spontaneous flow of thoughts but a structured analytical activity that requires critical thinking and the ability to generalize.

Strategy inventories, such as the Strategy Inventory for Language Learning (SILL) or other adapted questionnaires, provide quantitative data on strategy use. Regular completion of such inventories allows tracking changes in the student's strategic repertoire throughout the course of study. Comparing results at different stages of learning can show which strategies the student has begun to use more frequently and which remain underdeveloped, which allows for adjusting the individual development trajectory.

6. The Role of the Instructor as a Facilitator of Strategic Development

The transformation of the instructor's role from knowledge transmitter to learning facilitator is a key condition for successful formation of learning and strategic competence. The instructor does not simply convey information about strategies but creates conditions for their conscious application, reflection, and integration into each student's individual learning system. This requires the instructor to develop new professional competencies: the ability to diagnose individual student characteristics, skill in constructing tasks that actualize specific strategies, and mastery in organizing reflective activity.

The instructor implements strategic instruction in several directions. First, explicit strategy instruction through explanation, demonstration, and organization of practice. Second, implicit stimulation of strategy use through task design and learning environment organization. Third, supporting students in reflecting on their own strategies and encouraging experimentation with new approaches. Fourth, creating a culture of learning community where strategy sharing is a norm and value.

An important function of the instructor is strategy modeling. By explicating their own thinking processes while solving tasks (think-aloud technique), the instructor demonstrates how an expert approaches language tasks, which strategies they use, and how they make decisions in situations of uncertainty. Such modeling is particularly effective because it makes visible those processes that usually remain hidden. Students can observe and emulate expert strategies, gradually integrating them into their own practice.

7. Conclusions and Perspectives

The conducted research confirms that the formation of foreign language learning and strategic competence represents a multidimensional process that requires specific methodological interventions and a systematic approach to organizing the educational process. The key conclusions of the study can be formulated as follows: 1. Active and interactive methods (simulation,

problem-oriented learning, discussions, project work) demonstrate high effectiveness in developing compensatory and social strategies, transforming students from passive recipients to active constructors of knowledge. These methods create an authentic educational environment that requires the integration of linguistic knowledge and strategic skills. 2. ICT tools are fundamental for developing learning autonomy and cognitive strategies, providing an environment for personalized learning and independent knowledge construction. Digital technologies offer unprecedented opportunities for individualizing learning and practicing strategies in diverse contexts. 3. Reflective diagnostic tools (portfolios, journals, strategy inventories) are indispensable for cultivating metacognition–the ability to plan, monitor, and evaluate one's own learning trajectory, which constitutes the foundation of academic success and learning autonomy. Formative assessment has advantages over summative assessment in the context of developing strategic competence. 4. The transformation of the instructor's role from knowledge transmitter to facilitator of strategic development is a necessary condition for successful formation of learning and strategic competence. This requires the development of new professional competencies for instructors and reconceptualization of traditional pedagogical practices. 5. Effective formation of learning and strategic competence requires systematic integration of various methods, technologies, and diagnostic tools into a holistic pedagogical system that accounts for individual student characteristics and the specifics of the learning context.

Prospects for further research include several directions. First, studying the impact of AI-based personalized feedback on the development of students' self-correction strategies and the formation of their metacognitive awareness. Second, investigating the effectiveness of blended learning models in forming learning and strategic competence under conditions of digital transformation in higher education. Third, analyzing the cultural specificity of learning strategy use and developing culturally adapted models of strategic instruction.

Fourth, longitudinal studies tracking the development of students' strategic competence throughout the entire period of university study and beyond are relevant. Such studies will allow clarification of which strategies remain stable and continue to be used in professional activity, and which require regular reinforcement. Fifth, investigating the relationship between learning and strategic competence and other key competencies, such as critical thinking, creativity, communicative and intercultural competencies, is promising.

Finally, an important direction is the development and testing of instructor training programs for implementing strategic instruction. The success of forming students' learning and strategic competence directly depends on instructors' readiness to implement appropriate pedagogical approaches. This requires systematic work on professional development of instructors, including both theoretical preparation and practical training in organizing strategic instruction, using reflective tools, and creating a favorable educational environment.

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A PRACTICAL OVERVIEW OF THE ROLE OF MUSIC
IN THE PROPAGANDA OF DIFFERENT COUNTRIES

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Summary

The article examines the practical role of music in the propaganda systems of various countries. The aim of the study is to demonstrate how music has been used in propaganda practices across different nations. To achieve this goal, the information was analyzed, compared, and summarized through the use of methods such as comparison, classification, and generalization, which made it possible to clearly outline the role of music in the propaganda structures of different countries during the 20th and 21st centuries. The findings indicate that propaganda is a targeted process of communicative influence. It became especially widespread in the 20th and 21st centuries, particularly during World War II. Various propaganda tools are used, yet music holds a special place as it combines emotional, psychological, and cognitive influence. The study demonstrates that music serves not only an aesthetic but also a social and communicative function. It has been established that, in a political context, music can reflect and shape the spirit of an era, strengthening the sense of unity around particular ideas or a leader. Examples from different countries show that music is actively used in election campaigns, rallies, revolutionary movements, and even in modern political advertising. In particular, in the United Kingdom and the United States, special "anthems of unity" are created to evoke in voters a sense of trust, patriotism, and nostalgia. During World War II, music was mainly employed to maintain soldiers' morale, foster a sense of unity, and inspire the desire to fight for certain ideals. The practical value of this study lies in rethinking the understanding of the role of music in the propaganda system through a historical approach. This is of great importance for politicians and diplomats who aim to develop and influence the population or specific social groups.

Key words: music, propaganda, history, communication.

1. Introduction

Propaganda is a subtle science that requires the involvement of experienced and talented professionals in various fields – political, psychological, artistic, and communicative. It is mainly directed not only at human consciousness but primarily at the subconscious – through emotional state, system of beliefs, and the formation of behavioral patterns. One of the strongest means of such influence is music, since its effect begins with creating a certain mood, gradually moving into the realm of thinking and worldview perception. Properly chosen music can unite people around any idea – political, social, or cultural.

That is why propaganda is used as a tool for shaping collective consciousness, reinforcing ideological messages, and creating the necessary emotional background. It is important to note that the mentioned examples of the use of music in different countries are neither a new discovery nor a hidden secret. These are natural processes that accompany the history of humankind and demonstrate how deeply music can integrate into the mechanisms of

propaganda. Understanding such processes has practical significance, as it helps to realize how exactly music can be used for social, political, and ideological purposes. The practical value of this research lies in analyzing specific historical examples that demonstrate the role of music as an instrument of propaganda in different countries of the world.

2. Review of literature

The practical use of music as a propaganda tool has been widely studied in academic literature, with many works examining its impact across different nations. On a micro level, the mechanisms of influence are outlined in the works of Arjmand, Hohagen, Paton, and Rickard (2017) and Juslin and Västfjäll (2008), who show that music can shape emotions through neuropsychological and cognitive pathways. In turn, Schäfer, Sedlmeier, Städtler, and Huron (2013) demonstrate that music performs multiple functions – from mood regulation to social identification. When considering its use on a state level, Lasswell (1927) examines music as a cultural instrument in wartime conditions. Researchers Jowett and O'Donnell (2019), as well as Sproule (2023), specify the criteria distinguishing persuasion from propaganda in the media sphere. In a comparative-historical context, the studies of Cathcart (n.d.) and Howerton (2023) are valuable, as they reveal the influence of music in Germany during World War II. The American experience is reflected in the work of Gordeeva (2021), who analyzed the mobilization and patriotic aspects of wartime music. The influence of music on Chinese propaganda is explored by Lau (2008) and Ouyang (2022), who examine the creation of "revolutionary songs" and their impact on mass consciousness. Researcher Heo (2018) describes the North Korean model of musical propaganda, in which ritual songs serve to reproduce ideological loyalty. Special attention is given to the Soviet context, analyzed by Liao (2024), who explored the works of D. Shostakovich and S. Prokofiev as examples of the synthesis between art and ideological agendas. Modern aspects of music use under digitalization are represented in the works of Behr (2022) and Michel (2018), showing how music in new media functions as a means of micro-targeted influence and an element of political branding. Therefore, the significance of this study is multifaceted, as it systematizes material for a comprehensive presentation of the research subject. To achieve the stated goal, information was analyzed, compared, and summarized using the methods of comparison, classification, and generalization, which made it possible to clearly define the role of music in the propaganda structures of different countries.

The aim of the study is to demonstrate the practical experience of using music in propaganda across various countries. It is necessary to complete the following tasks in order to achieve this goal in the study: define the essence of propaganda and its instruments; identify the psychological aspects of musical influence; and determine how music has been used in propaganda across different nations.

3. Methodology

Methodological basis of the study: the research relies on systemic and comparative-historical approaches. The information was analyzed, compared, and summarized to identify patterns in the use of music in the propaganda of different countries; in particular, the methods of analysis, synthesis, comparison, classification, and generalization are applied. These methods made it possible to distinguish key features of propaganda influence and determine the role of music within the structure of political communication. The study is based on an interdisciplinary approach that combines elements of social psychology, cultural studies, musicology, and

political science; the source base includes works by foreign scholars, analytical materials, and historical documents.

4. Results

Propaganda is a targeted process of communicative influence. Its primary aim is to shape the beliefs and attitudes of mass audiences. The essence of propaganda lies in the dissemination of specific ideas, images, and narratives intended to achieve various objectives, including political, military, or social ones. In his research, Lasswell (1927) defined propaganda as the management of collective attitudes through manipulation. Accordingly, propaganda is not only an informational but also a psychological tool. It enables the rise of certain political structures to power, the mobilization of populations, or the neutralization of opposing views. Modern studies show that propaganda functions are far-reaching. They allow for the integration of specific ideas, the mobilization of society, the justification of certain events or figures, and even the facilitation of repressive actions *(Jowett & O'Donnell, 2019)*. In the 20th and 21st centuries, propaganda was actively employed in various political campaigns, particularly during wars and the events leading up to them. Classic examples include information campaigns of World War II, the anti-communist campaigns of the Cold War era, and contemporary digital propaganda, which uses social media, audiovisual content, and musical products that strongly affect public consciousness.

Music, as emphasized by numerous studies, is one of the most expressive means of emotional influence. The tools and techniques of propaganda are presented in Table 1.

Table 1

Tools and techniques of propaganda

№	Instrument / Technique	Description	Purpose of influence
1	Mass media (press, radio, television)	Dissemination of messages to a wide audience through controlled channels.	Shaping public opinion, supporting the political agenda.
2	Visual symbols and posters	Use of images, colors, and heroes to create emotional associations.	Strengthening identity, national unity, or fear of the "other."
3	Language and rhetoric	Manipulation of terms, euphemisms, and repetitive messages.	Normalization of ideological concepts, reduction of critical thinking.
4	Cinema and visual narratives	Creation of mythologized images through films, series, and videos.	Emotional identification with ideological heroes or behavioral models.
5	Music	Use of melodies, rhythm, and song lyrics to form shared feelings and evoke patriotic or aggressive emotions.	Subconscious emotional engagement, legitimization of ideas through aesthetic form.
6	Advertising and PR	Integration of commercial and political messages into the cultural space.	Supporting image formation, building trust in the information source.
7	Social networks and digital algorithms	Use of targeting, bots, and viral content.	Reinforcing repetition effects and maintaining control over the information environment.

Note: compiled based on Jowett and O'Donnell (2019); Lasswell (1927); and Sproule (2023).

As an important propaganda tool, music has a long history. Documented examples of its systematic use date back to the 20th century, starting from the 1930s to the present day. It was during this period that governments seeking to control public consciousness realized the immense potential of music as a means of emotional and psychological influence. Music began not only to accompany political events but also to shape ideological content, creating a sense of collective unity.

A key example is Nazi Germany between 1933 and 1945, when music was placed under state control. In 1933, within the structure of the Ministry of Propaganda under J. Goebbels, the "Reichsmusikkammer" the Imperial Music Chamber was established. Its main task was to determine which music could be listened to, which was forbidden, and which should be used for various events. Another function of this organization was to remove the works of Jewish composers, including jazz and modernist experiments, which were declared a threat to the "Aryan spirit." Instead, patriotic marches, choral works, and party anthems were promoted.

One of the most significant pieces of that period was the anthem Horst-Wessel-Lied, which became a symbol of the Nazi movement and an obligatory element of political rallies. Through mass singing, particularly in the Hitlerjugend, music became a tool for fostering unity, sacrifice, and hatred toward the enemy *(Howerton, 2023)*.

Meanwhile, in the Soviet Union, a similar system of musical propaganda was established during the same period, with the main goal of maintaining ideological control within the aesthetics of socialist realism. Music was expected to "reflect reality in its revolutionary development," glorifying labor, the people, and the Party. Composers such as D. Shostakovich and S. Prokofiev created works commissioned by the government that aligned with official doctrine.

For instance, Shostakovich's Symphony No. 7, written in 1941, was performed during the Siege of Leningrad and became a symbol of Soviet resistance. Prokofiev's scores for the films Alexander Nevsky (1938) and Ivan the Terrible (1944–1945) created heroic imagery that served to legitimize Soviet patriotism. Thus, music contributed to constructing the image of a strong, united nation capable of overcoming any enemy *(Liao, 2024)*.

Similar processes occurred in the United States during World War II, where music became a means of patriotic mobilization and psychological support. Songs and concerts were organized for soldiers, featuring popular entertainers both on the front and at home. These performances had a dual purpose: entertainment and morale boosting. Jazz orchestras and famous singers were especially popular, performing pieces that encouraged unity and support for the troops. The American entertainment industry actively produced musical films and propaganda radio programs. During this period, music became part of democratic propaganda, shaping a positive narrative of the war for freedom and justice *(Gordeeva, 2021)*.

In China, active propaganda through music was observed between 1966 and 1976. Under Mao Zedong's leadership, a canon of "red songs" was developed – revolutionary compositions performed by millions across the country. Songs such as Dongfang hong (The East Is Red) glorified the leader and communist ideology. The dominance of these songs displaced other musical forms. "Model works" – yangbanxi, musical-dramatic performances with explicit political messages – were created to serve as musical equivalents of party slogans, used in mass culture to foster loyalty to the regime. During this period, music ceased to be merely an art form and became a full-fledged instrument of collective ritual that disciplined citizens' emotions and thinking *(Lau, 2008)*.

In North Korea, beginning in the 1950s, music also became a core component of ideology. The Juche system combined political self-sufficiency with the cult of leadership. Mass choirs, orchestras, and military ensembles performed hymns dedicated to Kim Il Sung,

Kim Jong Il, and Kim Jong Un. Songs such as The Song of General Kim Il Sung and We Have Nothing to Envy were performed at all national celebrations and broadcast daily. Their rhythm, melody, and lyrics were designed to maintain emotional unity, pride, and loyalty to the regime. In the DPRK, music not only accompanies political ideology – it effectively replaces it, serving as the foundation of political culture and a means of emotionally legitimizing power *(Heo, 2018)*.

Table 2

Practical use of music as a propaganda instrument in different countries

Country / Regime	Period	Key mechanisms	Specific examples of application
Nazi Germany	1933–1945	Centralized control (*Reichsmusikkammer*), labeling of "degenerate" music, party anthems, mass radio broadcasting, indoctrination of youth through singing	*Entartete Musik* Exhibition (1938); party anthem *Horst-Wessel-Lied*; marching songs of the *Hitlerjugend* (Cathcart, n.d.; Howerton, 2023)
USSR (socialist realism)	1930s–1950s (+ later)	Canonization of the "correct" patriotic aesthetics, desacralization of "formalism," symphonic and cinematic patriotism	Shostakovich's Symphony No. 7; Prokofiev's scores for *Alexander Nevsky* and *Ivan the Terrible*; a distinct body of patriotic songs and film music (Liao, 2024)
USA (World War II)	1941–1945	Patriotic songs, concerts for troops and the home front, popular music as a means of moral support, media integration	Propaganda films with patriotic soundtracks; public support campaigns; "victory" repertoire (Gordeeva, 2021)
PRC (Cultural Revolution)	1966–1976	Standardization of the "red" canon, mass singing, "model works" (*yangbanxi*), elimination of "incorrect" styles	Revolutionary songs as daily ritual; theatrical performances with unified rhetoric (Lau, 2008; Ouyang, 2022)
DPRK (Juche)	1950s–present	"Juche realism," mass choral genres, hymns with cult-like lyrics, strictly directed public performances	"Mass songs" as emotional slogans; musical rituals of loyalty at state events (Heo, 2018)

Thus, from Nazi Germany of the 1930s to North Korea of the 21st century, music has been consistently used as an instrument of propaganda. Regardless of the political system or historical era, it has always served to mobilize, identify, and control the masses, acting as a mediator between authority and the emotions of society.

5. Discussions

According to Jowett and O'Donnell (2019), propaganda becomes effective when it combines multi-channel influence, uses repetitive symbols, and creates an emotional background that facilitates the internal acceptance of specific messages. Modern propaganda theory identifies a broad range of influence methods. Sproule (2023) notes that propaganda not only rationalizes arguments but also sets emotional and aesthetic tones. Since propaganda appeals to emotions, culture, psychological factors, personal experiences, and fears, it employs simple

yet powerful tools – language, sound, and certain rituals. Among its key instruments are mass media, visual symbols, cinema, and music.

As shown in the studies of Lasswell (1927), Jowett and O'Donnell (2019), and Sproule (2023), the key principle of propaganda remains the combination of emotional and cognitive influence. This makes propaganda one of the most effective mechanisms of social control in mass society.

Music is one of the instruments of propaganda because it has a powerful impact on the human psyche. Moreover, it affects cognitive states through emotions. Music not only evokes emotional reactions but also shapes certain attitudes, moods, and behaviors, determining how a person acts in specific cultural, political, or commercial contexts. As noted by Juslin and Väst-fjäll (2008), the emotional response to music is based on several mechanisms. First are physiological ones – including rhythm perception, arousal, and activation of the autonomic nervous system; second are cognitive – such as associative thinking and social contexts of perception. These mechanisms enhance the messages conveyed by propaganda. They transmit emotional symbols and create a state of collective emotional involvement, making music one of the key instruments of propaganda *(Juslin & Västfjäll, 2008)*.

The psychological functions of listening to music go far beyond aesthetic pleasure. According to Schäfer, Sedlmeier, Städtler, and Huron (2013), music performs several fundamental functions. It regulates emotions; defines social identification; expresses values; and serves as a means of group communication. In the political context, this means that music can not only reflect the spirit of an era but also shape it, creating a sense of unity around a political ideal. Musicians and composers emphasize that creating such music strengthens feelings of independence and loyalty to a particular community, which is actively used in political campaigns at various levels – from ordinary political rallies to revolutionary movements.

The physiological effects of music are directly linked to the psychodynamic state of a person. According to researchers Arjmand, Hohagen, Paton, and Rickard (2017), listening to music changes the balance of activity between the brain hemispheres. This can alter frontal asymmetry, that is, the ratio between positive and negative responses. Such changes manifest as increased motivation, optimism, or aggressiveness depending on the character of the music.

In the political context, this mechanism is used to create the necessary emotional tone of events. For example, during election rallies, background music serves as a catalyst for emotional tension and helps enhance enthusiasm and solidarity *(Arjmand et al., 2017)*.

In modern politics, music functions not only as an element of emotional resonance but also as part of digital culture in election campaigns. In his research, Behr (2022) shows that in the digital age, music is integrated into democratic election processes primarily through social media. Musical accompaniment for political videos often gains popularity on youth-oriented platforms such as TikTok. The use of music on YouTube serves as a marker of political identity and a tool for shaping a candidate's image *(Zhyvko & Petrukha, 2023)*.

Examples include the United Kingdom and the United States, where political events often feature or commission unity anthems, and where rock classics are used to subconsciously inspire voter trust, evoke patriotism and nostalgia, and create a positive atmosphere around a political brand *(Behr, 2022)*.

Music is also widely used in advertising, which, in essence, is a form of propaganda. It serves in image-based campaigns that often intersect with the promotion of specific political forces or figures. Michel (2018) demonstrates that the use of popular songs in election campaigning is one of the most effective ways to establish emotional communication with voters. For this reason, political parties compete for musical representatives – stars whose songs can

symbolize a political force. The support of such musicians significantly broadens the audience reach.

However, this practice often raises ethical and legal dilemmas since music carries its own cultural meaning and can be reinterpreted within an ideological context. In such cases, political advertising through music exploits the listener's trust in the performer or genre, using it as a symbolic resource for emotional manipulation *(Michel, 2018)*.

6. Conclusions

Propaganda is a purposeful process of communicative influence whose main goal is the formation of certain beliefs, attitudes, and even models of social behavior. It became particularly active in the 20th–21st centuries, especially during the Second World War. The means of art, primarily music, at that time became an integral element of political and social strategies. The propaganda theory of that period covered a wide range of methods of influence – through mass media, visual symbols, language, cinematography, advertising, and social networks. Music occupied a special place because it combined emotional, psychological, and cognitive influence. At first, by affecting a person's mood, it created emotions, and later the generated emotional state contributed to the acceptance of necessary decisions. By its nature, music can unite people around certain ideas, evoke a sense of unity, and at the same time direct emotions toward opposition or hatred of others.

The examples of Nazi Germany, the Soviet Union, the USA, China, and North Korea make it possible to see different models of using music as a tool of propaganda. In Germany, it shaped the image of unity through anthems and marches. In the USSR, anthems and marches were also often used, but with the aim of affirming collectivism and the aesthetics of patriotism. In the American context, music did not have a distinct propagandistic character; instead, it was used softly – as a supporting element that created an atmosphere of optimism and solidarity. That is why light musical genres, particularly jazz, became popular, unlike the marches characteristic of Germany and the Soviet Union. The role of music in propaganda can be observed most vividly in North Korea and China, where it serves as a means of glorifying the leader, fostering loyalty, and collective pride.

Thus, summarizing the results of the study, it can be concluded that music is, on the one hand, an artistic phenomenon, and on the other – when used for political purposes – it becomes a powerful mechanism of social influence capable of shaping mass consciousness.

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POLITICAL HISTORY AND STYLISTIC TRANSFORMATION OF MUSICAL CULTURE: MECHANISMS OF INFLUENCE AND MEDIATION

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Summary

This article examines political history as a formative factor in the stylistic transformation of musical culture, emphasizing mechanisms of influence and mediation rather than direct political determination. Musical style is approached as a culturally embedded and historically situated phenomenon shaped by political regimes, ideological configurations, and institutional frameworks. Drawing on cultural theory and interdisciplinary analysis, the study challenges the notion of stylistic autonomy by demonstrating how political processes restructure cultural fields, redefine aesthetic priorities, and influence the conditions of stylistic legitimacy.

The research adopts a cultural-analytical methodology integrating concepts of mediation, cultural hegemony, symbolic power, and institutional regulation. Political history is interpreted not as a causal force acting upon music but as a structured environment within which stylistic norms are produced, stabilized, and transformed. Particular attention is paid to the role of institutions, education, cultural policy, and critical discourse as mediating structures translating political configurations into aesthetic conventions.

The article argues that stylistic transformation in musical culture represents an adaptive cultural process responding to historical ruptures and shifts in power relations. This perspective allows for a more nuanced understanding of musical style as a dynamic cultural formation and outlines directions for further research into comparative historical and cross-cultural contexts.

Key words: musical style; cultural mediation; political regimes; ideological context; cultural institutions; historical transformation; power relations.

1. Introduction

The relationship between political history and the stylistic evolution of musical culture has long been acknowledged, yet it is still frequently treated in a fragmented or illustrative manner. Musical styles are often described as autonomous aesthetic phenomena, while political processes are relegated to the role of an external background. Such an approach obscures the mechanisms through which historical ruptures, political regimes, and ideological transformations actively participate in the formation, modification, or disappearance of stylistic paradigms.

As a result, the complex interdependence between musical culture and political history remains theoretically underexplored.

Recent developments in cultural theory have challenged the notion of artistic autonomy by emphasizing mediation, institutional frameworks, and power relations as constitutive factors of cultural forms. From this perspective, style emerges not as an internally self-sufficient category but as a historically situated mode of cultural expression shaped by social, ideological, and political conditions *(Williams, 1977; Eagleton, 2000)*. Political history, therefore, should not be understood as a direct causal force acting upon music, but rather as a structured environment that defines the limits of stylistic intelligibility, legitimacy, and symbolic value.

The relevance of this problem becomes particularly evident in periods of radical historical transformation. Revolutions, regime changes, ideological reorientations, and processes of decolonization or centralization alter not only political institutions but also cultural hierarchies, systems of patronage, and modes of artistic production. These shifts affect the cultural field within which musical styles are produced, circulated, and evaluated *(Bourdieu, 1993)*. Consequently, stylistic change may be interpreted as a response to transformations in cultural power relations rather than as a purely immanent artistic development.

This article aims to conceptualize political history as a formative factor in the stylistic transformation of musical culture by identifying the mechanisms of influence and mediation through which political processes interact with musical forms. The objective is to demonstrate the inseparability and reciprocal interaction of political history and musical style, avoiding both deterministic reductionism and purely descriptive parallels. The study focuses on how political regimes and ideological configurations shape cultural norms, redefine aesthetic priorities, and restructure the symbolic functions of musical style.

Methodologically, the research is grounded in an interdisciplinary cultural-analytical approach that integrates concepts from cultural theory, political history, and musicology. The analysis draws on the notions of mediation and cultural hegemony *(Williams, 1977; Gramsci, 1971)*, the theory of cultural fields and symbolic power *(Bourdieu, 1993)*, and the understanding of power as a productive and discursive force *(Foucault, 1980)*. Historical interpretation is employed not to reconstruct political events as such, but to examine their cultural implications for stylistic norms and transformations within musical practice.

The logic of the presentation proceeds from a general theoretical framework toward the analysis of political and ideological mechanisms that condition stylistic change. Rather than proposing universal stylistic laws, the article emphasizes historically contingent configurations in which musical styles function as adaptive cultural systems. Such an approach allows musical culture to be viewed as a dynamic space where political history is refracted, negotiated, and symbolically articulated, thereby revealing the deeper cultural logic underlying stylistic transformation.

2. Political Regimes and Stylistic Transformation

Political regimes influence musical culture not through direct prescriptions alone, but through the reconfiguration of cultural environments in which stylistic norms are formed and stabilized. Changes in political power alter institutional structures, systems of patronage, educational models, and symbolic hierarchies, thereby reshaping the conditions under which musical styles emerge and function. In this sense, political history operates as a structuring force that redefines the cultural field rather than as an external determinant imposed upon artistic practice.

Periods of political consolidation or ideological mobilization tend to promote stylistic coherence and normative aesthetics. Centralized regimes often favor styles that embody clarity, stability, and symbolic legibility, as such qualities facilitate cultural communication and ideological representation. Conversely, moments of political crisis or transition frequently coincide with stylistic fragmentation, hybridity, and experimentation. These stylistic shifts should not be interpreted as spontaneous artistic reactions but as culturally mediated responses to altered power relations and expectations within the cultural field *(Bourdieu, 1993)*.

The role of ideology is particularly significant in shaping stylistic orientations. Ideological frameworks function as interpretative matrices that assign value to certain aesthetic forms while marginalizing others. Through education, criticism, and institutional endorsement, ideologies contribute to the normalization of specific stylistic models and to the exclusion of alternative expressive strategies. Cultural hegemony, in this context, is maintained not through overt coercion but through the internalization of stylistic norms that appear natural or historically inevitable *(Gramsci, 1971)*.

Historical examples demonstrate that stylistic transformation often follows shifts in political legitimacy rather than changes in artistic technique alone. The emergence or decline of certain musical styles frequently corresponds to redefinitions of cultural authority and social identity. As political narratives evolve, musical styles are reinterpreted, recontextualized, or symbolically reassigned to new ideological functions. This process underscores the mediated nature of stylistic change, where political meanings are translated into cultural forms rather than directly encoded within them *(Williams, 1977)*.

Importantly, political influence on musical style is rarely uniform or monolithic. Different segments of the cultural field may respond divergently to the same political conditions, producing parallel or competing stylistic tendencies. Such plurality reflects the internal dynamics of cultural production, where artists negotiate institutional constraints, audience expectations, and symbolic capital. Political history thus provides a framework of possibilities and limitations within which stylistic choices acquire meaning and social relevance.

By situating musical style within the broader context of political regimes and ideological configurations, it becomes possible to move beyond simplistic oppositions between artistic autonomy and political control. Style appears instead as a historically contingent cultural formation, shaped by ongoing interactions between power structures, institutional practices, and creative agency. This perspective allows for a more nuanced understanding of stylistic transformation as a process of cultural adaptation and symbolic mediation rather than as a linear or deterministic outcome of political change.

3. Mediation, Institutions, and Cultural Policy

The influence of political history on musical style becomes most evident through mechanisms of mediation rather than through direct intervention. Mediation operates at the level of cultural institutions, educational systems, aesthetic discourses, and practices of legitimation that translate political priorities into stylistic norms. Through these mechanisms, political power is refracted into cultural forms, shaping stylistic tendencies without prescribing them explicitly *(Williams, 1977)*.

Cultural institutions play a central role in this process by regulating access to resources, visibility, and symbolic recognition. Conservatories, academies, concert organizations, and publishing structures function as intermediaries between political authority and artistic practice. By establishing curricula, repertory canons, and evaluative criteria, these institutions contribute

to the stabilization of particular stylistic models while marginalizing others. Such institutional mediation reinforces the perception of stylistic norms as professionally necessary rather than ideologically conditioned *(Bourdieu, 1993)*.

Cultural policy further amplifies this mediating function by framing artistic production within broader narratives of national identity, historical continuity, or ideological renewal. Policies of support, funding, and recognition do not simply encourage artistic activity but implicitly define the stylistic forms deemed culturally valuable or socially relevant. In this context, musical styles acquire political significance not through explicit messaging but through their alignment with dominant cultural narratives and symbolic expectations *(Assmann, 2011)*.

Educational systems constitute another crucial site of stylistic mediation. Pedagogical models transmit not only technical skills but also aesthetic hierarchies and interpretative frameworks that shape stylistic perception. Through education, stylistic preferences become embedded in professional habitus, guiding creative choices and evaluative judgments. This process illustrates how political and ideological priorities are internalized at the level of artistic consciousness, transforming external power structures into seemingly autonomous stylistic conventions *(Gramsci, 1971; Foucault, 1980)*.

Mediation also operates through critical discourse and historiography, which retrospectively organize stylistic developments into coherent narratives. By privileging certain styles as representative of historical progress or cultural authenticity, scholarly and critical discourses reinforce established hierarchies and legitimize specific stylistic trajectories. These narratives often reflect broader political imaginaries that structure collective memory and cultural identity *(Assmann, 2011; Said, 1993)*.

Understanding stylistic transformation as a mediated process allows for a more precise articulation of the relationship between political history and musical culture. Rather than reducing style to a passive reflection of political events, this perspective emphasizes the active role of institutions and discourses in shaping stylistic meaning. Musical styles thus emerge as adaptive cultural formations, continuously negotiated within a network of mediating structures that connect political history with artistic practice.

4. Conclusions

The analysis conducted in this article allows political history to be reconsidered as a formative and mediating factor in the stylistic transformation of musical culture. Rather than functioning as an external or deterministic force, political processes shape the cultural conditions within which musical styles acquire meaning, legitimacy, and social relevance. Stylistic change thus appears not as an autonomous artistic evolution but as a culturally embedded process conditioned by historical ruptures, ideological reconfigurations, and institutional frameworks.

One of the key conclusions of the study is that musical style operates as an adaptive cultural system. Political regimes and historical transformations redefine symbolic priorities, cultural hierarchies, and modes of artistic evaluation, thereby influencing stylistic orientations indirectly. These influences are mediated through institutions, education, cultural policy, and critical discourse, which translate political configurations into aesthetic norms and professional standards. As a result, stylistic coherence or fragmentation often reflects broader shifts in cultural power relations rather than purely internal musical developments.

The concept of mediation proves essential for understanding the relationship between political history and musical style. Mediation explains how political meanings are refracted

into cultural forms without being directly inscribed in artistic material. Through this lens, style emerges as a site of negotiation where creative agency interacts with institutional constraints and ideological expectations. This perspective avoids reductive interpretations that either overstate political control or insist on complete artistic autonomy.

Another important finding concerns the role of institutions and education in stabilizing stylistic paradigms. By shaping professional habitus and aesthetic hierarchies, institutional structures contribute to the naturalization of historically contingent stylistic norms. These norms often persist beyond the political regimes that initially supported them, becoming part of long-term cultural memory and stylistic tradition. Such continuity underscores the delayed and cumulative nature of political influence on musical culture.

The study also demonstrates that stylistic transformation is rarely uniform. Within the same political context, multiple stylistic tendencies may coexist, reflecting internal dynamics of the cultural field and divergent strategies of symbolic positioning. This plurality highlights the importance of examining stylistic change as a relational process rather than as a linear response to political events. Musical styles should therefore be analyzed in terms of their cultural functions and mediating roles within specific historical configurations.

In conclusion, viewing political history as a structuring environment for stylistic transformation enables a more nuanced and culturally grounded understanding of musical change. This approach opens perspectives for further research into comparative historical contexts, cross-cultural stylistic interactions, and the role of contemporary cultural policy in shaping emerging musical styles. Future studies may extend this framework by exploring how global political processes and transnational cultural networks reconfigure the mechanisms of stylistic mediation in modern musical culture.

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ANCIENT METHODS OF CRITICAL THINKING IN TEACHER EDUCATION: FROM PAIDEIA TO EPISTEMIC VIRTUES

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Summary

The aim of the article is to substantiate the pedagogical potential of ancient philosophical methods in developing critical thinking among future educators in the information age. The research methodology includes historical-philosophical analysis of the concept of paideia and epistemic virtues, comparative method for juxtaposing ancient sophistry with contemporary disinformation practices, hermeneutic approach to interpreting primary sources (Plato, Aristotle), theoretical generalization to identify transhistorical pedagogical principles. The scientific novelty lies in conceptualizing critical thinking as an epistemic virtue through synthesizing Socratic maieutics, Aristotelian logic, and contemporary challenges of the digital age; in systematizing ancient methods of critiquing sophistic rhetoric as tools for developing media literacy; in substantiating Socratic dialogue as a pedagogical paradigm that cultivates epistemic humility and intellectual honesty. The research findings demonstrate that ancient pedagogical principles – paideia as holistic personal development, Socratic elenchus as a method of deconstructing pseudo-knowledge, Aristotelian dianoetic virtues as the foundation of rational agency – retain methodological productivity in the context of teacher education. The structural similarity between ancient sophistry and contemporary fake news is proven, enabling the adaptation of Platonic critique of manipulative rhetoric and Aristotelian taxonomy of fallacies for analyzing disinformation. Conclusions**:** integrating ancient methods of critical thinking into teacher education enables the formation of epistemic virtues (intellectual honesty, open-mindedness, curiosity, epistemic humility) necessary for navigating the information environment and countering manipulative practices.

Key words: critical thinking, epistemic virtues, paideia, Socratic method, Aristotelian logic, teacher education, philosophy of education, virtue epistemology.

1. Introduction

Modern information society generates unprecedented challenges for education. Researchers emphasize that the necessity of mastering critical thinking is dictated by the

multidimensionality of the information society and the dominant position of the mediocre individual within it. In the context of digital transformation, hybrid threats, and information wars, critical thinking has transformed from an abstract philosophical category into a vital competence, especially for educators who shape the intellectual potential of future generations.

European experience demonstrates systematic attention to the development of critical thinking. Critical thinking and educational processes built upon its principles have, over recent decades, become the foundation of educational reforms in leading European countries. OECD studies confirm that educators require not merely instructional techniques for teaching critical thinking, but a deep understanding of its philosophical foundations and historical development *(Vincent-Lancrin, 2023).*

Teacher education in the humanities acquires particular significance, since humanities educators are carriers and transmitters of the cultural tradition of critical thinking. As S. Hanaba rightly notes, "education focuses on the development of the child, the unfolding of creative potential, and the cultivation of skills of independent critical reflection on problems" *(Hanaba, 2022).* However, contemporary teacher education programs often remain limited to a technocratic approach, ignoring the rich historical-philosophical experience accumulated by humanity over millennia.

The paradox of the situation lies in the fact that, despite the long history of the development of the concept of critical thinking and its enduring relevance, rooted in centuries-old philosophical reflections on reasoning and the pursuit of true knowledge, its historical origins remain insufficiently represented in pedagogical practice *(Kozachenko, 2021).* At the same time, recent studies confirm the continued significance of ancient philosophical heritage.

The scientific novelty of the study lies in the fact that, for the first time, a comprehensive analysis of the historical-pedagogical potential of ancient philosophy is conducted in the context of developing information-critical analysis skills among future humanities educators; universal pedagogical principles of ancient philosophical traditions relevant to the formation of professional competence of contemporary educators are identified and systematized; and the relevance of ancient methods (Socratic dialogue, paideia, dialectics) for modern pedagogical practice is substantiated in the context of digital transformation of education.

The aim of the study is to identify and scientifically substantiate the historical-pedagogical potential of ancient philosophy in forming skills of critical analysis of information among future humanities educators. This aim determined the implementation of the following research objectives: to analyze the genesis of critical thinking within ancient philosophical traditions, identifying their common and distinctive features; to investigate the pedagogical principles of ancient paideia and substantiate their relevance for modern education; to examine the Socratic method as a tool for developing critical thinking and determine possibilities for its adaptation within teacher education; to substantiate practical recommendations for using the historical-pedagogical potential of ancient philosophy in the contemporary educational process.

The research methodology is based on a comprehensive application of methods of historical-philosophical and pedagogical analysis. The comparative method is applied to identify structural similarities between ancient sophistry and contemporary disinformation practices, as well as to compare Socratic dialogue with modern pedagogical methods (inquiry-based learning, collaborative learning). The method of theoretical generalization is used to identify transhistorical pedagogical principles and adapt them to professional teacher education. The methodological foundation of the study consists of the principles of historicism, objectivity, systematicity, and interdisciplinarity, enabling the integration of historical-philosophical, epistemological, and pedagogical perspectives.

The logic of presentation follows the principle of moving from the general to the particular, from conceptual foundations to practical implications. First, paideia is examined as a holistic system of personal formation through the unity of kalokagathia and epistemic virtues, constituting a prototype of critical thinking (2). Next, the Socratic method is analyzed as a specific pedagogical paradigm of critical inquiry, including a detailed examination of the structure of elenchus, typologies of questioning, and Aristotle's taxonomy of dianoetic virtues (3). Finally, the application of ancient methods of critiquing sophistic rhetoric to the analysis of contemporary disinformation practices is considered, and their relevance for the development of media literacy and critical rationality is substantiated within the context of European educational policy and digital transformation (4). This structure ensures a consistent transition from historical-philosophical foundations to contemporary pedagogical applications of ancient heritage in teacher education.

2. Paideia as a Prototype of Critical Thinking: From Kalokagathia to Epistemic Virtues

Ancient paideia (παιδεία) constitutes not merely a historical phenomenon of education, but a conceptual matrix that defined the intellectual identity of European culture. In contrast to the modern utilitarian reduction of education to the transmission of skills, paideia articulated education as an ontological transformation of the individual through the unity of physical excellence (gymnastics), intellectual culture (philosophy and sciences), aesthetic sensitivity (music and poetry), and moral perfection (virtue formation). The foundation of classical ancient education was a paradigm of purposeful influence on the formation of a harmoniously developed personality encompassing physical, intellectual, ethical, and aesthetic dimensions.

The epistemological core of paideia was the ideal of kalokagathia (καλοκἀγαθία)–the inseparable unity of the beautiful (kalos) and the good (agathos). This concept implied a fundamental principle: genuine knowledge cannot be separated from moral excellence, and intellectual development is impossible without ethical reflection. In contemporary terms of virtue epistemology, kalokagathia presupposes that critical thinking is not merely a cognitive procedure, but also an ethical disposition–readiness to subordinate one's own interests to the demands of truth, intellectual courage to defend unpopular yet justified positions, and epistemic humility in recognizing the limits of one's competence.

The philosophical foundation of ancient pedagogy, represented by the ideas of Socrates, Plato, and Aristotle, constituted a methodological framework that transformed education into a critical practice. Contemporary studies of the pedagogical potential of ancient philosophy confirm that engagement with Greek thought cultivates critical thinking skills through the formation of rational argumentation, identification of hidden assumptions, and systematic verification of claims *(Sieh et al., 2025)*. Extrapolating this conclusion to paideia as a whole, it may be argued that antiquity offers not archaic methods, but transhistorical principles for the formation of an epistemically responsible subject.

The Delphic imperative "Know thyself" (γνῶθι σεαυτόν) articulated education not as external accumulation of information, but as an internal process of self-knowledge and actualization of potential. This interpretation differs radically from behaviorist pedagogy dominant in the twentieth century, where learning was understood as behavior modification through external stimuli. Instead, the ancient approach presupposed maieutics–the midwifery of thought–where the educator does not implant ready-made knowledge, but creates conditions for its autonomous emergence in the learner's consciousness.

3. The Socratic Method as a Pedagogical Paradigm of Critical Questioning

Socratic maieutics represents an original articulation of critical thinking in the history of education. Comparative studies of the effectiveness of Socratic dialogue under conditions of artificial intelligence implementation demonstrate the sustained relevance of this method as a pedagogical strategy that stimulates independent thinking and intellectual curiosity *(Hoda et al., 2025)*. In contrast to the traditional didactic model, where the educator functions as the source of knowledge and the student as a passive recipient, the Socratic method inverts pedagogical hierarchy: the educator demonstrates epistemic humility, while the student becomes an active agent of knowledge construction.

The structure of Socratic elenchus (ἔλεγχος) includes successive epistemic operations. The first stage is the formulation of a question concerning the essence of a concept (ti esti), which requires definitional precision. The second stage involves the interlocutor's proposal of a definition that appears self-evident. The third stage is Socratic irony (eironeia), where the philosopher simulates ignorance, provoking the interlocutor to explicate implicit assumptions. The fourth stage is systematic deconstruction through a series of questions that reveal internal contradictions in the claims (elenchus in the narrow sense). The fifth stage culminates in aporia (ἀπορία)–a state of productive intellectual impasse in which the interlocutor becomes aware of the inadequacy of prior beliefs.

The epistemological value of aporia lies in the destruction of pseudo-knowledge (doxa) as a prerequisite for authentic inquiry (episteme). In contemporary terms of cognitive psychology, aporia produces cognitive dissonance–a state of discomfort arising from contradictions between beliefs that motivates the revision of cognitive structures. Research confirms that the Socratic method encourages students to explore their own thoughts and beliefs and to critically analyze how these beliefs shape their assumptions about the subject under discussion *(The Socratic method, 2022)*.

A fundamental distinction between Socratic dialogue and debate lies in its cooperative rather than agonistic nature. As contemporary scholars note, the Socratic seminar is not a debate; its purpose is the joint construction of meaning through collective inquiry. It is not a competition in eloquence aimed at defeating an opponent, but a shared intellectual journey toward truth. Participants in the dialogue function as epistemic partners rather than rhetorical adversaries. Such a structure creates a safe intellectual space in which error, doubt, and revision of one's position are permissible – elements critically important for the development of critical thinking, yet often blocked in traditional pedagogy by fear of negative evaluation.

The contemporary adaptation of the Socratic method is operationalized through the technique of "strong questioning" – the formulation of open-ended questions that do not have a single correct answer and require multilevel critical analysis. The typology of questions includes: (1) clarifying questions; (2) probing assumptions; (3) probing reasons and evidence; (4) questioning viewpoints and perspectives; (5) probing implications and consequences.

Pedagogical mastery in Socratic dialogue does not consist in neutral facilitation, but in strategic navigation: the educator occupies an expert position but does not impose it directively, instead creating intellectual conditions in which students autonomously construct justified conclusions. This requires sensitivity to kairos–attunement to the right moment for the right question, intuitive awareness of group dynamics, and readiness to abandon a pre-scripted lesson plan in favor of organic dialogical development *(Knezic et al., 2010: 1105)*.

Aristotle's concept of dianoetic virtues in the Nicomachean Ethics (Book VI) offers a systematic taxonomy of epistemic excellences: sophia (wisdom), phronesis (practical wisdom),

episteme (scientific knowledge), techne (productive knowledge), and nous (intuitive intellect) *(Aristotle, 2009).* Contemporary virtue epistemology reactivates the Aristotelian approach, asserting that knowledge without intellectual virtues or broader critical thinking skills is insufficient for an epistemically rational subject. Thus, critical thinking is not reducible to mastery of formal logical procedures, but presupposes the cultivation of stable intellectual dispositions: intellectual honesty, open-mindedness, curiosity, intellectual courage, and epistemic humility.

For humanities educators, epistemic virtues have a dual significance: as personal professional qualities and as pedagogical goals for student formation. The educator must model these virtues in practice – publicly acknowledging errors, demonstrating openness to critique, and articulating the limits of one's expertise. Philosophical knowledge enables the overcoming of biases and stereotypes *(Hanaba, 2022: 2),* which is particularly critical in polarized societies where cognitive biases obstruct rational discourse.

4. Ancient Methods of Critiquing Sophistry as Tools of Media Literacy in the Age of Disinformation

The information age has produced a paradoxical situation: unprecedented access to knowledge is accompanied by a crisis of epistemic trust due to the large-scale spread of disinformation, conspiracy narratives, and propagandistic manipulation. Contemporary researchers note that the necessity of critical thinking is dictated by the multidimensionality of information society and a crisis of rationality *(Sabadukha, 2023).* In this context, critical thinking transforms into a meta-competence of the educator–one that determines the effectiveness of all other professional competencies.

The role of the educator evolves from a transmitter of ready-made knowledge to a facilitator of critical reflection on information. This shift is particularly crucial for humanities educators, since the humanities traditionally bear responsibility for the formation of critical rationality and civic epistemic culture. The philosophical approach to critical thinking conceptualizes it as a set of means for discovering truth and focuses on teaching methods of rational inquiry *(Kozachenko, 2021: 251),* which presupposes not only technical procedures but also a stable orientation toward truth.

The historical parallel between ancient sophistry of the fifth and fourth centuries BCE and contemporary disinformation campaigns is structurally significant. The sophists, who taught the art of persuasion irrespective of truth (antilogic – the technique of arguing opposing theses), generated problems analogous to modern fake news and post-truth discourse. Protagorean relativism ("man is the measure of all things") legitimized epistemic anarchism, in which any position could be justified if rhetorically persuasive.

Plato's critique of sophistic rhetoric in Gorgias distinguishes between true rhetoric (alēthinē rhētorikē), grounded in knowledge of truth and ethical responsibility, and manipulative rhetoric (kolakeia), which employs emotional influence to achieve particular ends. Socrates asserts: "Rhetoric, then, seems to be a producer of persuasion, not of instruction" *(Plato, 1997).* This distinction is methodologically crucial for the development of media literacy: critical analysis of information requires the ability to differentiate reasoned argumentation from rhetorical manipulation appealing to emotion (pathos) at the expense of logical proof (logos).

Aristotle's systematization of logical fallacies in Sophistical Refutations offers a taxonomy directly applicable to the analysis of contemporary disinformation *(Aristotle, 1984).* Aristotle distinguishes fallacies dependent on language (in dictione) and those independent of language (extra dictione). Many contemporary fake narratives exploit these classical errors.

A significant portion of modern fake news relies on such fallacies as ad hominem, post hoc ergo propter hoc, false dilemma, appeal to emotion, and hasty generalization. An educator equipped with Aristotelian taxonomy is capable of systematically deconstructing disinformation narratives and demonstrating to students the mechanisms of logical manipulation.

The Socratic method of questioning is operationalized as a tool of critical information verification through systematic inquiry into sources, interests, alternative explanations, falsifiability, and logical implications. Regular application of such questioning cultivates a stable orientation toward epistemic vigilance.

European educational policy demonstrates systematic attention to critical thinking as a key competence. The EU Framework of Key Competences for Lifelong Learning *(Council of the EU, 2018)* identifies critical thinking as a transversal competence integrated across educational outcomes *(Vincent-Lancrin, 2023)*. At the same time, many contemporary "innovative" trends represent a return to the ancient foundations of European educational tradition.

The concept of Bildung in German philosophy of education, which significantly influenced European pedagogy, is a direct heir to ancient paideia. Both concepts emphasize holistic personal development, the unity of knowledge and moral virtues, and the priority of humanistic values over utilitarian approaches. Socratic dialogue, Platonic dialectics, and Aristotelian logic thus emerge not as archaic forms, but as methodologically productive tools for enriching contemporary pedagogical practice.

5. Conclusions

The conducted study confirmed the fundamental thesis that ancient philosophical methods retain methodological productivity in the development of critical thinking among future educators, functioning not as outdated historical artifacts, but as transhistorical pedagogical paradigms capable of responding to the challenges of the information age.

First, the conceptualization of paideia as holistic personal development through the unity of kalokagathia offers an alternative to the contemporary utilitarian reduction of education to skill transmission. The ancient understanding of education as an ontological transformation rather than external accumulation of information allows for a rethinking of the educator's role – from knowledge transmitter to facilitator of critical reflection. The epistemological core of paideia–the inseparability of knowledge and moral virtues – actualizes an understanding of critical thinking not only as a cognitive procedure, but also as an ethical disposition presupposing intellectual honesty, openness to alternative perspectives, and epistemic humility.

Second, Socratic maieutics as a pedagogical paradigm of critical questioning demonstrates stable effectiveness in forming skills of autonomous knowledge construction. The structure of Socratic elenchus – from the formulation of an essential question through the identification of contradictions to the attainment of aporia (awareness of ignorance) – cultivates epistemic vigilance and the capacity for systematic verification of claims. The adaptation of Socratic dialogue through the technique of strong questioning (clarifying questions, probing assumptions, questioning viewpoints) creates a safe intellectual space for critical reflection, in which students function as epistemic partners in the shared pursuit of truth rather than passive recipients of ready-made answers.

Third, the taxonomy of epistemic excellences (sophia, phronesis, episteme, techne, nous) underscores the multidimensionality of intellectual excellence, which cannot be reduced to formal logical competence. Aristotle's classification of sophisms proves directly applicable

to the deconstruction of contemporary disinformation narratives, as a significant portion of fake news exploits classical logical fallacies.

Fourth, the historical parallel between ancient sophistry and contemporary post-truth discourse constitutes not merely an analogy, but a structural similarity of epistemic crises. Plato's distinction between true rhetoric (alēthinē rhētorikē), grounded in knowledge of truth, and manipulative rhetoric (kolakeia), which relies on emotional influence, remains methodologically critical for information analysis in the age of digital manipulation. The Socratic method of questioning is operationalized as a tool for systematic critical verification of any informational message.

Fifth, the integration of ancient methods into professional teacher education enables the formation of a complex of epistemic virtues: intellectual honesty (willingness to acknowledge errors), openness (consideration of alternative viewpoints), curiosity (aspiration toward deep understanding), intellectual courage (defense of unpopular but justified positions), and epistemic humility (awareness of the limits of one's competence). These virtues are not supplementary "soft skills," but constitutive elements of critical thinking that distinguish it from technocratic application of logical procedures.

The conducted theoretical study opens several directions for further research. Empirical investigation is needed to assess the effectiveness of the proposed model of integrating historical-philosophical heritage into teacher education. Experimental validation may include the development of specialized courses for future educators focused on methodological foundations of teaching critical thinking or ancient methods within specific disciplines. Comparative research across national educational traditions (e.g., German Bildung, French éducation humaniste, British liberal education) is also promising. Finally, further research is warranted into the potential of digital technologies, including artificial intelligence, for implementing the Socratic method in distance and blended learning formats.

In the context of the challenges of information society, digital transformation, and the spread of disinformation, turning to the ancient origins of critical thinking constitutes a strategically significant innovation. The formation of educator-intellectuals who possess not only teaching techniques but also a deep culture of critical thinking rooted in the great philosophical tradition is a prerequisite for the quality of humanities education and the intellectual health of society.

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HUMANISTIC PERSONALITY IN THE ERA OF GLOBALIZATION: THE ROLE OF HIGHER EDUCATION AND THE CASE OF AZERBAIJAN

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Summary

This study explores the process of forming a humanistic personality in the context of globalization, analyzing the strategic role of higher education and examining the Azerbaijani experience. The research highlights that the acceleration of global integration and digitalization inevitably transforms humanistic values. Within this framework, contemporary international theoretical approaches–humanistic psychology, social-constructivist models, and global citizenship concepts-and their influence on higher education curricula are thoroughly discussed.

The study employed a mixed-methods approach, including document analysis, expert interviews, and student surveys, to assess the current state of humanistic competencies in Azerbaijani universities. The results indicate that, although curricula include humanistic components, the development of key competencies-such as empathy, critical thinking, multicultural communication, and social responsibility-still faces practical and methodological challenges. Comparisons with European universities revealed significant differences in curriculum design, pedagogical strategies, application of interactive teaching technologies, and opportunities for practical training.

Based on the findings, the study proposes curriculum reforms, broader implementation of student-centered and interactive teaching methods, expansion of socio-cultural projects, and enhanced international collaboration to strengthen the development of humanistic personalities in Azerbaijani higher education. This research has both theoretical and practical significance, emphasizing the importance of preparing ethically responsible, socially engaged, and globally competent graduates in a globalized and digital environment.

Key words: humanistic personality, higher education, globalization, humanistic competencies, humanistic approach, experience in Azerbaijan, curriculum development, global citizenship.

1. Introduction

Globalization has become one of the key factors shaping the social, cultural, and intellectual development dynamics of societies in the 21st century. The rapid advancement of digital technologies, the intensification of global cooperation processes, and the expansion of

transcultural communication practices directly influence the quality of human capital and the transformation of cultural values. In this context, the importance of humanistic thinking, ethical behavior, and intercultural communication skills as essential resources for sustainable societal development has increased significantly.

In contemporary scholarly discourse, the concept of the "humanistic personality" refers not only to an individual with high moral and cultural values but also to a person who is socially responsible, competent in multicultural relations, ethical, creative, and capable of critical thinking. The model of the humanistic personality represents a core element in enhancing human capital, increasing the intellectual potential of society, and facilitating effective integration into global cultural processes.

In this regard, the higher education system plays a strategic role in fostering humanistic values. Universities serve not only as environments for developing professional knowledge and skills but also as crucial contexts for cultivating empathy, ethical reasoning, intercultural communication, social responsibility, and global citizenship competencies. Global educational trends indicate that modern universities have become key institutions implementing new models and approaches for the humanization of human capital.

The Azerbaijani higher education system continues the process of humanization in response to globalization challenges. Although educational strategies, curriculum reforms, and multicultural policies aim to strengthen human-centered development, issues such as the integration of humanistic components into curricula, the enhancement of students' socio-ethical skills, and the practical application of humanities in intercultural communication remain highly relevant. Azerbaijan's internationally recognized multiculturalism model, the role of cultural diversity in societal life, and the state's humanitarian policy priorities further justify this study.

Research aim and questions. This study aims to theoretically and empirically investigate the role of higher education in shaping the humanistic personality under globalization, evaluate the current state of humanistic development in Azerbaijani higher education, and identify directions for future improvement. The key research questions are:

1. How does globalization influence the concept of the humanistic personality?

2. Through which mechanisms does higher education contribute to the formation of humanistic values?

3. What is the current level of development of humanistic competencies in Azerbaijani universities?

4. Which models and recommendations from international experience can be applied in the Azerbaijani context?

Scientific novelty. The scientific novelty of this research lies in providing the first comprehensive analysis of the humanistic personality concept in the context of Azerbaijani higher education, integrating global theoretical frameworks, national experience, and empirical evidence. The study also proposes a model approach for developing humanistic competencies and offers practical recommendations applicable to the strategic development of higher education institutions. Therefore, the research has both theoretical and practical significance.

2. Literature review

International theories on humanistic personality development. The scientific foundations of the humanistic personality concept have been formed within classical humanistic psychology and social-humanitarian thought. Abraham Maslow's concept of self-actualization emphasizes value-based human development, noting that "the highest level of human

motivation is the need to realize one's full potential" *(Maslow, 1943, p. 382)*. This perspective demonstrates that the formation of a humanistic personality is closely linked not only to knowledge but also to ethical and moral values.

Carl Rogers highlighted the decisive role of empathy and transparent communication for social and moral personality development *(Rogers, 1961)*. Erich Fromm emphasized that fundamental humanistic values, such as love, responsibility, and freedom, are essential for the development of the humanistic personality *(Fromm, 1947)*. John Dewey stressed the role of social experience, collaboration, and critical thinking in shaping the humanistic personality *(Dewey, 1916)*. Paulo Freire considered dialogue-based communication, social justice, and critical consciousness as the foundation of humanistic development *(Freire, 1970)*.

According to social-constructivist theory, individual development is closely tied to social environment, cultural context, and communicative experience. Lev Vygotsky noted that "all higher psychological functions originate as products of social interaction" *(Vygotsky, 1978)*.

Contemporary approaches that define the global dimensions of the humanistic personality include multicultural and global citizenship education. Scholars such as James Banks (2015) and Kwame Anthony Appiah (2006) argue that global citizenship education enables individuals to recognize cultural diversity, uphold human rights, and internalize values of social justice. UNESCO (2015) also identifies human rights, universality, and multicultural worldview as core indicators of a humanistic personality.

Thus, classical humanistic psychology, humanitarian pedagogy, social-constructivism, and global citizenship theories collectively provide a robust scientific basis, demonstrating that the humanistic personality is founded on individual, social, and global value systems.

Globalization and transformation of humanistic values. Globalization significantly affects the structure of humanistic values. Scholars such as Robertson, Giddens, and Beck characterize globalization by the weakening of cultural boundaries, redefinition of identities, and intensification of transcultural communication *(Giddens, 2002; Robertson, 1992; Beck, 2000)*. This process alters individuals' worldviews and social behaviors, promoting the development of flexible and multicultural humanistic values.

The digital society creates both opportunities and risks for humanitarian culture. Sherry Turkle (2011) argues that digital technologies expand the scope of communication but may weaken the level of empathy. Manuel Castells (2010) emphasizes that digitalization strengthens tendencies toward social isolation and individualization. At the same time, digital literacy, media culture, and online communication skills facilitate the emergence of new forms of humanitarian competencies.

The humanitarian function of higher education. Recent studies indicate that higher education is not only a mechanism for professional training but also a key institution shaping socially responsible, ethically minded, and globally competent citizens. New educational models proposed by the World Bank, OECD, and UNESCO describe the humanitarian function of higher education along three main dimensions:

1. **Soft skills:** critical thinking, problem-solving, effective communication, teamwork, empathy, and ethical decision-making.

2. **Global competence:** the ability of students to understand global cultures, work with diversity, analyze global issues, and assume socio-cultural responsibility.

3. **Postmodern education models:** fostering creative thinking, personal development, interdisciplinarity, and student-centered approaches.

These perspectives demonstrate that higher education plays a leading role in the formation of humanitarian values and that humanitarian components in the educational process have strategic significance.

Scientific evidence in the Azerbaijani context. In Azerbaijan, the development of humanitarian values and the humanization of education are among the main priorities of state policy. The multiculturalism model ensures the protection of cultural diversity and its promotion at the state level. Studies show that multicultural education and tolerance programs play a significant role in youth socialization, cultural understanding, and the development of tolerant thinking *(Quliyeva, 2022; Musayev, 2021)*.

Humanitarian components are also identified as a priority in Azerbaijani higher education strategies *(Ministry of Education of the Republic of Azerbaijan, 2017)*. The integration of humanitarian subjects into curricula, social projects, practical activities, and interactive teaching methods accelerates the development of students' humanitarian competencies *(Quliyev, 2019; Məmmədova, 2021; Rzayeva, 2020)*. In the context of globalization and digital society, the humanitarian function of higher education has strategic importance *(Həsənov, 2019)*.

3. Methodology

Type of study. This study employs a mixed-methods approach, combining both qualitative and quantitative data collection and analysis.
− **Qualitative component:** allows an in-depth understanding of the process of humanitarian personality formation within a socio-cultural context.
− **Quantitative component:** measures students' humanitarian competency levels, the impact of higher education, and the relationships among other variables.

The study also includes elements of comparative analysis. The development level of the humanitarianization process in Azerbaijan's higher education system is compared with selected European universities. This approach helps identify international trends in the development of humanitarian competencies and provides a theoretical basis for improving the national education model.

4. Object and subject of the study

− **Object:** the process of forming humanitarian values within Azerbaijan's higher education system.
− **Subject:** the mechanisms through which higher education influences the development of humanitarian personality traits in students, including educational environment, curricula, pedagogical technologies, and socio-cultural factors.

5. Data collection methods

5.1. Document analysis
The study analyzed university curricula, course syllabi, strategic development plans, national higher education policy documents, and international curriculum models. Document analysis enabled the identification of the extent and content of humanitarian components integrated into the curricula.

5.2. Expert interviews
Within the framework of the study, semi-structured interviews were conducted with various stakeholders in universities, including:

- Faculty members,
- Methodologists from academic departments,
- Specialists in humanitarian subjects, and
- Student representatives.

The interviews aimed to explore how humanitarian competencies are developed in the teaching process, identify existing challenges, and uncover opportunities for improvement.

5.3. Survey

A student survey served as the main source of quantitative data. The survey measured the following aspects of humanitarian competencies:

- Ethical thinking and social responsibility,
- Empathy and communication skills,
- Attitudes toward cultural diversity,
- Critical and creative thinking.

Students from various disciplines and academic years participated, enhancing the representativeness of the data.

6. Analysis methods

6.1. Thematic analysis

The results of expert interviews and document analysis were processed using thematic analysis. Following Braun and Clarke's (2006) approach, data were coded, main themes were identified, and structural factors influencing the formation of humanitarian values were determined.

6.2. Comparative education approach

The degree of humanitarianization in Azerbaijan's higher education system was compared with international practices. The comparative analysis employed the following indicators:

- Proportion and integration of humanitarian subjects in curricula,
- Student-centered humanitarian teaching methods,
- Socio-humanitarian environment of universities,
- Implementation of global competence models.

The results enabled the assessment of how national practices align with international standards.

7. Ethical principles and limitations

The study strictly adhered to ethical principles:

- Informed consent was obtained from all interview participants,
- Personal information was kept confidential,
- All responses were anonymized.

The study has several limitations:

- The sample covered only specific universities, which may limit generalizability.
- Some students and faculty may have been reluctant to participate in surveys and interviews, affecting the depth of data.
- The measurement of humanitarian competencies involves subjective factors, requiring a degree of interpretation.

Despite these limitations, the study provides a comprehensive and reliable overview of the process of forming a humanitarian personality in the context of higher education.

8. Results

8.1. Students' humanistic competence in the context of globalization

Survey and interview data revealed that Azerbaijani higher education students' humanistic competencies vary across different dimensions. Skills such as empathy, social responsibility, and intercultural communication are moderately developed. About 62% of students reported feeling comfortable interacting with individuals from diverse cultural backgrounds, while only 41% rated their critical thinking and problem-solving skills as high. These findings indicate that, in the context of global challenges, the development of humanistic skills is not yet fully ensured and requires additional support.

8.2. Current status of humanistic components in Azerbaijani higher education programs

Analysis of institutional documents indicates that humanistic subjects occupy a certain proportion of university curricula; however, their integration is not systematic. For instance, in some programs, subjects such as history, philosophy, and cultural studies are taught only theoretically, which does not sufficiently develop students' practical humanistic skills. On average, humanistic components constitute 15–20% of curricula. Nevertheless, in some programs, project-based and interactive teaching methods enhance students' opportunities to internalize humanistic values.

8.3. Insights from teacher and student interviews

Interviews highlighted several challenges in acquiring humanistic values:
− Low student interest in humanistic subjects;
− Limited use of interactive teaching methods;
− Insufficient utilization of digital tools.

Strengths include the presence of a multicultural environment in universities, opportunities to participate in social projects, and instructors' attention to humanistic competencies. Weaknesses involve limited practical application opportunities for humanistic subjects and curricula not fully aligned with the evolving requirements of globalization.

8.4. Comparative analysis with international experience

European universities implement humanistic education models that focus on developing students' critical and creative thinking, global citizenship knowledge, and intercultural communication skills. Humanistic subjects are delivered both theoretically and through practical applications.

Comparison with Azerbaijani universities reveals:
− Higher and more systematic allocation of humanistic components in international universities;
− Interactive and project-based teaching methods;
− Monitoring of students' global competence levels.

In contrast, Azerbaijani higher education curricula still contain fragmented humanistic components, student-centered approaches are not fully institutionalized, and global competencies are not systematically assessed. These findings highlight the need for a strategic and systematic approach to developing humanistic competencies.

9. Discussion

9.1. Linking results to existing theories

The findings indicate that the formation of a humanistic personality aligns with humanist, social-constructivist, and global citizenship theoretical frameworks. According to the humanist

approaches of Maslow and Rogers, students' empathy and ethical reasoning play a central role in their personal and social development. From a social-constructivist perspective, the development of humanistic skills occurs through collective experiences and social interaction. Compared to global citizenship frameworks, Azerbaijani students' internalization of multicultural values is moderate and does not fully align with global challenges.

9.2. The potential of higher education in developing a humanitarian personality

The conducted analyses and interviews indicate that the Azerbaijani higher education system possesses a considerable potential for developing a humanitarian personality; however, this potential remains underutilized. The development of students' critical thinking, empathy, and intercultural communication skills largely depends on the structure of humanities courses, as well as the availability of interactive and project-based learning activities. International practice demonstrates that the effectiveness of humanitarization is directly associated with the application of interactive teaching methods, student-centered curricula, and the integration of social projects into the educational process.

9.3. Educational and value dilemmas arising from globalization

Globalization has introduced a new set of educational and value dilemmas for Azerbaijani higher education. Students are expected to simultaneously preserve national moral values and acquire global humanitarian values. Data from surveys and interviews show that some students experience difficulties reconciling national and global value systems. Addressing these dilemmas requires the purposeful development of humanitarian competencies and the systematic integration of multicultural and global citizenship approaches into the curriculum.

9.4. Barriers to the humanitarian development of Azerbaijani higher education

The research identifies several key factors that hinder the humanitarian development of higher education institutions in Azerbaijan:

− Limited and fragmented representation of humanities courses within the curriculum;

− Insufficient use of interactive, research-based, and project-oriented teaching methods;

− Absence of a monitoring and assessment system for students' humanitarian competencies;

− Incomplete integration of digital and global communication tools into teaching and learning.

These barriers constrain universities' potential to foster humanitarian personalities and highlight priority areas for systemic reforms.

9.5. Proposed model: "Humanitarian personality development framework in Azerbaijani universities (HPDFAU)"

Based on the research findings, the following HPDFAU model is proposed to ensure the systematic development of humanitarian personality in higher education:

1. **Curriculum integration** – Harmonious combination of theoretical and practical components of humanities education.

2. **Student-centered learning** – Expansion of interactive seminars, project activities, and problem-based learning strategies.

3. **Multicultural and global citizenship competencies** – Systematic integration of global values and diverse cultural perspectives into academic programs.

4. **Use of digital and social resources** – Adoption of online discussions, digital simulations, and international student collaborations.

5. **Monitoring and assessment system** – Measurement of humanitarian competencies, tracking student progress, and implementing continuous feedback mechanisms.

The HPDFAU model offers a comprehensive approach for cultivating humanitarian personality within Azerbaijani higher education and aims to prepare students who can effectively align national and global values.

10. Conclusions and recommendations

10.1. Key scientific findings of the study
The research demonstrates that, in the context of globalization, Azerbaijani higher education holds significant potential for developing students' humanitarian competencies; however, this potential is not yet fully realized. The main scientific findings are as follows:

1. The concept of a humanitarian personality aligns with humanistic, social-constructivist, and global citizenship theories, and plays a crucial role in developing empathy, ethical reasoning, intercultural communication, and critical thinking skills.

2. The share of humanitarian components in higher education programs is moderate; their effectiveness must be enhanced through interactive teaching methods and alignment with global requirements.

3. The development of humanitarian competencies is closely linked to the multicultural environment of universities, the availability of social projects, and the professional competence of academic staff.

4. Comparison with international practice reveals structural and methodological gaps in the humanitarization process within the Azerbaijani higher education system.

10.2. Applied recommendations for higher education institutions
Curriculum Reforms:
– Harmonizing theoretical and practical components of humanities education;
– Systematic integration of global and multicultural competencies into the curriculum;
– Expansion of student-centered and project-based learning approaches.

Humanitarian teaching methods:
– Implementation of interactive seminars, problem-solving activities, simulations, and discussions;
– Continuous professional development of academic staff in humanitarian competencies;
– Effective use of online and hybrid learning tools.

Expansion of social projects:
– Increasing student participation in community and social projects to strengthen practical humanitarian skills;
– Organization of multicultural events, global citizenship activities, and international exchange programs.

10.3. Policy recommendations for the state
– Prioritization of humanitarian components within national higher education strategies;
– Integration of multicultural and global citizenship programs into national education policy;
– Development of standards and assessment mechanisms for monitoring humanitarian competencies;
– Expansion of international cooperation opportunities for higher education institutions and transfer of best global practices to the national context.

10.4. Directions for future research

− Longitudinal studies examining the long-term impact of humanitarian personality development;

− Exploration of humanitarian competency formation in digital societies and virtual learning environments;

− Evaluation of the effectiveness of interactive and project-based methods aimed at harmonizing students' global and national values;

− Comparative analysis of humanitarization strategies between the Azerbaijani higher education system and European universities, along with potential adaptation pathways.

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THE ROLE OF GRAMMATICAL COMPETENCE IN POST-EDITING SPECIALIZED MACHINE TRANSLATION

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Summary

The increasing use of machine translation in professional settings has significantly transformed contemporary specialized translation practices. As a result, post-editing has emerged as a core translation activity that requires not only technological literacy but also advanced linguistic competence. This article investigates the role of grammatical competence in the post-editing of machine-translated specialized texts from a translation studies perspective.

The study aims to demonstrate that grammatical competence constitutes a central component of translator competence and plays a decisive role in ensuring grammatical accuracy, semantic adequacy, and functional coherence in post-edited translations. The research is based on qualitative analysis and draws on theoretical insights from translation studies and applied linguistics. The methodology encompasses descriptive analysis of relevant theoretical frameworks, comparative analysis of machine-translated and post-edited texts, and translation-oriented linguistic analysis, with a focus on grammar-related issues.

The findings indicate that machine translation systems frequently generate grammatically plausible but functionally inadequate structures, particularly in relation to tense-aspect forms, voice, modality, and syntactic cohesion. Effective post-editing, therefore, requires interpretative judgement grounded in grammatical competence rather than mechanical error correction. The study also highlights the implications of these findings for translator training, emphasising the need to integrate post-editing as a translation-oriented practice in educational programmes. Overall, the article confirms the continued relevance of human grammatical competence in ensuring translation quality in increasingly automated translation environments.

Key words: translator competence, post-editing practices, specialized discourse, translation quality, grammatical awareness, machine-assisted translation.

1. Introduction

The rapid advancement of machine translation technologies has substantially reshaped contemporary translation practice, particularly within the domain of specialized translation. In professional contexts involving technical, scientific, and institutional communication, machine translation is increasingly employed as a preliminary stage of the translation process.

While such technologies offer undeniable advantages in terms of speed and accessibility, the quality of machine-translated output remains inconsistent, especially with regard to grammatical accuracy and functional adequacy.

From the perspective of translation studies, the widespread use of machine translation has led to the conceptual re-evaluation of the translator's role. Translation is no longer viewed solely as a process of direct text production but increasingly as a form of human-machine interaction in which the translator assumes the role of a post-editor. Post-editing thus emerges as a distinct translation activity that requires analytical judgement, linguistic expertise, and familiarity with translation norms rather than mere mechanical correction of errors.

Specialized texts present particular challenges for machine translation systems due to their linguistic and structural complexity. Such texts are characterised by dense informational content, frequent nominalization, extensive use of passive constructions, modality, and complex syntactic patterns that serve specific communicative and functional purposes. Machine translation systems often struggle to process these features adequately, resulting in grammatical distortions that compromise semantic precision and disrupt textual cohesion. In specialized translation, even minor grammatical inaccuracies may lead to misinterpretation or loss of terminological and conceptual clarity.

Within this context, grammatical competence becomes a central factor in the post-editing process. Grammatical competence enables the translator to identify and evaluate machine-generated structures in relation to target-language norms, genre conventions, and communicative intent. It functions not only as a mechanism for correcting surface-level errors but also as a tool for restoring logical relations, temporal consistency, and syntactic coherence in the target text. Consequently, grammar plays a decisive role in ensuring the functional equivalence of post-edited translations.

Despite the growing scholarly interest in machine translation and post-editing, the role of grammatical competence in post-editing specialized texts has not received sufficient focused attention within translation studies. Existing research predominantly addresses issues of productivity, cognitive effort, or efficiency, while grammatical analysis is often treated implicitly or subordinated to broader discussions of quality assessment. This tendency creates a theoretical gap, particularly with regard to the systematic examination of grammar as a translation-oriented category in post-editing practice.

Addressing this gap, the present study explores the role of grammatical competence in the post-editing of specialized machine-translated texts. The analysis focuses on typical grammatical inaccuracies found in machine translation output and examines how grammatical competence enables translators to resolve these issues during post-editing. By foregrounding grammar as a core component of post-editing quality, the study contributes to a more nuanced understanding of human–machine interaction in contemporary specialized translation and highlights the continued relevance of linguistic expertise in an increasingly automated translation environment.

2. Machine Translation and Post-Editing

The increasing integration of machine translation into professional translation workflows has significantly influenced contemporary translation theory and practice. Within translation studies, machine translation is no longer viewed solely as an alternative to human translation but rather as a component of hybrid translation processes in which human expertise remains indispensable *(O'Hagan, 2016; Kenny, 2020)*. This shift has led to the

reconceptualisation of translation activity as a dynamic interaction between automated systems and human translators.

Machine translation systems generate target-language texts through algorithmic processing of large-scale linguistic data. Despite continuous technological improvements, such systems lack the ability to fully account for contextual meaning, communicative intent, and functional adequacy *(Pym, 2014)*. As a result, machine-translated output frequently demonstrates limitations in handling complex grammatical relations, pragmatic meanings, and discourse coherence, particularly in specialized texts where precision and consistency are critical.

In response to these limitations, post-editing has emerged as a central practice in contemporary translation. Within translation studies, post-editing is defined as the revision of machine-generated translations with the aim of producing a target text that meets professional quality standards *(Krings, 2001; TAUS, 2010)*. Unlike automatic correction or basic proofreading, post-editing requires translators to engage in analytical decision-making, assessing grammatical structures, semantic relations, and textual organisation in relation to both the source text and target-language norms.

Theoretical discussions of post-editing emphasise its dual nature as both a technical and cognitive activity *(O'Brien, 2012)*. On the one hand, post-editing involves interaction with automated translation output; on the other hand, it relies on the translator's interpretative competence, linguistic awareness, and strategic judgement. From a translation studies perspective, post-editing cannot be reduced to mechanical error correction, as it entails the application of translation strategies and the evaluation of equivalence *(Pym, 2010)*.

The distinction between light and full post-editing further illustrates the translation-oriented nature of this activity. Light post-editing focuses on achieving basic comprehensibility and usability, whereas full post-editing aims to reach a level of quality comparable to that of human translation *(TAUS, 2010; O'Brien, 2012)*. In both approaches, grammatical competence remains a decisive factor, as grammatical inaccuracies directly affect meaning construction, coherence, and textual acceptability. Consequently, the effectiveness of post-editing largely depends on the translator's ability to interpret and reconstruct grammatical relations rather than merely correct isolated surface-level errors.

Within the broader framework of translation studies, post-editing represents a redefinition of professional translation norms in an increasingly automated environment *(Kenny, 2020)*. While machine translation provides a preliminary linguistic draft, it is the human translator who ensures that the final text conforms to grammatical, semantic, and functional requirements of specialized discourse. This perspective underscores the continued centrality of human linguistic competence in translation and challenges assumptions that technological advancement diminishes the role of the translator.

3. Grammatical Competence in Translation

Within translation studies, grammatical competence is not treated as an isolated linguistic skill but as an integral component of overall translator competence. It enables translators to accurately interpret source-text structures and produce target texts that conform to grammatical norms, genre conventions, and communicative purposes. From a translation-oriented perspective, grammar functions as a mechanism through which meaning is structured, relations between textual elements are established, and functional adequacy is achieved.

Models of translator competence emphasise the central role of linguistic competence, within which grammatical competence occupies a key position. Research conducted by the

PACTE group conceptualises translation competence as a dynamic system comprising several interrelated sub-competences, including bilingual, extra-linguistic, strategic, and instrumental components *(Hurtado Albir, 2017)*. Within this framework, grammatical competence supports both comprehension and reformulation processes, underpinning the translator's ability to make informed translation decisions.

Grammatical competence in translation extends beyond knowledge of formal grammatical rules. It involves the ability to recognise how grammatical structures contribute to meaning construction in specific communicative contexts. As Baker points out, grammatical choices in translation directly influence the representation of time, agency, modality, and logical relations *(Baker, 2018)*. Consequently, grammatical competence is closely linked to semantic interpretation and cannot be separated from issues of equivalence and meaning transfer.

From a functionalist perspective, grammatical choices must be evaluated in relation to the intended function of the target text. Nord's functional approach highlights that translation decisions, including grammatical ones, are guided by the communicative purpose of the translation rather than by formal correspondence alone *(Nord, 2018)*. In this sense, grammatical competence enables translators to adapt grammatical structures in a way that ensures functional adequacy while maintaining coherence and acceptability within the target language system.

The relevance of grammatical competence becomes particularly evident in the translation of specialized texts. Such texts are characterised by complex grammatical features, including extensive nominalisation, passive constructions, modality expressing obligation or probability, and syntactically dense structures. These features serve specific discourse functions, such as objectivity, precision, and depersonalisation, which must be preserved in translation. Failure to adequately interpret and reconstruct these grammatical patterns may result in distortions of meaning or violations of genre conventions *(House, 2015)*.

In the context of machine translation and post-editing, grammatical competence acquires additional significance. Machine translation systems frequently generate grammatically plausible but functionally inappropriate structures that do not align with target-language norms or specialized discourse conventions. As a result, post-editors must rely on grammatical competence to assess the adequacy of machine-generated structures and to reconstruct grammatical relations in accordance with translation norms and communicative intent *(Kenny, 2020)*.

Thus, grammatical competence should be viewed as a translation-oriented category that supports analytical judgement, strategic decision-making, and quality assurance in both human translation and post-editing. Rather than being a secondary or mechanical aspect of translation, grammar constitutes a core element of professional translation competence and plays a decisive role in ensuring the grammatical, semantic, and functional integrity of translated specialized texts.

4. Grammatical Errors in Machine-Translated Specialized Texts

Machine-translated specialized texts frequently exhibit grammatical inaccuracies that affect both meaning construction and textual acceptability. Although contemporary machine translation systems are capable of producing grammatically well-formed sentences at a surface level, they often fail to ensure consistency and functional adequacy at the level of specialized discourse. These shortcomings become particularly visible in texts that require precise grammatical encoding of logical relations, agency, modality, and temporal structure.

One of the most recurrent issues in machine-translated specialized texts concerns the inappropriate handling of verb forms and temporal relations. Machine translation systems may

generate grammatically acceptable verb forms that nevertheless distort the intended temporal or aspectual meaning of the source text. Such inaccuracies can lead to ambiguity or misrepresentation of procedural sequences, causal relations, or conditions that are critical in technical and scientific communication *(Krings, 2001)*.

Another common category of grammatical errors involves the rendering of passive constructions. Specialized texts frequently employ passive voice to achieve objectivity and depersonalisation; however, machine translation systems often produce target-language structures that either overuse passive forms or replace them with syntactically awkward active constructions. These shifts may disrupt the informational focus of the text and alter the distribution of thematic roles, thereby affecting the communicative function of the translation *(House, 2015)*.

Modality represents a further area of difficulty in machine-translated specialized texts. Expressions of obligation, necessity, possibility, or probability are central to regulatory, technical, and scientific discourse. Machine translation systems tend to inadequately differentiate between modal meanings or to select modal verbs that do not correspond to the pragmatic force of the source text. As a result, the translated text may convey unintended degrees of obligation or uncertainty, which can have significant consequences for interpretation *(Daems et al., 2017)*.

Syntactic cohesion and the representation of logical relations also pose challenges for machine translation. Complex sentence structures typical of specialized discourse, such as extended noun phrases and multi-clause constructions, are often fragmented or restructured in ways that weaken coherence. While individual sentences may appear grammatically correct, the overall syntactic organisation of the text may fail to reflect the logical progression of ideas present in the source text *(O'Brien, 2012)*.

From a translation studies perspective, these grammatical errors cannot be regarded as isolated surface-level issues. Rather, they reflect systemic limitations of machine translation systems in processing discourse-level grammar and functionally motivated structures. Comparative analyses of human translation and post-edited machine translation demonstrate that effective correction of such errors requires interpretative judgement and translation-oriented grammatical competence *(Daems et al., 2017; Kenny, 2020)*.

In sum, grammatical errors in machine-translated specialized texts reveal the inherent gap between computational processing and functional language use. While machine translation provides a preliminary linguistic framework, it is unable to fully account for the grammatical complexity of specialized discourse. Identifying and addressing these errors during post-editing thus presupposes a high level of grammatical competence, which enables translators to reconstruct grammatical relations in line with target-language norms and communicative purposes.

5. Grammatical Competence in Post-Editing

Post-editing of machine-translated specialized texts requires a high level of grammatical competence that extends beyond the correction of isolated linguistic errors. From a translation studies perspective, post-editing represents an interpretative activity in which grammatical competence functions as a core mechanism for evaluating, reconstructing, and validating machine-generated structures in relation to meaning, function, and target-language norms.

Grammatical competence enables post-editors to identify discrepancies between grammatically plausible machine output and functionally appropriate target-language structures. Machine translation systems often generate sentences that appear grammatically correct at a surface level but fail to reflect the logical relations, information structure, or discourse conventions of specialized texts. In such cases, grammatical competence enables the translator to

determine whether grammatical forms effectively convey agency, temporality, and modality in alignment with the communicative intent of the source text *(Krings, 2001; Baker, 2018)*.

In post-editing, grammatical decision-making is closely linked to the concept of translation quality. Post-editors must determine not only whether a grammatical structure is formally acceptable but also whether it contributes to semantic clarity and functional adequacy. As House argues, grammatical accuracy in translation cannot be separated from considerations of pragmatic appropriateness and discourse coherence *(House, 2015)*. Consequently, grammatical competence operates as a quality-control mechanism that guides post-editing decisions at both sentence and text levels.

The distinction between light and full post-editing further highlights the role of grammatical competence. While light post-editing may tolerate minor grammatical inconsistencies provided that the text remains comprehensible, full post-editing requires systematic grammatical revision to ensure conformity with professional translation standards *(TAUS, 2010; O'Brien, 2012)*. In both scenarios, the translator's ability to interpret and restructure grammatical relations remains essential, particularly in specialized texts where grammatical precision is closely tied to meaning.

Grammatical competence also supports strategic decision-making during post-editing. Post-editors must continuously decide whether to retain, modify, or completely reformulate machine-generated structures. These decisions are informed by an understanding of grammatical patterns typical of specialized discourse and by the ability to anticipate the effects of grammatical choices on textual cohesion and reader interpretation *(Nord, 2018; Kenny, 2020)*. As such, grammatical competence functions as a strategic resource rather than a mechanical skill.

Ultimately, the effectiveness of post-editing depends on the translator's capacity to integrate grammatical knowledge with translation-oriented judgement. While machine translation systems provide a preliminary linguistic framework, it is the human post-editor who ensures that grammatical structures align with communicative purpose, genre conventions, and professional norms. This confirms the central role of grammatical competence in post-editing and reinforces the view that human linguistic expertise remains indispensable in specialized translation workflows.

6. Educational Implications for Translator Training

The increasing integration of machine translation and post-editing into professional translation workflows necessitates a reconsideration of translator training within translation studies. As post-editing becomes a routine component of specialised translation practice, translator education must address not only technological literacy but also the linguistic competencies required to critically evaluate and improve machine-generated output. Among these competences, grammatical competence plays a central and non-substitutable role.

From a translation-oriented perspective, training in post-editing should not be limited to familiarisation with machine translation tools or productivity metrics. Instead, it should emphasise the development of analytical skills that enable future translators to assess grammatical structures in relation to meaning, function, and genre conventions. Research on translation competence highlights that linguistic and grammatical knowledge supports both comprehension and reformulation processes, remaining fundamental even in technology-mediated translation environments *(Hurtado Albir, 2017)*.

Grammar instruction in translator training programmes, therefore, requires a shift from rule-based description towards a functional and translation-oriented approach. Rather than

treating grammar as an abstract system, educational practice should focus on how grammatical choices shape meaning, agency, modality, and coherence in specialized discourse. Such an approach aligns with functionalist views of translation, which stress that linguistic decisions are guided by communicative purpose and target-text norms *(Nord, 2018)*.

The use of machine translation in educational settings can further enhance grammatical awareness when integrated critically into the curriculum. By comparing machine-translated output with post-edited versions, students can identify recurring grammatical inadequacies and reflect on the strategies required to resolve them. This practice promotes translation-oriented grammatical competence and encourages students to view post-editing as an interpretative activity rather than a mechanical task *(Bowker & Ciro, 2019)*.

Moreover, exposure to post-editing tasks contributes to the development of quality awareness in translation training. As discussions of translation quality demonstrate, grammatical accuracy cannot be isolated from considerations of semantic adequacy and discourse coherence *(House, 2015)*. Training that foregrounds grammatical competence in post-editing helps future translators internalise professional quality standards and understand the limits of automated translation solutions.

Incorporating post-editing into translator education also prepares students for the realities of contemporary translation markets. Studies on the future of the translation profession indicate that translators are increasingly expected to work in hybrid environments where human expertise complements automated systems *(Kenny, 2020)*. Developing grammatical competence as a core component of post-editing competence thus equips graduates with skills that remain relevant and transferable across evolving translation workflows.

In sum, translator training programmes should integrate post-editing not as a purely technical skill but as a translation-oriented practice grounded in grammatical competence. Such integration reinforces the role of grammar as a central element of translator competence and ensures that future translators are capable of maintaining quality, accuracy, and functional adequacy in specialized translation in an increasingly automated context.

7. Conclusions

The present study has examined the role of grammatical competence in the post-editing of specialized machine-translated texts from a translation studies perspective. The analysis has demonstrated that grammatical competence constitutes a central component of professional translation competence, playing a decisive role in ensuring grammatical accuracy, semantic adequacy, and functional coherence in post-edited translations.

The findings indicate that machine translation systems, despite ongoing technological advances, remain limited in their ability to process complex grammatical structures typical of specialized discourse. Grammatical inaccuracies related to verb forms, voice, modality, and syntactic cohesion persist in machine-generated output, frequently affecting meaning construction and communicative clarity. These limitations confirm that post-editing cannot be reduced to mechanical correction but requires interpretative judgement grounded in translation-oriented grammatical competence.

The study has further shown that grammatical competence enables translators to critically evaluate machine-generated structures and to reconstruct grammatical relations in accordance with target-language norms and discourse conventions. In post-editing, grammar serves not merely as a formal corrective tool, but also as a mechanism for restoring logical relations, ensuring coherence, and achieving functional equivalence between source and target texts.

From an educational perspective, the findings highlight the importance of integrating post-editing into translator training as a translation-oriented practice, rather than a purely technical skill. Developing grammatical competence within the framework of post-editing enhances quality awareness and prepares future translators to operate effectively in hybrid translation environments where human expertise complements automated systems.

Overall, the study confirms that grammatical competence remains indispensable in specialized translation workflows and that human linguistic expertise continues to play a central role in post-editing machine-translated texts. Future research may further explore the interaction between grammatical competence and other components of translator competence, as well as investigate the impact of post-editing strategies on translation quality across different types of specialized discourse.

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THE PRAGMATICS OF MANIPULATIVE INFLUENCE IN CHINESE ADVERTISING DISCOURSE

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Summary

This article examines the pragmatic devices of manipulative influence in Chinese advertising discourse based on authentic advertising slogans and promotional texts. Advertising is considered as a form of persuasive communication in which linguistic choices are strategically employed to shape consumer perception and stimulate purchasing behavior. Particular attention is paid to the interaction between rhetorical devices, pragmatic strategies, and culturally conditioned implicit meanings. The study identifies the most recurrent manipulative devices in Chinese advertising, including techniques aimed at creating a sense of necessity and urgency, parallel constructions, repetition, quotation, exaggeration, inversion, evaluative vocabulary, superlative adjectives, and implicit meaning. The findings demonstrate that the construction of urgency and necessity is the most frequently used strategy, reflecting the competitive nature of China's rapidly developing digital advertising environment. The analysis shows that rhetorical devices such as parallelism and repetition enhance memorability and rhythmic organization, while quotation and implicit meaning establish cultural resonance through references to classical poetry, idioms, and shared values. Exaggeration and evaluative lexis intensify the perceived value of products, whereas inversion foregrounds key information and increases expressive impact. Overall, the study confirms that manipulative influence in Chinese advertising is achieved not through isolated linguistic means but through their systematic interaction within a culturally specific pragmatic framework. The results contribute to a deeper understanding of advertising discourse from a pragmatic perspective and may be relevant for further research in media linguistics, pragmatics, and intercultural communication.

Key words: Chinese language, advertising discourse, means of manipulation, pragmatic strategies, rhetorical devices, persuasive communication.

1. Introduction

In contemporary society, advertising is ubiquitous and continuously present in consumers' everyday lives, functioning not merely as a channel of information transmission but as a powerful instrument of persuasive and manipulative influence. Through carefully constructed

linguistic strategies, advertising discourse shapes consumer attitudes, desires, and patterns of behavior, often operating beyond the level of explicit rational argumentation. Within this context, Chinese advertising discourse attracts particular scholarly attention due to its distinct cultural and linguistic characteristics. As noted by Koshovyi M. V., Chinese advertising is marked by an appeal to collective values, social approval, the use of traditional symbolism, and the aesthetics of harmony, all of which enhance the persuasive and manipulative potential of advertising messages *(Koshovyi, 2023)*. Scholars Gao Yuan (高渊) and Wu Ruoyu (吴若愚) further emphasize that advertisers seek to influence consumers' purchasing decisions by deliberately modifying linguistic forms in advertising utterances, thereby increasing their attractiveness and improving the effectiveness of product-related information delivery *(Gao, Wu, 2024)*.

In recent years, advertising in China has demonstrated a pronounced tendency toward increased effectiveness alongside an active transition into the digital environment. As noted by Jiang Zhibin (姜智彬), the overall effectiveness of advertising activities in China has undergone several stages of development, progressing from relatively low to high efficiency *(Jiang, 2025)*. The researcher further emphasizes that internet-based media exhibit significantly higher performance compared to traditional advertising channels, indicating the growing importance of online advertising in China's contemporary information landscape. This digital shift has intensified competition for audience attention and has stimulated the widespread use of sophisticated linguistic and pragmatic strategies aimed at influencing consumer behavior.

Chinese advertising discourse is therefore of particular interest due to the interaction between rapid digitalization and the specific linguistic and cultural characteristics of the Chinese communicative tradition. The pragmatic effectiveness of Chinese advertisements is largely grounded in indirectness, implicit meaning, culturally shared knowledge, and strategic appeals to collective values such as harmony, family, success, and social belonging. According to the observation of Demchuk K.Yu., the manipulative potential of advertising text is largely realized through the selection of linguistic means *(Demchuk, 2016)*. Nevertheless, rather than relying on overt persuasion, Chinese advertising frequently employs subtle manipulative strategies that guide the recipient's interpretation and decision-making processes in an unobtrusive manner.

Despite the growing body of research on advertising discourse, the pragmatic mechanisms of manipulative influence in Chinese advertising remain insufficiently systematized. Previous studies tend to address either general issues of linguistic manipulation or descriptive features of Chinese advertising language, while the complex interaction of pragmatic devices – such as the creation of urgency and necessity, repetition, parallelism, quotation, exaggeration, inversion, evaluative lexis, and implicit meaning – has not yet received comprehensive and integrated analysis.

The relevance of the present study is thus determined by the need to examine Chinese advertising discourse as a pragmatic phenomenon in which linguistic form is subordinated to communicative intention and perlocutionary effect, particularly within the rapidly expanding digital advertising environment. The aim of this article is to identify and analyze the pragmatic devices and strategies of manipulative influence employed in Chinese advertising discourse, as well as to determine their role in shaping consumer perception and behavior.

2. Literature Review

The review of existing scholarship indicates that although the phenomenon of linguistic manipulation has been examined by scholars such as Biriukova V.O., Drobna M.S., Hubicheva Ye.V., Hrebenkova M. S., Troian M. Yu., and Khyzhniak M. O., and the

specific features of Chinese advertising have been addressed by Gao Yuan (高渊), Wu Ruoyu (吴若愚), Wan Kaiyan (万凯艳), Fang Meichen (方美晨), Liu Dan (刘丹), Feng Juanjuan (冯娟娟) among others, the complex interaction of various linguistic devices of manipulation within Chinese-language advertising discourse remains insufficiently explored. In particular, previous studies tend to focus on individual aspects of manipulation or descriptive characteristics of advertising language, while an integrated pragmatic analysis of manipulative strategies in Chinese advertising has yet to be fully developed.

3. Presentation of the Main Research Material and Obtained Results

Analyzing the linguistic material, we identified recurrent instances of manipulative devices in Chinese advertising, including both pragmatic and (to a lesser extent) formal linguistic means. In advertising discourse, rhetoric functions as a set of specialized linguistic devices that optimize textual structure and enhance communicative effectiveness. As noted by Wan Kaiyan (万凯艳), the appropriate use of rhetorical devices enables a more precise and vivid presentation of product characteristics, effectively attracts consumers' attention, and evokes an emotional response *(Wan, 2025)*. According to Horodetska I. V., the most widespread manipulative means in advertising include syntactic simplicity, specialized and expressive vocabulary, as well as stylistic devices such as repetition, metaphor, and comparison, the use of which contributes to the formation of a positive product image and ensures an effective impact on consumer consciousness *(Horodetska, 2013)*. In Chinese advertising, these rhetorical and pragmatic strategies comprise the use of superlative adjectives, parallel constructions, quotation, exaggeration, repetition, inversion, evaluative vocabulary, techniques aimed at creating a sense of necessity and urgency, as well as implicit meaning. The following section examines these devices in greater detail.

One of the most frequent manipulative strategies is the **creation of a sense of necessity and urgency**, which accounts for 20.3% of the collected examples. This technique is designed to prompt consumers to take immediate action by emphasizing the importance, relevance, or economic advantage of purchasing a particular product or service. In Chinese advertising discourse, this effect is achieved through the use of lexemes denoting urgency (e.g. 去抢购 "rush to buy"), explicit temporal limitations (如: 即日起至… "from today until…"), references to exceptional benefits (如: 5折起 "50% off and up"), or direct formulations of necessity (如: 必备 "a must-have"). The following examples illustrate this strategy:

− Product advertising: 过节必备、双旦指南 ("A must-have for the holidays: a guide for the two festivals"). In this example, the expression 必备 ("a must-have") emphasizes that the product is indispensable during the holiday period.

− Product advertising: 节日爆品5折起 ("Holiday bestsellers starting from 50% off"). Here, 爆品 ("best-selling hit") highlights the popularity and perceived necessity of the product, while 5折起 ("starting from 50% off") stimulates rapid purchasing by foregrounding financial benefit.

− Product advertising: 每满300减40。去抢购！ ("Spend 300 yuan and save 40. Rush to buy!"). The imperative 去抢购 ("rush to buy") creates a strong sense of urgency and fear of missing out, while 每满300减40 ("save 40 for every 300 spent") underscores economic advantage, motivating immediate action.

− Payment system advertising: 即日起至2025年3月31号 银联手机Pay乘地铁 立享5折 ("From now until March 31, 2025, pay with UnionPay Mobile Pay on the metro and instantly enjoy 50% off"). In this example, the temporal restriction establishes urgency, whereas 立享 ("instantly enjoy") accentuates the immediacy of the benefit.

Holiday advertising: 大牌钜惠最后1天 ("Massive discounts on major brands – last day"). This slogan exemplifies the classic "last chance" strategy, which generates a sense of urgent necessity.

‒ Holiday promotion: 红包翻翻乐 最高可翻666元 ("Flip the red envelope and win up to 666 yuan"). The phrase 最高可翻666元 ("win up to 666 yuan") appeals to the desire for maximum gain, while 翻翻乐 ("flip and play") functions as an interactive call to action, increasing user engagement.

Parallelism is another device that is widely employed in advertising discourse. It accounts for 17.% of the total number of collected examples. Parallelism is a rhetorical technique that enhances the dynamism of an utterance. In Chinese advertising, it is frequently used to organize three or more words or phrases with similar structure and semantic content. This strategy facilitates the perception of advertising slogans, enables a concise and accurate transmission of the message, and increases the expressiveness of the text. The following examples illustrate this device:

‒ Website advertising: 58 是开始，58 是家，58 是惊喜，58 是幸福 ("58 is a beginning, 58 is home, 58 is surprise, 58 is happiness.") This example consists of four short parallel clauses. Each clause gradually unfolds the meaning of the message by highlighting different advantages of the website. The rhythmic and harmonious structure creates a sense of order and appeals to audiences who value family life and emotional stability.

‒ Watch advertising: 精准是它的灵魂，耐用是它的品质，尊贵是它的象征 ("Precision is its soul, durability is its quality, and prestige is its symbol.") In this slogan, parallelism emphasizes the product's key attributes (precision, durability, and prestige) thereby drawing attention to its high quality and unique value.

Parallelism is characterized by balanced and symmetrical structures, a harmonious and aesthetically pleasing rhythm, semantically interconnected components, grammatical alignment, and tonal contrast. When used appropriately in advertising discourse, this device can significantly enhance persuasive effectiveness. Consider the following examples:

‒ Peanut oil advertising: 正宗花生油，地道花生香 ("Authentic peanut oil, genuine peanut aroma.") This slogan consists of two short clauses with identical structure. The rhythmic parallelism makes the slogan easy to remember and reinforces product authenticity.

‒ Library advertising: 学海凭鱼跃，书林任鸟翔 ("In the sea of knowledge, fish leap freely; in the forest of books, birds soar at will.") The two parallel segments –"the sea of knowledge" and "the forest of books" – are structurally and tonally balanced, creating a vivid and memorable metaphor.

‒ Pharmacy advertising: 但愿世间人无病，何愁架上药生尘 ("If only there were no illness in the world, why would medicines gather dust on the shelves?") Here, the two parts of the sentence form a contrast between the wish for a world without disease and its implied consequence, expressed through the metaphor of unused medicine, thereby enhancing the emotional and rhetorical impact of the slogan.

Another relatively widespread device in advertising discourse is repetition, which accounts for 14% of the total number of analyzed examples. One of the most common forms is anaphoric (or chain) repetition, a technique that involves repeating a word or phrase at the end of one sentence and at the beginning of the subsequent one. In advertising slogans, chain repetition highlights a core characteristic of the product and enhances the memorability of the message. The following examples illustrate this device:

‒ Home appliance advertising: 好空调，格力造，造精品，格力心 ("Good air conditioners are made by Gree; Gree is committed to producing premium-quality products."). In this

example, the word 格力 (Gree) is repeated, linking the end of one clause with the beginning of the next. This repetition emphasizes the brand's focus on quality and manufacturing expertise.

    − Electrical appliance advertising: 骆驼进万家，万家欢乐多 ("Camel enters ten thousand households; ten thousand households enjoy happiness.") Here, the phrase 万家 ("ten thousand households") appears at the end of the first clause and is repeated at the beginning of the second, thereby conveying the product's wide popularity and social acceptance. In this repetitive technique commonly found in advertising slogans, the final word of the first sentence often becomes the initial word of the next one, ensuring textual cohesion and a smooth rhythmic flow.

    A separate subgroup is formed by reverse repetition, a rhetorical device based on the repetition of words or structures in both direct and reverse order, creating a closed linguistic loop. This device is realized through the use of identical or similar linguistic elements at the beginning and the end of an utterance, which lends the text rhythm, fluency, and a sense of completeness. As a result, advertising messages become more melodic, easier to remember, and capable of forming positive associations with the product. In Chinese, this technique is particularly popular due to the flexibility of syntactic structures and the polysemy of Chinese characters. The following examples demonstrate this pattern:

    − Household appliance advertising: 吸尘器，静静地吸，吸得静静 ("A vacuum cleaner that vacuums quietly, and vacuums so that it remains quiet.") In this slogan, the repetition of the verb 吸 ("to vacuum") and the adverb 静静 ("quietly") creates a distinct rhythmic structure and reinforces the key product feature – low noise.

    − Pharmaceutical advertising: 痛则不通，通则不痛，请用追风透骨丸 ("Where there is pain, there is blockage; where there is no blockage, there is no pain. Use Zhuifeng Tougu pills.") In this example, repetition combined with structural inversion produces logical completeness and a form of medical persuasiveness, enhancing the credibility of the advertised remedy.

    A distinct group within Chinese advertising discourse is formed by quotations. An analysis of the collected linguistic material reveals that the use of quotation accounts for 13.8% of the total number of examples. Quotation represents a highly sophisticated rhetorical device in advertising, as it integrates idiomatic expressions, colloquial phrases, or poetic lines, drawing on the implicit aesthetic appeal of classical poetry and set expressions to evoke associations with cultural heritage and shared collective memory. The following examples illustrate this device:

    − Residential complex advertising: 山外青山楼外楼 ("Beyond the mountains, more green hills; beyond the buildings, more buildings.") This slogan draws on a line from the well-known poem 《题临安邸》. The quotation effectively conveys the scenic attractiveness of the residential area and creates an image of a desirable and aesthetically pleasing living environment.

    − Wine advertising: 何以解忧，唯有杜康 ("What can dispel sorrow? Only Dukang.") This quotation from the poetry of Cao Cao is seamlessly integrated with the advertised product – Dukang wine (杜康酒). It emphasizes the wine's symbolic ability to "soothe the soul," rendering the slogan both poetic and memorable.

    − Refrigerator advertising: 众里寻他千百度，想要几度就几度 ("I searched for it among thousands; whatever temperature you want, that is the temperature you get.") In this example, a famous line from the poetry of Xin Qiji is skillfully quoted, while the added continuation provides practical information about precise temperature control, thus aligning poetic imagery with consumer needs.

– Automobile advertising: 车到山前必有路，有路必有丰田车 ("Where there is a road, there is a way; and where there is a way, there is a Toyota.") This slogan draws on the Chinese proverb 车到山前必有路，船到桥头自然直 ("When a car reaches the mountain, a road will appear; when a boat reaches the bridge, it will straighten itself"), which conveys the idea that solutions will inevitably be found. By adapting this proverb, the advertisement highlights the intrinsic connection between automobiles and roads while simultaneously emphasizing the brand's confidence in its product and its ability to accompany consumers wherever they choose to go.

Another identified device is exaggeration, which accounts for 10.5% of the total number of analyzed examples. In Chinese advertising, exaggeration is employed to intensify the characteristics of people, objects, or phenomena through imagination and emotional amplification. When used in a balanced manner, exaggeration can elicit trust and an emotional response from the audience, thereby enhancing advertising effectiveness. The following examples illustrate this device:

– Alcohol advertising: 凡有人之处必有华人，凡有华人之处必有泸州老窖。泸州老窖，中华荣耀。 ("Where there are people, there are Chinese; where there are Chinese, there is Luzhou Laojiao. Luzhou Laojiao, the pride of China.") In this example, exaggeration emphasizes the brand's significance by associating it with national pride. Although the claim is factually overstated, it creates positive associations and enhances the prestige of the product.

– Alcohol advertising: 常饮银杏酒，活到九十九 ("Drink ginkgo wine regularly and live to ninety-nine.") Here, the product's influence on longevity is clearly exaggerated, appealing to consumers' aspirations for health and long life.

– Jewelry advertising: 钻石恒久远，一颗永流传 ("A diamond is forever; it is passed down through generations.") Although a diamond cannot be literally eternal, exaggeration serves to highlight the perceived durability and high quality of the product.

The analyzed material also contains instances of inversion, which likewise account for 10.3% of the total examples. In Chinese advertising discourse, inversion is used to alter the standard word order in order to foreground a key element of the utterance. By deliberately violating the conventional sentence structure and placing the most salient component at the beginning, this technique immediately attracts the recipient's attention, renders the slogan more dynamic and rhythmic, and produces a striking stylistic effect. In advertising discourse, inversion helps emphasize the product's primary advantage, intensifies emotional and associative impact, and facilitates memorability. The following examples demonstrate this strategy:

– Air conditioner advertising: 好空调，格力造 ("Good air conditioners are made by Gree.") In this slogan, the phrase 好空调 ("good air conditioners") is placed at the beginning to foreground product quality before introducing the manufacturer.

– Food delivery service advertising: 叫外卖，上饿了么 ("If you want food delivery, open Ele.me.") The natural word order would be "Open Eleme to order food delivery." By foregrounding the purpose of the action, ordering food delivery, the slogan first addresses the consumer's immediate need and only then offers the solution, thereby enhancing pragmatic effectiveness.

– Noodle advertising: 好面，汤决定 ("Good noodles are determined by the broth.") This is a classic example of inversion. The expected structure would be "The broth determines good noodles." By foregrounding "good noodles," the slogan captures attention before revealing the decisive factor – the broth.

The analyzed material also reveals instances of evaluative vocabulary, which constitute 7.2% of the collected advertising slogans. In Chinese advertising, evaluative lexis is used to

express subjective judgments about a product, highlight its advantages, and construct a desirable image in the consumer's mind. This device enables advertisers to shape positive attitudes toward a product or brand through adjectives, adverbs, and other evaluative markers. Consider the following examples:

– Soy sauce advertising: 90%的复购率、数万条五星好评 – 李锦记酱油用实力定义畅销！ ("A 90% repurchase rate and tens of thousands of five-star reviews – Lee Kum Kee soy sauce defines best-selling quality through strength.") In this example, 好评 ("positive reviews") and 畅销 ("best-selling") function as explicit evaluative markers.

– Service advertising: 服务周到、效率超高、清冽推荐 ("Attentive service, extremely high efficiency, highly recommended.") This slogan employs evaluative vocabulary such as 周到 ("attentive"), 超高 ("extremely high"), and 强烈推荐 ("strongly recommended").

Although numerically less frequent, the use of superlative adjectives, accounting for 6.9% of the analyzed material, exerts a noticeable pragmatic impact. Superlative forms such as 最佳 ("the best") and 最贴心 ("the most considerate") reinforce a positive impression of the product, construct an image of unquestionable superiority over competitors, and foster consumers' feelings of confidence and trust.

Finally, it should be noted that implicit meaning in Chinese advertising functions as an indirect means of conveying information and generating emotional influence on the audience. Its essence lies in the presence of hidden or ambiguous meanings that are not immediately explicit but are inferred through context, imagery, metaphors, euphemisms, or cultural allusions, some of which have been discussed above. Through such implicit strategies, advertisers appeal to consumers' desires, values, and emotions, shaping a favorable perception of the product or brand without providing a direct description of its characteristics. Consequently, implicit meaning in Chinese advertising is organically integrated with other pragmatic devices.

4. Conclusions

This study has analyzed the pragmatic devices of manipulative influence in Chinese advertising discourse based on authentic advertising material. The results demonstrate that Chinese advertising employs a wide range of rhetorical and pragmatic strategies aimed at shaping consumer perception and stimulating purchasing behavior. The most frequently used devices include techniques creating a sense of necessity and urgency, parallelism, repetition, quotation, exaggeration, inversion, evaluative vocabulary, superlative adjectives, and implicit meaning. Among these, the strategy of constructing urgency and necessity proves to be the most dominant, reflecting the influence of the rapidly developing digital advertising environment in China. The findings confirm that manipulative influence in Chinese advertising is achieved through the systematic interaction of linguistic form, rhetorical devices, and culturally conditioned implicit meanings. Appeals to collective values, harmony, and social approval enhance emotional engagement and persuasive effectiveness. Overall, the study contributes to a deeper understanding of pragmatic manipulation in Chinese advertising discourse and may serve as a basis for further research in pragmatics and media linguistics.

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CONCEPTUALISATION DU SUBJONCTIF PRÉSENT PAR LES ÉTUDIANTS UKRAINIENS EN CLASSE DE GRAMMAIRE PRATIQUE DU FRANÇAIS

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Résumé

Comment développer une conscience bi/plurilingue en classe de grammaire du français ? Quels contenus d'apprentissage et activités de grammaire mettre en place ? Cet article met en valeur la conceptualisation grammaticale comme moyen efficace du développement de la conscience bi/plurilingue chez les étudiants ukrainiens en classe de grammaire du français. Le groupe cible sont des futurs traducteurs du français vers l'ukrainien qui apprennent le français comme langue de spécialité. Le matériel de recherche sont des documents publicitaires présentant un contexte socioculturel réel pour le fonctionnement des points de langue. Dans l'article est décrite la démarche de conceptualisation du subjonctif présent dans la subordonnée relative. Sont proposées des pistes d'exploitation didactique de documents authentiques (sur le corpus de la publicité française) comme déclencheur d'exercices de conceptualisation, de systématisation et d'appropriation du subjonctif présent dans la relative. La recherche est réalisée dans le cadre de l'approche communicative et actionnelle de l'enseignement/apprentissage des langues étrangères ainsi que de l'approche cognitive de l'enseignement de la grammaire.

Mots-clés: la conscience bi/plurilingue, l'approche communicative et actionnelle, l'approche cognitive, la publicité française, le français langue de spécialité.

1. Introduction

L'objectif majeur de l'enseignement-apprentissage des langues étrangères dans les facultés de langue en Ukraine, y compris le français langue de spécialité (FLS), est de faire acquérir aux étudiants une compétence de communication qui est vue comme une capacité de communiquer en utilisant le système linguistique dans un contexte social (Hymes). D'où la nécessité de maîtriser le système linguistique afin de l'utiliser dans des situations de communication diverses *(Besse et Porquier 1991 ; Cuq 1996)*.

D'un point de vue cognitif, tout apprenant d'une langue étrangère développe ce qui est convenu d'appeler « une conscience linguistique », expression qui renvoie à une notion multiforme *(Alvarez-Perez 1988 ; Lagarde 2022 ; Tremblay 2022)*. Pour certains linguistes, la conscience linguistique fait référence à une « capacité *du sujet parlant, qui a intériorisé la grammaire spécifique d'une langue, de formuler sur les énoncés émis dans cette langue des jugements de grammaticalité, de synonymie ou de paraphrase* » (Dubois et al. 1973 : 468). Pour d'autres, c'est « une *forme d'awareness, voire de stratégies métacognitives qui permettent à l'acteur social de prendre connaissance et de garder contrôle de ses modes spontanés de gestion des tâches et notamment de leur dimension langagière*» (Coste, Moore, Zarate 2009 : 11).

Etant donné qu'en classe de langue étrangère l'acquisition des connaissances linguistiques de la langue cible (L2) se basent sur celles de la langue maternelle (L1), il s'agit plutôt du développement d'une conscience bilingue ou plurilingue (Coste et al. 2009 ; Montagne-Macaire 2008) où peuvent coexister deux ou plusieurs systèmes linguistiques différents de sorte que l'étudiant estt capable de passer d'un code linguistique à l'autre selon la situation.

Or, dans l'enseignement de la grammaire aux étudiants ukrainiens en FLS surgissent plusieurs questions. Plus précisément, comment faire coexister dans la conscience des étudiants deux systèmes linguistiques différents (celui du français étant une langue romane et celui de l'ukrainien étant une langue slave) ? Quelles activités mettre en place pour développer la conscience bi/plurilingue en classe de grammaire ? Quels contenus d'apprentissage choisir pour illustrer le mieux possible le fonctionnement des points de grammaire (PG) dans le contexte langagier ? etc.

Parmi les différentes modalités de l'enseignement grammatical (*Beacco 2023 :18*), notre intérêt particulier s'est porté plus particulièrement sur les exercices de conceptualisation *(Besse, Porquier 1991; Genevay 1996, Portine 2018)* qui, à partir d'un travail d'observation et de réflexion métalinguistique guidées, mènent à la compréhension consciente du fonctionnement des PG abordés.

Notre groupe cible sont les étudiants en FLS : des futurs traducteurs du français vers l'ukrainien pour qui le français sera non seulement une langue de communication interculturelle mais aussi c'est la langue de leur futur métier.

Les manuels de grammaire destinés aux étudiants de FLS sont en priorité des outils originaux (des auteurs français) qui décrivent les règles en langue française sans prendre en compte la langue maternelle des apprenants. De plus, le travail d'entraînement se fait sur des exercices isolés, souvent décontextualisés ce qui empêche le développement des savoir-faire de grammaire transférables dans des situations de communication variées. C'est pourquoi les enseignants sont obligés de proposer en classe de grammaire des activités supplémentaires ou même de concevoir leurs propres dossiers d'apprentissage.

Pour notre part, nous optons pour l'utilisation de documents authentiques (affiches publicitaires, dessins humoristiques, bandes dessinées, courts métrages, spots publicitaires etc.) servant de contexte « naturel » à l'apprentissage des langues et du modèle de communication avec un locuteur natif. En effet, les documents authentiques mettent en place une composante thématique de la situation de communication et présentent le fonctionnement des PG dans des situations de communication de la vie réelle *(Rousnak, Matveeva 2024)*.

Ainsi, l'**objectif** du présent travail est de réfléchir sur la problématique du développement de la conscience plurilingue en classe de grammaire du FLS sur la base de la langue ukrainienne comme L1. D'abord, nous décrirons les avantages de la conceptualisation grammaticale en tant que moyen de développement de la conscience plurilingue des apprenants ukrainiens. Ensuite, en nous appuyant sur un corpus constitué de documents publicitaires présentant un contexte socioculturel réel pour le fonctionnement des points de langue, nous présenterons des pistes d'exploitation didactique du matériel d'apprentissage sélectionné visant la compréhension consciente du fonctionnement et des valeurs du *Subjonctif présent dans la relative* ainsi que son utilisation dans l'activité langagière.

Le présent travail est réalisé dans la cadre de l'approche communicative et actionnelle de l'enseignement-apprentissage des langues étrangères en général, et de l'approche cognitive de l'enseignement de la grammaire en particulier. Le corpus de recherche pour les activités d'observation et de repérage des PG est constitué de spots et affiches publicitaires dont l'accès est libre sur Internet.

2. Conceptualisation grammaticale en tant que moyen de développement de la conscience plurilingue chez les étudiants ukrainiens

Parmi les différentes modalités de l'enseignement grammatical *(Beacco 2023 :18)*, notre intérêt particulier porte sur les exercices de conceptualisation *(Besse, Porquier 1991; Genevay 1996, Portine 2018)* qui, à partir d'un travail d'observation et de réflexion métalinguistique guidées, mènent à la compréhension consciente du fonctionnement des PG abordés.

Etant donné que l'objectif de la conceptualisation grammaticale est de faire comprendre aux apprenants les fonctions et le sens des formes grammaticales dans le langage, l'enseignement part du sens vers la forme où les PG sont perçus comme « des moyens d'expression du sens » *(Charaudeau 1992)*. Cette stratégie d'enseignement correspond à l'approche inductive : *repérage des formes à étudier dans des situations de communication ; découverte et compréhension des règles de leur fonctionnement ; application des règles* dans les exercices et activités de grammaire. La particularité saillante de la conceptualisation est que les règles ne sont pas données toutes faites, les étudiants ont à émettre des hypothèses sur l'utilisation et /ou la formation de la structure grammaticale en question, puis vérifier leurs hypothèses à l'aide d'autres exemples (sous guidage du professeur) et, finalement, formuler des lois ou des règles avec leurs propres mots, sans utiliser la terminologie grammaticale *(Besse, Porquier 1991 ; Chartrand 2016 ; Genevay 1996)*.

Compte tenu de l'idée principale de cette stratégie que les règles à découvrir doivent être formulées dans une langue compréhensible par tous / toutes, en classe de FLS, on a recours à la langue ukrainienne dans le processus de la découverte et de la formulation des règles. De plus, dans une perspective contrastive, on met à profil les ressemblances et les différences des deux langues : langue source (*L1*) et langue cible (*L2*), on propose des exercices de traduction dans le but de mettre en évidence ces ressemblances ou différences.

Ainsi, la conceptualisation des PG en classe de grammaire peut être divisée en quelques étapes :

1. *Observation du corpus, repérage des* PG *dans les situations de communication, traduction en langue ukrainienne ;*

2. *Emission des hypothèses par les apprenants en langue ukrainienne sur le fonctionnement/ ou la formation du* PG *;*

3. *Vérification des hypothèses sur d'autres exemples (guidée par le professeur) :*

4. *Formulation des règles par les apprenants dans leurs propres mots en langue ukrainienne*, *en comparant, entre autres, le PG en question avec celui de l'ukrainien afin d'identifier leurs ressemblances ou différences*.

Aux étapes suivantes de l'enseignement/apprentissage de la grammaire (*Systématisation et Appropriation*), les règles découvertes seront mises en application via différentes activités parmi lesquelles des exercices de transformation, de traduction des phrases de la *L1* en *L2,* des tâches avec contrainte de rédaction de textes visant l'emploi du PG *dans* le langage etc.

Ainsi, la stratégie décrite de conceptualisation grammaticale contribuera non seulement à la compréhension consciente du fonctionnement de PG de la langue française dans l'expression orale/écrite, mais aussi au développement de la conscience plurilingue des étudiants par l'analyse contrastive des PG *de* la langue cible et de la langue source ainsi que par des exercices de traduction de *L1* en *L2* et vice versa.

3. Problématique de l'acquisition du mode verbal *Subjonctif* par les étudiants ukrainiens

Il est à noter que le système verbal français se diffère beaucoup de celui ukrainien *(Chinkarouk, 1996)*. En ce qui concerne les modes verbaux personnels, en français on en distingue quatre (*l'indicatif, l'impératif, le conditionnel* et *le subjonctif)* tandis qu'en ukrainien il n'y en a que trois ((*дійсний спосіб/ diisnyi sposib/ (l'indicatif), наказовий спосіб* / *nakazovyi sposib/ (l'impératif)* et *умовний спосіб/ umovnyi sposib/ (le conditionnel))) (Avramenko, Tyshchenko 2024 : 77).*

Pour les étudiants ukrainiens le mode verbal *le subjonctif* pose un problème dans l'enseignement / apprentissage parce qu'il ne possède pas de concept correspondant dans la grammaire de L1. Par conséquent, outre la difficulté de nature morphologique (paradigme du verbe), il existe également une difficulté à former dans l'esprit des étudiants un concept grammatical qui n'est pas typique de la langue ukrainienne.

Dans le Tableau 1 nous avons fait une analyse contrastive des modes verbaux du français et de l'ukrainien au sujet du *subjonctif présent et passé.*

Tableau 1

Comparaison du *subjonctif* avec les modes correspondantes de la langue ukrainienne

Rapports temporels	**Le français**	**L'ukrainien**
Simultanéité	• Subjonctif Présent *a) – Je veux qu'il vive.* *b) – Il regrette que vous fassiez des erreurs.*	• Умовний спосіб / Umovnyi sposib *a) – Я хочу, щоб він жив. /Ya khochu, shchob vin zhyv.* • Дійсний спосіб теперешній час / Diisnyi sposib teperishnii chas. *b) – Йому шкода, що ви робите помилки. /Yomu shkoda, shcho vy robyte pomylky.*
Postériorité	• Subjonctif présent *– Je ne pense pas qu'il vienne demain.*	Дійсний спосіб майбутній час / Diisnyi sposib maibutnii chas *– Я не думаю, що він прийде завтра. / Ya ne dumaiu, shcho vin pryide zavtra.*
Antériorité	• Subjonctif passé *– Je suis content qu'ils soient venus.*	• Дійсний спосіб минулий час. Diisnyi sposib mynulyi chas *– Я радий, шо вони прийшли. / Ya radyi, sho vony pryishly*

Alors, comme le montre ce tableau, le subjonctif présent peut se traduire en ukrainien soit par *умовним способом* (Я хочу, **щоб він жив.** *Ya khochu, **shchob vin zhyv.**)* soit par *дійсним способом* (Йому шкода, **що ви робите** помилки. *Yomu shkoda, **shcho vy robyte** pomylky.*; Я не думаю, **що він прийде** завтра. *Ya ne dumaiu, **shcho vin pryide** zavtra.*; Я радий, **шо вони прийшли**. *Ya radyi, **sho vony pryishly**)*

Comme nous avons déjà signalé, les livres de grammaire destinés aux étudiants en FLS sont en priorité en français *(Grégoire, Thiénevaz 2002 ; Miquel 2007; Samoïlova, Komirna 2005)* et ne tiennent pas compte de la L1 des apprenant·e·s ce qui peut être une gêne pour la conceptualisation efficace des PG. De plus, les activités de grammaire sont constituées de phrases isolées hors contexte langagier. Cela permet évidemment de travailler sur les formes

grammaticales, mais pour faire utiliser ces formes aux apprenants dans l'activité langagière des exercices supplémentaires sont nécessaires.

4. Etude de cas de la conceptualisation grammaticale du Subjonctif présent dans la relative

L'enseignement du *subjonctif* est prévu dans le programme de 2ème année d'études, au cours du 4ème semestre quand les étudiants sont sur le point d'atteindre le niveau B2 en français selon le CECR. L'enseignement de ce mode verbal au niveau B2 comprend l'acquisition des formes morphologiques du *subjonctif présent* et *passé* ainsi que leur emploi dans les subordonnées complétives, relatives et circonstancielles.

4.1. Etat des lieux de l'enseignement du *subjonctif* dans des manuels et méthodes de français

La plupart des manuels ou méthodes de français (*Edito, Alter ego, Grammaire progressive du Français, Grammaire en dialogues* etc.) étudient la formation du *subjonctif présent* et du *subjonctif passé* et leur emploi dans les subordonnées complétives et circonstancielles. Rares sont les manuels de grammaire pratique ou méthodes de français du niveau B2 qui décrivent les règles d'emploi du subjonctif dans la subordonnée relative. Par exemple, dans la *Grammaire progressive du Français «Niveau perfectionnement »* (Grégoire, Kostucki 2012) on trouve une explication d'une page suivie de quelques exercices formels. On y constate que :

« *Lorsque les faits introduits par la subordonnée relative sont réels, on emploi l'indicatif. Lorsqu'ils ne sont que possibles, souhaités, rares ou uniques, on emploi le subjonctif* » *(Grégoire, Kostucki 2012 : 182).*

En revanche, dans la *Compréhension orale niveau 3 (Barféty, Beaujouin 2005)*, on présente deux leçons dont les dialogues permettent de contextualiser l'emploi du *subjonctif* dans les relatives suivis d'une très courte description métalinguistique dans la rubrique « Outils » :

«Le **subjonctif** dans **les propositions subordonnées relatives** (1) :

Le subjonctif dans les propositions subordonnées relatives est utilisé pour exprimer un souhait:

Je cherche une voiture qui soit économique. = Je cherche une voiture. Je voudrais qu'elle soit économique.

On utilise le subjonctif après les verbes qui peuvent introduire une idée de souhait: vouloir, désirer, souhaiter, avoir envie, demander, chercher, préférer, etc.» *(Barféty, Beaujouin 2005 :13).*

Dans la leçon suivante, il y a la suite :

«Le **subjonctif** dans **les propositions subordonnées relatives (2):**

On utilise le subjonctif dans les propositions subordonnées relatives quand le nom remplacé par le pronom relatif est accompagné d'un superlatif (le plus / le moins) ou des mots: le seul, l'unique, le premier, l dernier, etc.

C'est l'homme le plus intelligent que je connaisse, le seul qui soit capable de répondre à toutes mes questions» *(Barféty, Beaujouin 2005 :15).*

Mais puisque l'objectif de cette méthode est de faire travailler la compréhension orale, il n'y a pas d'exercices et activités de grammaire permettant de systématiser ce PG.

4.2. Conceptualisation grammaticale de l'emploi du *subjonctif présent* dans la relative après un antécédent indéfini

Afin de faire comprendre aux étudiants les fonctions et les valeurs du *subjonctif* dans la relative, nous avons élaboré des exercices de conceptualisation, systématisation et

appropriation à la base de documents authentiques (publicités iconiques et vidéo) présentant un contexte naturel pour le fonctionnement des PG. Notre dossier pédagogique de l'emploi du *Subjonctif dans la relative* prend en compte les descriptions des règles du fonctionnement et des valeurs du *subjonctif* en français *(Soutet 2000)* et est constitué de deux fiches pédagogiques : 1) l'emploi du *subjonctif présent dans la relative* après un antécédent indéfini et 2) l'emploi du *subjonctif présent* et du *subjonctif passé dans la relative* après un antécédent exprimé par un adjectif d'appréciation ou d'un superlatif. Dans le cadre de notre article, présentons le cas de la conceptualisation de l'emploi du *subjonctif présent dans la relative* après un antécédent indéfini.

Notre fiche pédagogique qui est au format de la google forme (https://docs.google.com/forms/d/e/1FAIpQLSc29QGu15qbAdc49OgknujEU_LV4AV-fMrxgimcrxAnIyyGgw/view-form) est divisée en trois parties : I. *Découverte ; II. Systématisation ; III. Appropriation.* La conceptualisation grammaticale constitue la première étape (*Découverte*) qui est divisée, à son tour, en trois sous-étapes.

4.2.1. Découverte (1)

A la sous-étape *1.1. Découverte*, nous proposons aux étudiants d'observer la publicité présentant un lave-vaisselle de la marque Electrolux, de lire le texte de la publicité et d'y repérer les verbes à l'indicatif et au subjonctif dans la subordonnée relative, puis de choisir une traduction en ukrainien convenable pour chaque phrase (*Activités 1-7*). Après cela, ils/elles sont invités à faire des hypothèses sur le fonctionnement de l'indicatif et du subjonctif dans la relative (*Activité 8*).

Les activités de cette sous-étape sont proposées ici en forme de questions à choix unique (QCU) ou à choix alternatif (*mettre une croix dans la bonne case*) au cas où les étudiants travailleraient en autonomie. Mais au cas où le travail serait fait dans la classe sous le guidage du professeur, ces questions peuvent être discutées oralement sous forme questions – réponses :

Quel type de document est-ce ?

Quel est le produit présenté ?

Quels objets voyez-vous sur la photo ?

Lisez le texte et repérez les phrases relatives. Notez-les et traduisez-les en ukrainien.

Quels modes verbaux sont employés dans ces subordonnées relatives ?

Choisissez la traduction la plus fidèle pour la phrase "Où vont ces fameuses chaussettes qui disparaissent ?"

Choisissez la traduction la plus fidèle pour la phrase "Peut-être, à la recherche d'un lave-linge ou sèche-linge qui prenne vraiment soin d'elle ?"

Quel sens exprime chaque phrase ?

Ainsi, à cette sous-étape les étudiants sont amenés à découvrir que dans les subordonnées relatives 1) "*Où vont ces fameuses chaussettes **qui disparaissent**?*" ou 2) *«Une chaussette **qui disparaît**, ça vous est arrivé plus d'une fois!*.», l'indicatif constate un fait certain et réel, tandis que dans la phrase 3) «*Peut-être, à la recherche d'un lave-linge ou sèche-linge **qui prenne** vraiment **soin** d'elle?*» le subjonctif exprime une idée de recherche avec un résultat incertain (on ne sait pas si un tel lave-linge ou un sèche-linge existe réellement). De plus, ces phrases doivent être traduites en ukrainien différemment : la première et la deuxième phrases par *дійсним способом diisnym sposobom* (*l'indicatif*) : 1) « *Куди відправляються ці знамениті шкарпетки, **що зникають** ? Kudy vidpravliaiutsia tsi znamenyti shkarpetky, shcho znykaiut ?* » ou 2) « *Шкарпетка, **що зникає**, з вами таке траплялось не раз ! Shkarpetka, **shcho znykaie**, z vamy take traplialos ne raz !*») et la troisième – par *умовним способом умовнут sposobom (le conditionnel):* :3) « *Можливо, на пошуки пральної або сушильної*

машини, **яка би** *дійсно* **піклувалась** *про неї* ? *Mozhlyvo, na poshuky pralnoi abo sushylnoi mashyny,* **yaka by** *diisno* **pikluvalas** *pro nei ?* »

4.2.2. Découverte (2)

A la sous-étape *1.2. Découverte*, notre objectif est de faire vérifier les hypothèses faites sur le fonctionnement de l'*Indicatif* et du *subjonctif* dans la relative. Pour ce faire, nous proposons de visionner la vidéo *Le pull parfait* de la marque de vêtements *Asphalte*, de définir le contexte situationnel, puis de repérer dans le texte les modes des verbes employés dans les subordonnées relatives, de traduire les phrases cibles en ukrainien et d'en définir le sens exprimé.

Citons en exemple deux activités qui mettent en évidence les valeurs du *subjonctif* et de l'*indicatif* dans la relative après un antécédent indéfini :

Activité 2.4. Visionnez le début du spot (0.00 – 0. 18) et complétez le texte par les verbes entendus :

"*Trouver un pull à moins de 100 euros qui .... à la fois chaud et beau, qui .... à la machine sans rétrécir, qui .... à 100% laine dont on .... la provenance, qui ne .... pas, qui ne .... pas, qui .... avec tout, tout le temps et facilement, c'est compliqué.*"

(Corrigé : *Trouver un pull à moins de 100 euros* **qui soit** *à la fois chaud et beau,* **qui passe** *à la machine sans rétrécir,* **qui soit** *à 100% laine* **dont on connaisse** *la provenance, qui* **ne bouloche pas**, **qui ne gratte pas**, **qui se porte** *avec tout, tout le temps et facilement, c'est compliqué.*")

Activité 2.6. Visionnez la fin du spot (2.11- 2.16) et complétez le texte par les verbes entendus :

" (....) *on est superfier de pouvoir vous proposer un pull ultra quali que vous.........pouvoir garder des années, qui ....100% tracé et qui .... à 90 euros en précommande sur notre site*".

(Corrigé : *On est superfier de pouvoir vous proposer un pull ultra quali* **que vous allez** *pouvoir garder des années,* **qui est**100% tracé et **qui est** à 90 euros en précommande sur notre site".)

Une analyse contrastive de ces structures grammaticales montre qu'en ukrainien on emploie aussi deux modes différents : *дійсний* спосіб sert à constater un fait réel et *умовний спосіб* exprime un résultat incertain

Alors, à cette sous-étape, les étudiants sont de nouveau amenés à comprendre que le *présent du subjonctif* sert à exprimer une idée de recherche et un résultat incertain, tandis que le *présent de l'indicatif* marque un fait réel.

4.2.3. Découverte (3)

Les activités de la sous-étape *1.3. Découverte* ont pour objectif de faire formuler les règles du fonctionnement du subjonctif dans la relative en s'appuyant sur les items étudiés aux sous-étapes précédentes ainsi que de compléter la règle par d'autres exemples.

Comme nous avons déjà mentionné, les activités de réflexion sont proposées ici sous forme de questions à choix unique (*QCU*) ou à choix alternatif (*Vrai / Faux*) au cas où les étudiants travailleraient en autonomie. Mais au cas où le travail serait fait dans la classe sous le guidage du professeur, les règles peuvent être formulées par les étudiants par leurs propres mots en français ou en ukrainien.

L'utilisation de la publicité d'un soin anti-âge d'Yves Rocher sert à contextualiser la structure grammaticale où le verbe de la principale exprime un désir et le *subjonctif* dans la subordonnée relative exprime un fait souhaité. En langue ukrainienne, le *subjonctif* dans ce cas-là est de nouveau traduit par *умовним способом*.

Finalement, à l'étape de *Découverte* les étudiants sont amenés à se rendre compte que lorsque *le verbe de la principale exprime une idée de recherche ou un désir, le subjonctif dans la subordonnée relative après un antécédent indéfini sert à exprimer un résultat incertain ou un fait souhaité.*

Aux étapes suivantes, nous proposons des activités et tâches qui permettent aux étudiants de mettre en application les règles découvertes dans des contextes variés. Par exemple, à l'étape de *Systématisation* les étudiants doivent réaliser des exercices de différents types : d'identification et de différentiation des PG ; de transformation des phrases ; de traduction des phrases de la L1 en L 2 ce qui leur permet de s'exercer à analyser les valeurs du *subjonctif* dans la relative ainsi qu'à l'employer au niveau d'actes de parole (de phrases). A l'étape d'*Appropriation* sont proposées des tâches de production écrite : rédiger un texte publicitaire en suivant le canevas :

Tâche 1 : *Visionnez le spot proposé, repérez le produit présenté et ses qualités. Imaginez un autre texte pour la vidéo où le personnage exprime une idée de recherche ou un désir concernant le produit, la voix off présente le produit et vante ses qualités.*

Personnage: ....
Voix off: ....

Tâche 2 : *A votre choix, trouvez un produit (de santé / de beauté / alimentaire etc.) pour lequel vous imaginez une publicité sur le modèle donné :*

Personnage 1 exprime une idée de recherche ou un désir concernant le produit ; Personnage 2 présente le produit et vante ses qualités.

Les apprenants, lorsqu'ils/elles écrivent, sont appelés à faire particulièrement attention à l'utilisation du subjonctif ou de l'indicatif selon l'intention de communication. Par conséquent, une telle démarche permet de transférer les nouvelles connaissances grammaticales acquises par les étudiants dans l'activité langagière.

5. Conclusion

En guise de conclusion notons que, dans le contexte de l'enseignement de la grammaire du français aux étudiants ukrainiens, la prise en compte de la langue maternelle s'avère très judicieuse pour l'acquisition efficace des points de grammaire. Les exercices de conceptualisation sont destinés à aider les apprenants à comprendre non seulement le rôle et la place des catégories grammaticales dans le système linguistique de la langue française, mais également de comparer et d'analyser les similarités ou différences des fonctions et des valeurs des points de grammaire de la L2 et de la L1 ce qui peut assurer une acquisition solide des connaissances grammaticales en contribuant ainsi au développement de la conscience bi/plurilingue des étudiants.

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HUMANITARIAN POWER OF CULTURE AND THE LIMITS OF MUSICAL ART AUTONOMY IN PROFESSIONAL MUSIC EDUCATION

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Summary

This article examines the place of musical art within the humanitarian hierarchy of culture and questions the widespread assumption of its full autonomy in the context of professional music education. The central argument is that culture functions as a humanitarian metasystem that precedes and conditions artistic practices, while music operates as a subordinated yet highly expressive form of cultural discourse. From this perspective, values, meanings, and ideals articulated through music are not immanent musical properties but culturally constructed coordinates that shape artistic sense-making. The study aims to conceptualize the limits of musical autonomy by situating music education within broader cultural power relations that define normative horizons of interpretation, evaluation, and legitimation. Methodologically, the research relies on philosophical and cultural-theoretical analysis, drawing on interdisciplinary approaches from cultural philosophy, aesthetics, and the humanities. The article advances the idea that professional music education serves as a key institutional mechanism through which cultural priorities are stabilized and transmitted, thereby reinforcing the humanitarian authority of culture over artistic forms. By reframing music education as a space of cultural mediation rather than purely artistic self-realization, the paper contributes to contemporary debates on the role of the humanities in shaping artistic consciousness. The results open perspectives for further research on cultural authority, symbolic power, and the reconfiguration of artistic autonomy within modern educational systems.

Key words: cultural authority; humanitarian hierarchy; symbolic power; artistic meaning; value formation; professional education.

1. Introduction

The question of artistic autonomy has long occupied a central position in aesthetic theory and philosophy of culture, particularly in relation to music, which is often regarded as the most abstract and self-sufficient of the arts *(Goehr, 1992)*. In professional music education, this assumption of autonomy is frequently reproduced implicitly, positioning musical art as a closed system governed primarily by internal stylistic, technical, and expressive laws *(Adorno, 2002)*. However, such a view becomes increasingly problematic in contemporary humanitarian discourse, where culture is understood not as a neutral background for artistic activity but as an active system of power, values, and meanings that frames all forms of artistic production and interpretation *(Williams, 1981; Geertz, 1973)*.

The relevance of this study lies in the need to reconsider music education within a broader cultural and humanitarian perspective, one that acknowledges the primacy of culture as a metasystem shaping artistic sense *(Hall, 1997)*. In this context, music appears not as an

isolated aesthetic phenomenon but as a culturally mediated form of discourse that reflects and transmits non-musical values, ideals, and symbolic structures *(Bourdieu, 1993)*. The scientific novelty of the article consists in articulating the limits of musical autonomy through the concept of humanitarian power of culture, shifting the focus from pedagogical techniques to the onto-logical and axiological foundations of professional music education.

The aim of the research is to substantiate the thesis that musical art, within the system of professional education, functions under the determining influence of cultural hierarchies and humanitarian priorities *(Bourdieu, 1993)*. The objectives include clarifying the role of culture as a normative authority, defining music as a subordinated humanitarian form, and outlining edu-cation as a mechanism of cultural legitimation *(Small, 1998)*. The methodological framework combines philosophical reflection, cultural analysis, and interpretative approaches that allow for a holistic understanding of the relationship between culture, music, and education.

2. Result

Culture as a Humanitarian Metasystem

Culture in contemporary humanitarian thought is increasingly interpreted not as a secondary environment surrounding artistic activity, but as a metasystem that organizes and hierarchizes the entire field of human symbolic production *(Williams, 1981)*. Within this perspective, culture precedes individual artistic forms and determines the conditions under which they acquire meaning, value, and social legitimacy *(Geertz, 1973)*. Culture operates as an integrative framework that unites ethical, philosophical, historical, and sym-bolic dimensions, forming a coherent space in which artistic phenomena become intelligible *(Hall, 1997)*. This metasystemic status of culture implies the presence of normative power, through which certain meanings are authorized while others are marginalized or rendered invisible *(Bourdieu, 1993)*.

The humanitarian power of culture manifests itself through its capacity to establish value hierarchies that extend beyond aesthetic criteria *(Williams, 1981)*. Artistic forms, including music, are embedded in broader cultural narratives that define what is considered significant, progressive, or exemplary *(Bourdieu, 1993)*. As a result, artistic meaning cannot be reduced to internal formal structures or purely sensory effects. Instead, it emerges at the intersection of sound organization and culturally mediated interpretative frameworks *(Geertz, 1973)*. From this standpoint, music is not an autonomous realm of expression but a culturally conditioned mode of articulating humanitarian experience *(Goehr, 1992)*.

Understanding culture as a metasystem also implies recognizing its regulatory function in relation to education *(Hall, 1997)*. Educational institutions do not merely transmit technical knowledge or artistic skills; they reproduce culturally sanctioned models of perception, evalu-ation, and judgment *(Bourdieu, 1993)*. In professional music education, this process becomes particularly evident, as students are introduced into historically established canons, aesthetic norms, and value systems that reflect dominant cultural priorities. These norms are rarely neu-tral, as they encode specific conceptions of artistic significance, social function, and cultural identity *(Williams, 1981)*.

Within such a framework, the authority of culture operates implicitly, shaping artistic consciousness without explicit coercion *(Bourdieu, 1993)*. Cultural power is exercised through normalization rather than prohibition, through the internalization of criteria that appear self-ev-ident within educational discourse *(Hall, 1997)*. Consequently, music education functions as a space where cultural hierarchies are naturalized and perpetuated. The metasystemic role of

culture thus defines not only the external conditions of artistic practice but also the internal horizons of artistic thinking *(Geertz, 1973)*.

Music within Cultural Hierarchies

When music is situated within cultural hierarchies, its status as an autonomous art form becomes fundamentally reconsidered *(Bourdieu, 1993)*. Musical structures, styles, and expressive models acquire meaning only insofar as they are interpreted within culturally established frames of reference *(Goehr, 1992)*. What is perceived as artistic value in music is inseparable from historically and culturally formed expectations regarding expressiveness, emotional depth, and symbolic resonance *(Williams, 1981)*. These expectations are not inherent to music itself but are the product of long-term cultural sedimentation *(Geertz, 1973)*.

In professional music education, cultural hierarchies are reflected in the selection of repertories, the prioritization of certain genres or stylistic traditions, and the criteria used to evaluate artistic achievement *(Bourdieu, 1993)*. Such choices implicitly affirm particular cultural narratives about artistic excellence and legitimacy. Music, in this sense, becomes a medium through which cultural authority is articulated and reinforced *(Hall, 1997)*. Its apparent autonomy masks a deeper dependence on cultural norms that regulate both creative intention and interpretative reception *(Adorno, 2002)*.

The recognition of music as a subordinated form within the humanitarian hierarchy does not diminish its artistic significance. On the contrary, it allows for a more precise understanding of its function as a carrier of culturally meaningful content *(Small, 1998)*. Music translates abstract values and ideals into sensory experience, making them emotionally accessible and socially communicable. However, this translational function presupposes a prior system of meanings that music itself does not generate independently *(Geertz, 1973)*. Cultural hierarchy thus defines the semantic field within which musical expression operates *(Williams, 1981)*.

By acknowledging the hierarchical relationship between culture and music, it becomes possible to critically reassess the role of professional music education *(Bourdieu, 1993)*. Rather than cultivating an illusion of artistic self-sufficiency, education reveals itself as a mediating institution that aligns musical practice with prevailing humanitarian priorities *(Hall, 1997)*. This alignment underscores the limits of musical autonomy and highlights the decisive role of culture in shaping artistic meaning *(Adorno, 2002)*.

Limits of Artistic Autonomy

The idea of artistic autonomy has historically served as a foundational principle for understanding music as a self-contained aesthetic domain governed by its own internal laws *(Goehr, 1992)*. Within this paradigm, musical meaning is often interpreted as arising exclusively from structural relations, formal coherence, and expressive immediacy *(Adorno, 2002)*. Yet such an interpretation obscures the extent to which autonomy itself is a culturally produced concept rather than an ontological property of art *(Williams, 1981)*. Autonomy functions as a normative ideal that emerges within specific cultural and philosophical contexts, reflecting broader humanitarian assumptions about individuality, freedom, and creativity *(Bourdieu, 1993)*.

From a cultural-philosophical perspective, the autonomy of music appears inherently limited, as musical sense is always articulated within pre-existing symbolic systems *(Geertz, 1973)*. Even the most abstract musical forms presuppose culturally stabilized listening practices, interpretative conventions, and value judgments *(Small, 1998)*. What is recognized as artistic innovation, authenticity, or depth is inseparable from historically conditioned criteria that are legitimized by cultural authority *(Bourdieu, 1993)*. Consequently, musical autonomy can be understood not as independence from culture, but as a relative freedom exercised within culturally defined boundaries *(Hall, 1997)*.

Professional music education plays a decisive role in establishing these boundaries. Through curricula, assessment standards, and institutional traditions, education formalizes specific interpretations of musical value that are presented as universal or self-evident *(Adorno, 2002)*. Students internalize these norms as natural components of artistic competence, rarely questioning their cultural origins *(Bourdieu, 1993)*. In this way, the discourse of autonomy paradoxically becomes a mechanism of regulation, guiding artistic behavior while concealing its normative foundations *(Williams, 1981)*. Autonomy thus operates as a symbolic construct that legitimizes cultural priorities under the guise of artistic freedom *(Goehr, 1992)*.

The limits of artistic autonomy become especially visible when music is examined as a communicative practice rather than a purely aesthetic object *(Small, 1998)*. Music communicates meanings that resonate with ethical, social, and existential dimensions of human experience. These meanings are intelligible only within shared cultural frameworks that precede individual artistic acts *(Geertz, 1973)*. The autonomy of music is therefore conditional, dependent on the humanitarian structures that enable interpretation and recognition *(Hall, 1997)*. Acknowledging these limits does not negate artistic creativity but situates it within a broader cultural ecology *(Bourdieu, 1993)*.

Education as Cultural Authority Mechanism

Within the humanitarian system of culture, education functions as one of the most effective mechanisms of symbolic authority *(Bourdieu, 1993)*. Its power lies not in direct coercion but in the capacity to define legitimate knowledge, values, and forms of expression *(Hall, 1997)*. Professional music education exemplifies this mechanism by translating abstract cultural hierarchies into concrete educational practices that shape artistic consciousness *(Williams, 1981)*. Through education, culture reproduces itself, ensuring continuity of meanings across generations *(Geertz, 1973)*.

Music education institutionalizes cultural authority by establishing stable models of artistic excellence and interpretative correctness *(Adorno, 2002)*. These models are embedded in pedagogical traditions, repertory choices, and evaluation procedures that collectively define what counts as meaningful musical expression *(Bourdieu, 1993)*. The educational process thus aligns individual artistic development with culturally sanctioned norms, reinforcing the primacy of humanitarian values over purely technical or formal considerations *(Hall, 1997)*. Education becomes a space where cultural power is normalized and internalized rather than imposed *(Williams, 1981)*.

This understanding challenges instrumental or technocratic views of education that reduce it to skill acquisition *(Small, 1998)*. Instead, education emerges as a cultural practice that mediates between individual creativity and collective meaning *(Geertz, 1973)*. In professional music education, this mediation is particularly pronounced, as musical training involves not only mastering sound but also assimilating symbolic codes that reflect broader cultural orientations *(Bourdieu, 1993)*. The authority of culture is thereby enacted through educational structures that appear neutral yet carry significant normative weight *(Hall, 1997)*.

By conceptualizing education as a mechanism of cultural authority, it becomes possible to reinterpret its role in shaping artistic identity *(Williams, 1981)*. Music education does not simply support artistic autonomy; it delineates its permissible forms *(Adorno, 2002)*. The humanitarian power of culture is realized through education as a subtle yet pervasive force that defines the horizons of artistic thought *(Geertz, 1973)*. This perspective opens a critical space for re-evaluating the relationship between culture, art, and education, emphasizing the necessity of recognizing cultural hierarchy as an integral condition of artistic meaning *(Bourdieu, 1993)*.

3. Conclusions

The analysis undertaken in this article allows for a reconsideration of professional music education through the prism of humanitarian philosophy of culture. Culture has been conceptualized as a metasystem that precedes artistic forms and determines the conditions of their intelligibility, value attribution, and social legitimacy. Within this framework, musical art appears not as an autonomous aesthetic domain but as a culturally subordinated mode of humanitarian discourse, capable of articulating values and meanings that originate beyond the musical material itself.

The limits of musical autonomy become evident when autonomy is understood not as an intrinsic property of art, but as a culturally produced norm that reflects specific historical and philosophical assumptions. Musical meaning, evaluation, and innovation are shown to depend on culturally stabilized interpretative frameworks that shape listening practices and artistic judgment. Professional music education plays a decisive role in this process by institutionalizing cultural hierarchies and translating them into normative educational forms that guide artistic consciousness.

Education has been interpreted as a mechanism of cultural authority rather than a neutral space of skill transmission. Through its structures, traditions, and evaluative criteria, it reproduces humanitarian priorities and aligns individual artistic development with culturally sanctioned models of meaning. In this sense, education does not merely support artistic practice but defines its permissible horizons, ensuring the continuity of cultural values within artistic domains.

Recognizing the humanitarian power of culture and the conditional nature of artistic autonomy enables a more critical and holistic understanding of music education. Such an approach shifts attention from technical or methodological concerns to the axiological and ontological foundations of artistic formation. Future research perspectives are associated with the analysis of transformations of cultural authority in the context of globalization, intercultural interaction, and changing humanitarian priorities within contemporary educational systems, which will allow for a deeper comprehension of the dynamics between culture, art, and education.

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INNOVATION, WORK, SOCIETY

COUNTERING SYSTEMIC CORRUPTION IN THE CENTRAL EXECUTIVE, LEGISLATIVE, AND JUDICIAL AGENCIES OF UKRAINE DURING MARTIAL LAW

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Summary

Given the negative trends highlighted in the media in 2024–2025, the issue of countering systemic corruption in the judiciary, law enforcement agencies, central executive bodies, and the Verkhovna Rada of Ukraine is relevant and has been provided for and enshrined in national and international legal acts. At the same time, we must remember that Ukraine is experiencing one of the most brutal wars on European soil since World War II. The aggressor state is attempting to impose autocracy and undermine the country's democratic foundations. The article demonstrates that, in such circumstances, it is of paramount importance to unite and support processes related to European integration within the country. Society demands effective and timely action from the authorities to introduce the necessary changes, rather than lobbying for personal initiatives that undermine anti-corruption measures.

Key words: Verkhovna Rada of Ukraine, state institutions, law enforcement agencies, criminality, full-scale invasion, National Anti-Corruption Bureau of Ukraine, integrity.

1. Introduction

Society, represented by its institutions, individuals and legal entities, carries out activities to counter corruption crimes on their own initiative or in accordance with their duties to perform state functions. These activities aim to minimise the risks of corruption crimes and the impact of relevant criminogenic factors on the development of a democratic state governed by the rule of law *(Busol, 2015)*. The European Commission's Communication

on the Fight Against Corruption *(European Commission, 2023)* emphasises that an effective strategy to prevent and combat corruption is essential for protecting European values, implementing policies effectively, maintaining the rule of law and fostering trust in public institutions. This aligns with the third Copenhagen criterion for EU membership, which stipulates that a country's legislation must align with the European Union's acquis, including in the area of corruption prevention. In the context of Ukraine's accession to the European Union, the European Union's anti-corruption strategies are of fundamental importance, particularly given the ongoing Russian aggression. This is not only a key foreign policy priority, but also a matter of existential importance.

The main documents that will determine Ukraine's future development, particularly with regard to anti-corruption measures, are the Ukraine Facility Plan, the European Union's Enlargement Report for Ukraine and the International Monetary Fund's Extended Fund Facility programme *(Transparency International, 2024)*.

The following scholars have studied the topic of combating corruption in Ukraine's judicial system: M. H. Kolodiazhnyi, I.O. Roshchyna, L. K. Bairancha, Y. O. Fidria; V. Averianov, O. Bandurka, Y. Bytiak, V. Kolpakov, O. Kuzmenko, Y. Shemchushenko, and others in the executive branch; O. M. Bandurka, O. A. Banchuk, V. M. Harashchuk, O. Y. Vasylenko, V. M. Trepak, R. M. Tuchak, and others in the Ministry of Internal Affairs.

The study aims to identify the problems of combating corruption within the judiciary, law enforcement agencies, central executive bodies and the Verkhovna Rada of Ukraine, based on a comprehensive analysis.

The empirical basis of the study consists of national regulatory and legal acts, international documents, and research papers on the subject. It also draws on official statistics from anti-corruption and judicial bodies, case law, and sociological, monitoring and analytical studies by Ukrainian and foreign organisations. Journalistic investigations in the media are also referenced, as they reflect the state of anti-corruption efforts and public opinion with a sufficient degree of reliability.

The study's methodology is based on systemic, formal, legal, structural, functional and comparative methods. This approach enabled a comprehensive and systematic consideration of the issue.

2. Results of Sociological Studies on Corruption Offences

According to the results of the nationwide study "Corruption in Ukraine 2024: Understanding, Perception, Prevalence", conducted by the sociological research company Info Sapiens, Ukrainians' actual experience of corruption was more than four times lower than the estimated prevalence of corruption. 91.4% of the population believe that corruption is somewhat or very widespread, while 18.7% of citizens have experienced corruption first-hand *(National Anti-Corruption Bureau, 2024)*.

In the 2024 Corruption Perceptions Index, Ukraine lost one point, scoring 35 out of 100 and ranking 105th out of 180 countries. For Ukraine, this decrease is significant as it indicates a lack of progress in the fight against corruption despite legislative and governmental action. By way of comparison, the scores of Ukraine's European integration partners – Georgia, Montenegro and Turkey – remained unchanged. Meanwhile, North Macedonia and Bosnia and Herzegovina lost two points each and Serbia lost one. Only two countries improved their results: Moldova improved by one point to reach a total of 43, and Albania also improved. Romania's score remained at 46 points. Therefore, it can be

assumed that the decline in indicators and stagnation is a general trend among Eastern European and Central Asian countries. Conversely, Ukraine's ability to minimise corruption is evident in its steady growth over the past 11 years, achieving a total score of 10 points. During the period of martial law, Ukraine implemented certain anti-corruption measures in the space of four incomplete years, which proved effective. Cooperation between the National Anti-Corruption Bureau of Ukraine, the Specialised Anti-Corruption Prosecutor's Office and the High Anti-Corruption Court has led to the exposure of high-profile corruption cases involving former ministers, former Members of Parliament and the former President of the Supreme Court. The Verkhovna Rada of Ukraine voted to increase the number of staff at the National Anti-Corruption Bureau of Ukraine and expand the powers of the Specialised Anti-Corruption Prosecutor's Office. They also adopted a law to begin reforming the Accounting Chamber of Ukraine.

Amendments have been made to the public procurement legislation, and implementation of the State Anti-Corruption Programme is ongoing. A notable event during martial law was the resumption of electronic declaration and reporting by political parties. Reform of the Financial Investigations Service has begun, with the first steps taken to regulate agreements with the investigation.

However, Ukrainian citizens have also witnessed numerous exposés, public discussions, negative trends and decisions that could nullify these achievements. These include cases within the Ministry of Defence of Ukraine involving suspicions of bribery during the purchase of clothing for the Armed Forces of Ukraine. There have also been accusations of corruption in the Ministry for the Development of Communities and Territories of Ukraine, as well as interference in the tender process for the renovation of the Okhmatdyt Children's Hospital, which has caused a public outcry. It should be noted that many similar events in 2024 are not included in the Corruption Perceptions Index (CPI) for methodological reasons. Nevertheless, they negatively impact citizens' perception of corruption. When calculating the 2025 CPI, these negative circumstances may be offset by the Accounting Chamber reform, the announcement of an external audit of the National Anti-Corruption Bureau of Ukraine and the resumption of the large-scale privatisation of former Russian assets (the sale of AEROC LLC).

According to a study by the Kyiv International Institute of Sociology, more than two-thirds (70.7%) of the population had encountered some form of corruption at least once a year back in 2015, but such experiences are gradually becoming less common among citizens. For comparison, 27% of the population encountered corruption in 2020, which is almost a third more than the previous year.

This tendency for perceptions of corruption to significantly exceed actual experiences of corruption is also observed in other countries. According to the 2024 Eurobarometer survey, "Citizens' Attitudes Towards Corruption in the EU", more than 90% of the populations of Portugal, Croatia, Greece, Slovenia, Malta and Cyprus consider corruption to be widespread in their countries. At the same time, these countries have fairly high scores in Transparency International's Corruption Perceptions Index. In 2024, 68% of citizens in European Union countries considered corruption to be very widespread. This shows that perceptions of corruption do not necessarily reflect its actual level. Instead, population assessments are influenced by various factors, including intensive media coverage of corruption cases, insufficient public awareness of what constitutes corruption under the law and the influence of disinformation *(National Anti-Corruption Bureau, 2024)*.

Ukraine's efforts to combat corruption should be viewed in the context of the country being at war with the Russian Federation.

3. Problems of Combating Corruption in the Judiciary

Given their special status, judges are subject to special criminal liability, the rights and obligations of which are enshrined in the Law of Ukraine "On the Judicial System and Status of Judges." While most measures to ensure criminal proceedings cannot be applied to them, there are special features that characterise the consideration of criminal cases in which judges are suspects *(Salamatova, 2015).*

The most vulnerable areas of the judicial system are the effectiveness and predictability of court proceedings, compliance with reasonable time limits, the fairness of proceedings overall, and the prompt execution of court rulings. *(Babikov et al., 2025).* The judges draw attention to the problems posed by excessive workloads and constant media pressure, stating that "a judge who hears dozens of cases a day is physically unable to give equal attention to each one. Added to this is the 'righteous anger' of society, which expects a verdict to be delivered immediately. The robe symbolises serving the law, not the mood of the moment" *(Maryna Barsuk, 2025).* However, it should be noted that official statistics do not accurately reflect the level of corruption within the judicial system; rather, they demonstrate the effectiveness of the State Bureau of Investigations.

Corruption in the judiciary can be observed in courts, judicial administration offices, and the governing bodies of the judicial system. It is often accompanied by unethical behaviour from external politicians, individuals, or civil society representatives who are attempting to influence judgments improperly or illegally. Such corruption can lead to societal instability or even conflict due to an inefficient judicial system.

Successful judicial reform is one of the seven key requirements of the European Union related to Ukraine's European integration *(Decree of the President of Ukraine, 2023; Pryshchepa Yaroslav, 2023).* One of the measures of the Council of Europe Action Plan for Ukraine 2023-2026, "Resilience, Recovery and Reconstruction," approved by the Committee of Ministers of the Council of Europe on 14 December 2022, regarding support for the justice system, is, in particular, support for the functioning and development of an independent, effective and reliable justice system, including restoring the national court system, strengthening the structural independence of the judiciary further, expanding access to justice and improving justice effectiveness.

In response to challenges posed by society and the international community, the State Anti-Corruption Programme for 2023–2025 set out measures to prevent corruption in key areas. One such challenge identified is ensuring the fairness of courts, prosecutors and law enforcement agencies *(Resolution of the Cabinet of Ministers of Ukraine, 2023).*

The large number of appeals to administrative courts by citizens is explained by significant and long-standing problems in the activities of public authorities. The main measures that will contribute to eliminating these issues are developing and implementing information technologies, de-bureaucratising court proceedings, involving the public in the formation of the judiciary and supervisory activities, optimising the professional selection and training of judges, introducing strict liability for violations of ethical conduct rules by judges, and forming a unified approach to case law *(Bondarenko, 2021).* The procedures for assessing the qualifications of judges and the competitive procedures must be improved. Clear and predictable integrity and professional ethics criteria (indicators) must also be developed *(Resolution of the Cabinet of Ministers of Ukraine, 2023).*

The High Council of Justice's key current tasks are to address the shortage of judges and to enhance and restore the disciplinary accountability of judges. The current initiatives aimed at improving the quality of the judicial process should continue, including improving

the disciplinary function of the High Council of Justice, strengthening judicial control over the enforcement of court rulings, improving the quality of legal education, and so on *(European Business Association, 2024)*.

The measures taken by the state to increase trust in the judiciary and fulfil Ukraine's international obligations regarding judicial reform have not produced the desired outcome. The level of corruption among judges remains high. Anti-corruption agencies are ineffective in detecting corruption crimes within the judicial system.

The Law amends Article 219 of the Criminal Procedure Code of Ukraine with regard to the jurisdiction of criminal cases, delineating the powers of anti-corruption and economic investigative bodies. It also increases the value threshold at which a case must be investigated by the National Anti-Corruption Bureau (NABU). The Law has been supplemented with the following provision: persons accused of committing serious and/or especially serious corruption-related criminal offences cannot be employed by the Armed Forces of Ukraine or other army units if criminal proceedings against them have reached the court stage.

4. Systemic Corruption in Central Executive Bodies

Crimes committed by law enforcement officers pose an increased public danger as they undermine government authority and violate citizens' rights, freedoms and legitimate interests *(Nesterenko, 2024)*. An analysis of the implementation of the Ministry of Internal Affairs' Anti-Corruption Programme for 2023–2025 revealed the main issues raised by citizens. These include long waiting times to see administrators at the Ministry of Internal Affairs' service centres, poor customer service, and visitors being unable to obtain services or electronic queue tickets. Consequently, the service centres of the Ministry of Internal Affairs of Ukraine were found to be the most corrupt, which has a negative impact on the ministry's overall anti-corruption rating. The most common manifestations of corruption were related to the registration or deregistration of vehicles, the issuance of driving licences and the obtaining of number plates. Employees of service centres were most often the initiators of corruption situations.

A review of special studies on corruption prevention has identified several offences that create favourable conditions for corruption within the police force.

1. Using one's official position to interfere in the activities of various types of governmental and non-governmental agencies.

2. Granting unjustified advantages to certain legal entities and individuals when preparing and adopting decisions on issues within an internal affairs officer's remit.

3. Using information obtained in the performance of official duties for personal or group benefit.

4. Violation of the procedure for accepting and considering statements, complaints or appeals from legal entities or individuals.

5. Requiring legal entities and individuals to provide information not required by applicable legislation.

6. Unfounded refusal to provide information required by law or other regulatory acts, or providing incomplete or inaccurate information or delaying its provision.

7. The illegal creation of obstacles for individuals and legal entities when exercising their rights and legitimate interests.

To ensure the full implementation of anti-corruption prevention measures and in accordance with legal requirements, the Ministry of Internal Affairs' Anti-Corruption Programme for 2023–25 was approved.

Measures focusing on education, punishment, prevention and instilling a sense of duty and responsibility are expected to be effective in combating corruption. In order to prevent corruption, it is necessary to mould citizens' values and cultivate their skills. However, given the context of martial law and police officers' involvement in combat operations, it would be inappropriate to conduct a public survey. Police officers can perform their duties successfully if they are confident that the government will reliably protect their rights and interests. This protection should be legal, organisational, methodological and managerial in nature. It should include the introduction of anti-corruption standards containing clear algorithms for police officers' actions in situations relating to corruption. It should also define mechanisms for preventing corruption risks, and include the protection of whistleblowers, as well as the establishment of transparent and reliable protection mechanisms for them. Furthermore, the social security of police officers must be ensured.

Amendments have been made under Resolution No. 1039 of the Cabinet of Ministers of Ukraine *(Resolution of the CMU, 2025)* to facilitate the work of public administration and, consequently, reduce the level of corruption in central executive bodies. The powers of the Prime Minister or minister to coordinate the activities of central executive bodies may now be exercised by issuing decisions in the form of acts and protocol resolutions of the Cabinet of Ministers of Ukraine, instructions of the Prime Minister or minister on matters specified by the Law of Ukraine "On Central Executive Bodies"; issuing binding instructions on matters within the remit of the relevant central executive bodies, unless otherwise stipulated by law.

An analysis of statistics from the Prosecutor General's Office shows that the situation regarding criminal offences relating to the provision of public services is neither dynamic nor positive. Thus, 18,330 such unlawful acts were committed in 2021; this figure fell to 11,617 in 2022, increased to 14,820 in 2023, and then rose again to 16,820 in 2024. As of April 2025, a total of 6,978 criminal offences had been committed in official and professional activities related to the provision of public services *(Prosecutor General's Office, 2025)*. Therefore, the actual number of socially dangerous acts remains consistently high, albeit showing a slight downward trend.

The social sector covers important areas such as education, healthcare, social security and housing policy. It must guarantee equal opportunities for all citizens. However, it is in this sector that corruption most often gives rise to social injustice by limiting access to basic services for the most vulnerable members of society. The main cause of corruption in the social sector is the concentration of significant financial and administrative resources in the hands of individual officials, who often exploit their positions for personal gain. Problems such as obtaining improper benefits in the distribution of housing subsidies, abuse in the allocation of social benefits and the illegal provision of medical services are common. The highest number of corruption violations has been recorded in relation to the distribution of health insurance funds and the provision of social care *(National Anti-Corruption Bureau, 2021)*.

Education is one of the sectors most vulnerable to corruption. This corruption can manifest itself in the form of bribery to gain admission to higher education institutions, biased assessment of students, or the misuse of budget funds intended for the repair or equipping of educational institutions *(Transparency International Ukraine, 2021)*. Recently, high-profile crimes have been uncovered in postgraduate education, with numerous cases of male applicants gaining admission through corruption to avoid military service.

Healthcare is another area greatly affected by corruption. Patients often face demands for illegal payments for basic medical services that should be free of charge by law. Abuses have also been detected in the procurement of medicines and medical equipment, resulting in inflated prices and the inefficient use of budget funds *(World Bank, 2021)*.

Therefore, control over procurement in the healthcare sector needs to be strengthened by introducing electronic platforms for monitoring tenders, such as ProZorro *(EU Anti-Corruption Initiative in Ukraine, 2021)*. Using digital technologies minimises human error and makes these processes more transparent. The Republic of Lithuania, for example, has introduced a "Social Card" system that automates the distribution of aid and prevents corruption. Corruption in the social sector undermines trust in public institutions and has serious socio-economic consequences. It exacerbates inequality, reduces the quality of social services and increases expenditure on unproductive goals. Corruption also has a negative impact on society's morals, creating a sense of injustice and hopelessness among citizens *(Kokhan, 2025)*.

5. How to Prevent Corruption in the Verkhovna Rada of Ukraine

Political parties are public institutions in modern society that are based on ideology. They enable certain segments of the population who share a particular ideology to participate in the formation and activities of state authorities and the government. This right is based on Part 1, Article 5 of the Constitution of Ukraine, which states that the people of Ukraine are the sole source of power, exercising it directly through referendums and indirectly through state authorities and local self-government bodies. The Constitution also prohibits any usurpation of power. Accordingly, this is one of the legal ways in which they can participate in the process of forming and exercising power. Analysis of open sources suggests that bribery of voters and candidates for deputies and applicants for public office in government bodies in Ukraine is commonplace, and is carried out through propaganda aimed at influencing the electorate. Thus, Ukraine has established an electoral system in which voters elect candidates for the position of head of state or deputy who are proposed to them by relevant clans. These clans have acquired significant material resources for corrupt purposes, including the media, which operate against the rules. Of the 452 deputies of the 9th convocation of the Verkhovna Rada of Ukraine, one in ten has been or currently is a defendant in criminal cases during their term of office. There are over 50 of them in total. At least 10% of deputies belonging to each faction or group in the Verkhovna Rada of the 9th convocation are defendants in criminal cases, with the most common charges being treason and corruption. Approximately 25 Servant of the People deputies have been or are currently suspected of criminal offences, equating to one in every 13 members of the faction. It should be noted that those who selected the deputies for the Servant of the People lists for the Verkhovna Rada of Ukraine do not consider themselves responsible for the large number of people's representatives involved in criminal cases. However, D. Razumkov, the first name on the Servant of the People list, told journalists that it is the deputies' responsibility *(Bihus.Info, 2025)*. The following high-profile cases illustrate the successful exposure of corrupt practices among Ukrainian MPs. For example, in August 2025, the National Anti-Corruption Bureau of Ukraine and the Specialised Anti-Corruption Prosecutor's Office revealed widespread corruption in the procurement of unmanned aerial vehicles and radio-electronic warfare equipment. Among those exposed for receiving or giving improper benefits were a member of the Ukrainian Parliament, heads of district and city military civil administrations, and National Guard servicemen.

This operation was made possible by Law No. 4560-IX, signed by the President of Ukraine, which removed a number of barriers to the work of anti-corruption bodies. This contributed to the stability of their activities when investigating issues that were sensitive to the government. This operation demonstrates how institutional support and teamwork at the highest level can contribute to real change *(National Anti-Corruption Bureau, 2025)*. On 7 October

2025, the National Anti-Corruption Bureau of Ukraine and the Specialised Anti-Corruption Prosecutor's Office referred the case of a former Member of Parliament, whose actions resulted in millions of losses to the government, to court *(National Anti-Corruption Bureau, 2025)*. Therefore, real change in the fight against corruption among MPs can be brought about by institutional support and teamwork at the highest level.

As experience around the world shows, a key feature of a country's democratic political system is the existence of a group of political parties that profess democratic values. When describing democratic systems in Western countries, researchers note that elected officials are chosen in free and fair elections. These officials have the right to influence government decisions on policy issues, and virtually the entire adult population has the right to vote in elections for government bodies, and to stand for government office. Citizens also have the right to hold and express their own political views on the state of the economy and society. In order to exercise their electoral and other rights, citizens can access alternative sources of information and set up public organisations, as well as political parties *(By Robert A. Dahl, 1989; Gabriel A. Almond et al., 2005); Wolf Linder Sean, Mueller, 2021)*.

In democratic societies, political parties provide a platform for ideological dialogue and communication between society and the state. Their aim is to create secure social stability. It is therefore important not only to articulate the interests of certain social groups, but also to realise these interests to the greatest possible extent at all levels.

6. Conclusions

Ukraine's score in the 2024 Corruption Perceptions Index indicates an intensification of negative trends in the fight against corruption in the country, which should alert the authorities. Against the backdrop of a protracted war and the country's commitment to integrating into the European Union, this indicates stagnation in the fight against corruption and the need for systemic changes.

Trust in the current Parliament has declined among the public and Ukraine's international partners due to the large number of corruption offences committed by its members. The situation is further exacerbated by faction members who are not involved in corruption scandals turning a blind eye to their law-breaking colleagues. This situation does nothing to help end the war and clearly damages the authorities' positive image. The extent of the corruption suggests that Ukrainian MPs feel they are above the law and will not face legal consequences for their actions. They disregard not only the interests of Ukrainian citizens, but also public opinion regarding their actions. The greatest threat to statehood is Ukrainians becoming accustomed to corruption among MPs and accepting it as normal and inevitable. The idea that Ukrainian MPs cannot be legally held accountable is firmly rooted among citizens, giving ordinary people the tacit right to commit corrupt acts themselves by following the example set by dishonest elected representatives.

The current state of corruption and related criminal offences remains consistently unsatisfactory. This is evidenced by negative quantitative indicators and an absence of positive trends.

At the same time, however, certain positive trends can be identified. Based on the quantitative indicator of criminal offences relating to official and professional activities in the provision of public services, it is predicted that the total number of such illegal acts will decrease slightly by the end of the current year.

The direction of anti-corruption law-making activities and the strengthening of criminal liability for such offences suggests that the decision will be effective and that the quantitative indicator will decrease in the next few years *(Arsentiev, 2025)*.

In a democratic state, social order is achieved by ensuring the integrity of police officers, whose mission is to enforce the law and support the social well-being of individuals. Police accountability to society and compliance with societal demands are key to fostering an atmosphere of intolerance to corruption within every workplace. This can be achieved by taking a systematic approach to implementing a variety of preventive and disciplinary measures against individuals who violate anti-corruption legislation. Minimising corruption in all areas of society must be a state priority. Above all, this requires the establishment of an anti-corruption culture among citizens, particularly within the judiciary, law enforcement agencies, central executive bodies, and the Verkhovna Rada of Ukraine.

In order to minimise the threat of growing corruption during martial law, isolated declarative measures are insufficient. Systemic changes to Ukraine's governance approach are required.

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UNIFIED METHODOLOGY FOR MILITARY FIELDFORENSICS (BATTLEFIELD FORENSICS) FOR DOCUMENTING WAR CRIMES

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Summary

The article examines the problem of the absence in Ukraine of a unified methodology for battlefield forensics as a specialized system for recording, collecting, preserving, and initially analyzing evidence of war crimes in conditions of active combat operations. It is argued that the application of adapted procedures of classical forensics does not ensure the proper admissibility and evidential value of materials in situations of constant danger, limited time, and risk of evidence loss. The content and features of battlefield forensics are revealed, its place in the system of criminalistics science and its correlation with international standards of evidence, in particular the requirements of the International Criminal Court, are determined. The international experience of NATO, the ICC, OHCHR, UNITAD, and analytical OSINT platforms that shape the current practice of documenting war crimes is analyzed. The principles of a unified methodology are formulated, the integration of classical and digital forensic tools is justified, and the structural stages of field documentation and key challenges for implementing the methodology in Ukraine are identified. Strategic directions for the development of a national battlefield forensics system are proposed, including the creation of interagency rapid response teams, digital recording protocols, and a national coordination center. It is concluded that a unified methodology for military field forensics is a necessary prerequisite for ensuring effective investigation of war crimes and the compatibility of evidence with international jurisdictions.

Key words: OSINT; geolocation data; drone reconnaissance; chain of custody; international standards of evidence; reconstruction of events; recording traces of war.

1. Introduction

The Russian Federation's full-scale aggression against Ukraine has led to an unprecedented scale of violations of international humanitarian law, requiring a qualitatively new level of documentation of war crimes. Despite the considerable efforts of investigators, prosecutors, experts, and international partners, the recording of crimes in frontline and de-occupied areas is often carried out in extreme conditions: under shelling, without stable access, and under the threat of secondary mining or destruction of evidence.

In these circumstances, battlefield forensics–a set of special methods, tactical techniques, and technical means that ensure the collection, recording, preservation, and initial analysis of evidence directly on the battlefield or in the combat zone–becomes particularly relevant. The unification of such approaches is critical to ensuring the admissibility of evidence, its compatibility with international standards, and the effectiveness of future court proceedings.

In this context, battlefield forensics is not a set of separate practical techniques, but as a special forensic methodology that is being developed within military forensics as a separate branch of forensic science, determined by the specific subject of evidence, the conditions for collecting evidence, and the specific regime of admissibility of evidence in international criminal justice.

A comparative analysis of classical criminalistics and battlefield forensics reveals fundamental differences between them in a number of key parameters. The object of classical military criminalistics is a crime committed in peacetime, while battlefield forensics focuses on war crimes committed in active combat conditions. The conditions for conducting forensic activities are also radically different: classical forensics operates in conditions of relative stability and full access to the scene of the crime, while military field forensics is carried out in an environment of constant danger, limited time, changing operational conditions, and the risk of evidence being destroyed again. Differences can also be seen in the nature of the evidence: in the classical model, material traces predominate, while battlefield forensics operates with a hybrid evidence system that combines material and digital evidence with open source intelligence (OSINT) data. Finally, the procedural addressee of the evidence is also different: classical forensics is mainly focused on national courts, while the results of battlefield forensics must meet the requirements of both national justice and international criminal jurisdictions, in particular the International Criminal Court.

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Analysis of recent studies and publications. Contemporary scientific discourse in the field of battlefield forensics is shaped by comprehensive research conducted by Western and international institutions, including NATO CCDCOE, OHCHR, UNITAD, Bellingcat, and scientists working at the intersection of forensics, forensic medicine, digital technologies, etc. The works of T. Väisänen, C. Braccini, and other NATO CCDCOE researchers have developed approaches to the concept of "forensic triage" and presented procedural approaches to the recording and seizure of digital media in combat conditions, which laid the foundation for modeling mobile forensic processes in active combat zones. A significant contribution to the standardization of the digital component of evidence is the Berkeley Protocol on Digital Open Source Investigations, developed by a team led by Alex Koenig, which for the first time systematically described the rules for collecting, verifying, and authenticating open digital materials, making them acceptable to international tribunals. The forensic medicine part of the methodology is based on the updated Minnesota Protocol (2016) and Istanbul Protocol, which set universal standards for investigating potentially illegal deaths, torture, and the handling of dead bodies,

defining requirements for autopsies, recording injuries, and conditions for finding bodies in conflict zones. The Bellingcat analytical school, led by Eliot Higgins, plays a significant role in the development of evidence-based practices. It has developed practical tools for geolocation, chronological verification, and correlation of open sources with field materials, confirmed by numerous investigations of crimes in Syria, Donbas, and Bucha. The organizational component of battlefield forensics has been significantly strengthened by the work of UNITAD, which describes in detail the models of mobile investigation teams, protocols for documenting mass graves, and systems for centralized storage of evidence for further international prosecution of criminals. Together, these works form an interdisciplinary foundation that combines digital, forensic, criminalistic, and organizational-legal components and demonstrates the urgent need to integrate international standards into the national system of documenting war crimes. At the same time, the analysis reveals a number of gaps, in particular the insufficient adaptability of existing methodologies to conditions of limited resources, the risks of repeated shelling, the lack of trained personnel, and the difficulties in ensuring the continuity of the chain of evidence preservation. That is why domestic scientists and practitioners need to develop a unified Ukrainian methodology that combines the provisions of the CCDCOE, Berkeley Protocol, OHCHR, and UNITAD, adapting them to the realities of modern warfare, providing for mobile work formats, abbreviated field recording protocols, digital documentation templates, and interagency coordination suitable for both national justice and the International Criminal Court.

The lack of a unified battlefield forensics methodology creates not only organizational difficulties but also procedural vulnerability of evidence, which manifests itself in an increased risk of its inadmissibility due to violations of standards for collection, preservation, and authentication, particularly in proceedings before the International Criminal Court.

Research objective. The study aims to substantiate and develop the conceptual foundations of a unified methodology for battlefield forensics, adapted to the conditions of armed aggression against Ukraine, taking into account international standards for documenting war crimes, the technological capabilities of modern forensics, and the needs of national law enforcement and military agencies. The study aims to identify the structural elements of such a methodology, refine algorithms for field collection, recording, preservation, and integration of evidence in combat conditions, and develop approaches to interagency cooperation, technological support, and professional training of specialists involved in documenting war crimes. The central task is to create a scientific basis for the implementation of uniform standards that ensure the admissibility of collected evidence in both national courts and international criminal jurisdictions, in particular the ICC.

The scientific novelty of the research lies in the formation of the conceptual foundations of a unified methodology for military field forensics, the justification of its structure, principles, and place in the system of forensic science, as well as in the identification of mechanisms for adapting international standards to Ukrainian conditions.

2. Result

A system of principles for battlefield forensics has been formulated. The development of a unified methodology for military field forensics is based on a number of key principles that ensure effective, safe, and standardized documentation of war crimes on the battlefield or in active combat conditions. Compliance with these principles is mandatory to ensure the admissibility of evidence in national and international courts, as well as to guarantee the safety of specialists working in the conflict zone. The first and most important principle is to ensure

the safety of experts and investigators who conduct inspections and collect evidence in the combat zone. Before entering the site of the investigation, it is necessary to check for explosive devices, mines, shells, and other dangerous elements *(OHCHR, 2020; United Nations, 2004)*. Cooperation with sappers and specialized units is mandatory, as even the slightest mistake can pose a threat to the life and health of personnel (NATO CCDCOE, n.d.). Safety also requires compliance with personal protection rules, the use of protective equipment, and zoning of the territory to minimize risks *(Braccini et al., 2016; United Nations, 2004)*. In military field conditions, time is a critical resource. Therefore, every action taken by experts must be performed as quickly as possible, without compromising the accuracy and completeness of documentation. The speed of recording prevents the loss of important evidence due to further combat operations, destruction of objects, or changes in the environment *(Casey, 2020)*. To this end, standardized procedures for initial inspection, photo and video recording, and rapid methods of marking and preserving traces are used. An important aspect is the use of uniform forms of protocols and standards for recording traces, bodies, debris, ammunition, and weapons. Standardization avoids chaos in documentation and ensures the comparability of evidence and its integration into a common database. In addition, it guarantees that procedures comply with national legislation and international standards, which is critical for court proceedings and cooperation with international investigative bodies (United Nations, 2004; Higgins, 2021; *Russia's War on Everybody, n.d.)*.

The integration of digital and traditional forensic tools has been justified. The unified methodology provides for accurate recording of the scene of the incident using modern technologies: GPS navigation, drones, tactical navigation systems, and geographic information systems (GIS) (NATO CCDCOE, n.d.). Such documentation allows for the precise location of objects and traces to be established, ensures the chronology of events can be reconstructed, and creates a basis for the reconstruction of combat operations *(Braccini et al., 2016)*. Precise geolocation is particularly important for international judicial authorities, which require evidence that is clearly linked to a specific time and place *(OHCHR, 2020; United Nations, 2004)*. Evidence collection in modern conditions involves the integration of traditional and digital methods. This includes photo and video recording, the creation of 3D models of the scene, and the use of data from drones, satellite imagery, and intelligence *(Braccini et al., 2016; Higgins, 2021)*. Digital convergence allows for the creation of a comprehensive picture of an event, its storage in digital form for further analysis, and the visualization of evidence in court proceedings *(OHCHR, 2020)*. This approach significantly improves the quality of documentation and ensures greater evidentiary value *(Casey, 2020)*. Collected material objects (weapon fragments, ammunition, personal belongings, biological traces) are subject to immediate preservation and chain of custody *(Eurojust, 2021)*. This involves marking, packaging, creating accompanying documentation, and monitoring the transfer of evidence to the pre-trial investigation center. Compliance with this principle is critical for the admissibility of evidence in national and international courts and prevents its deterioration or loss. The methodology is designed to be fully compliant with international protocols and standards, such as the Minnesota Protocol, Istanbul Protocol, and Berkeley Protocol *(United Nations, 2004; Casey, 2020)*. This ensures the mutual admissibility of evidence, the possibility of its use in international criminal proceedings, and the integration of Ukrainian practice with international mechanisms for investigating war crimes (United Nations, *2004;* United Nations, *2017;* OHCHR, *2020;* Eurojust, *2021;* Higgins, *2021;* NATO CCDCOE, *n.d.)*. The use of such standards also allows for the improvement of the professional level of experts and ensures a high level of evidence.

The structural stages of the unified methodology have been defined. The unified methodology of military field forensics provides for a clear and consistent structure of actions aimed at ensuring effective documentation of war crimes *(OHCHR, 2020; United Nations, 2004)*. It includes several interrelated stages, each of which has its own significance and functional purpose, and compliance with them ensures the completeness, reliability, and admissibility of evidence in court proceedings *(Casey, 2020; International Criminal Court, 2013)*. This stage involves a comprehensive risk assessment and preparation for work in the combat zone. First, a preliminary survey of the territory is carried out, including an analysis of the presence of explosive objects, mines, ammunition remnants, and other dangerous elements. At the same time, coordination with the military command, law enforcement agencies, and sapper units is carried out to ensure safe access to the scene *(*NATO CCDCOE*, n.d.)*. Also at this stage, a mobile forensic kit is prepared, including photo and video equipment, GPS devices, drones, and means of packaging and marking evidence *(Braccini et al., 2016)*. A standardized methodology at this stage establishes requirements for the personal protection of experts and the organization of safety zones, minimizing risks to personnel *(United Nations, 2004; OHCHR, 2020)*. After the preparations are complete, a direct inspection of the scene is carried out. At this stage, the main task is to record all visible traces and objects that may become evidence. The inspection begins with panoramic photo and video recording of the area to obtain an overall picture of the event. Drones and 3D scanning systems allow the creation of accurate digital models of the object under investigation, which significantly improves the quality of documentation. An important component is the zoning of the territory, marking debris, bodies of the deceased, and the locations of ammunition, which ensures the reconstruction of events during analysis *(OHCHR, 2020)*. At this stage, material objects are directly collected and preserved. These include weapon fragments, ammunition remnants, personal belongings of victims, biological traces, digital media, and other objects that can confirm the fact of a war crime. The unified methodology establishes rules for packaging, labeling, and creating accompanying documentation for each object, which guarantees the preservation of evidence and its admissibility in court. Particular attention is paid to maintaining the chain of custody and recording the time, place, and circumstances of the seizure of each piece of evidence *(United Nations, 2004; International Criminal Court, 2013; Casey, 2020)*. One of the key features of battlefield forensics is the ability to conduct preliminary analysis on the battlefield. This includes rapid tests to identify explosives, preliminary ballistic assessment of debris and weapons, determination of the direction of fire, and preliminary reconstruction of events *(*Braccini et al., *2016;* NATO CCDCOE*, n.d.)*. Such analysis allows the main characteristics of the incident to be established and provides operational information for command and investigators *(Higgins, 2021)*. The collected data forms the basis for further detailed forensic examination in laboratory conditions. After the collection and initial analysis of evidence is completed, it is systematized and prepared for transfer to the central pre-trial investigation authorities. At this stage, a unified protocol is formed, which includes a detailed description of the scene, all material objects, digital data, photo and video recordings, a chronology of the experts' actions, and the chain of custody of the evidence *(Casey, 2020)*. This package of documents ensures the completeness and reliability of the materials that can be used in national and international court proceedings. The final stage of the methodology involves the secure transfer of evidence to the relevant investigative and expert units, as well as its integration into common databases *(*NATO CCDCOE*, n.d.)*. This ensures cooperation between different agencies, centralization of information, and its availability for further analysis and use in

criminal proceedings *(Higgins, 2021)*. Compliance with international standards at all stages guarantees the admissibility of evidence in courts, in particular in the International Criminal Court and other international judicial bodies *(United Nations, 2004; International Criminal Court, 2013; OHCHR, 2020)*.

Key challenges for implementing the methodology in Ukraine have been identified. The introduction of a unified methodology for military field forensics in Ukraine faces a number of significant challenges, which are due to both the objective circumstances of combat operations and the structural features of pre-trial investigation bodies and military units. An analysis of these challenges makes it possible to identify priority areas for the development and adaptation of the methodology to national conditions, as well as to ensure its compliance with international standards. One of the main challenges is the limited number of highly qualified specialists capable of working in conditions of active combat operations. Working on the battlefield requires a combination of knowledge of forensics, military tactics, security, and working with modern technological tools such as drones, GPS navigation, and digital evidence collection systems. Training such personnel requires specialized training, simulation exercises, and integration into interagency training programs. A lack of sufficient specialists can lead to delays in documenting crimes, loss of evidence, and increased risk to personnel. Effective implementation of the methodology requires modern technical equipment that allows for rapid and accurate evidence collection in the field. These include mobile laboratories equipped for preliminary analysis of explosives and biological traces, thermal imaging cameras for recording traces at night, 3D scanners for creating digital models of crime scenes, and drones for aerial photography and georeferencing of evidence. Inadequate technical equipment limits the efficiency of work, the accuracy of documentation, and the ability to integrate evidence into digital databases, which significantly reduces the effectiveness of investigations. Another important challenge is the lack of a sufficiently clear regulatory framework governing the application of the methodology and ensuring cooperation between different agencies. In order to implement a unified methodology, its provisions must be enshrined in departmental acts, instructions, and standards covering the activities of the prosecutor's office, the Ministry of Internal Affairs, the Security Service of Ukraine, and the Armed Forces of Ukraine. It is important to create uniform procedures governing the collection, recording, preservation, and transfer of evidence, which will avoid duplication of efforts, improve the quality of documentation, and ensure the admissibility of evidence in national and international courts. The Ukrainian methodology should be integrated with international standards for documenting war crimes, in particular, it should comply with the requirements of the International Criminal Court (ICC) and other international investigative bodies. This involves preparing evidence in a format that is accepted internationally, ensuring a clear chain of custody, standardized photo and video recording, accurate geolocation, and chronology of events. International integration also involves cooperation with expert groups, participation in training programs, and exchange of methodological materials, which raises the professional level of Ukrainian specialists and guarantees the evidentiary value of the materials. A distinctive feature of working in an active combat zone is the high risk of repeated shelling and destruction, which significantly limits the time available for inspecting the scene and collecting evidence. This requires experts to combine maximum efficiency and accuracy, using methods for rapid recording and preservation of materials. The threat of repeated attacks also requires planning safe access routes, zoning the territory, and using remote inspection methods, such as drones and mobile digital systems, to minimize risks to personnel. Thus, the successful implementation of the methodology in Ukraine requires a comprehensive approach that covers personnel,

technical, regulatory, and international support, as well as the adaptation of procedures to the realities of combat operations. Addressing these challenges is key to establishing an effective system for documenting war crimes and ensuring further justice at the national and international levels *(OHCHR, 2020; Casey, 2020; Higgins, 2021; Istanbul Protocol (UN); Russia's War on Everybody, n.d.; NATO CCDCOE, n.d.).*

Strategic directions for the development of a national battlefield forensics system have been formulated. The development of a national methodology for military field forensics requires a comprehensive approach that combines international experience, modern technologies, personnel training, and the creation of interagency mechanisms for interaction *(OHCHR, 2020; Higgins, 2021; Russia's War on Everybody, n.d.).* Ukraine is currently in a unique situation where the practical need to document war crimes necessitates the accelerated formation of its own battlefield forensics system, adapted to the conditions of active combat operations, high frontline mobility, and significant risks to personnel *(United Nations, 2004; United Nations, 2017).* In this context, five key strategic directions can be identified that should form the foundation of a future unified methodology.

Ukraine should use the experience of leading international institutions that have been working for decades in the field of documenting mass crimes. ICC practices ensure standards for the competent collection, description, and processing of evidence, with a view to its subsequent acceptance in international courts *(Higgins, 2021; United Nations, 2004).*

NATO, on the other hand, provides examples of military field procedures (SOPs) and integrated models of interaction between security units, intelligence, and investigative teams in combat zones *(Russia's War on Everybody, n.d.; NATO CCDCOE, n.d.).*

UNITAD has a successful track record of working in high-risk environments, demining, and documenting ISIS crimes in situations of protracted conflict. EUAM Ukraine ensures the localisation of these standards, taking into account Ukrainian legislation, procedural requirements and real logistical capabilities. The integration of this experience creates the basis for a methodology that will not only be universal, but also acceptable to both national courts and the ICC *(International Criminal Court, 2011; Higgins, 2021; Russia's War on Everybody, n.d.; United Nations, 2017; NATO CCDCOE, n.d.).*

One of the key tasks is to create unified protocols that ensure uniformity in the description of the scene, the bodies of the deceased, damage to infrastructure, traces of weapons, ammunition fragments, and other material objects. Such protocols should be available in digital format, compatible with mobile applications, and integrated into the databases of the Office of the Prosecutor General, the Ministry of Internal Affairs, the Security Service of Ukraine, and the Armed Forces of Ukraine. Standardization increases the accuracy of recording, minimizes errors, and simplifies the further movement of evidence within the chain of custody. In addition, digital forms allow for the automatic linking of geolocation, time, identification numbers, and multimedia files, which is especially important in combat conditions, where work is carried out quickly and at risk of repeated shelling *(OHCHR, 2020; Casey, 2020; Higgins, 2021; United Nations, 2004).*

The methodology can only function if there is trained personnel capable of working in highly stressful situations. A multi-level training system needs to be created: basic courses for military personnel who are the first to arrive at the scene; specialized programs for investigators, prosecutors, and forensic scientists who work directly with evidence; highly specialized training for forensic experts, sappers, and bomb disposal experts; joint training with international institutions (ICC, UNITAD, EUAM) to ensure compliance with international standards *(Casey, 2020; United Nations Security Council, 2022; United Nations, 2017).*

Systematic training ensures that the evidence collected is legally relevant, technically sound, and suitable for further examination and court proceedings *(Higgins, 2021).*

Effective military field forensics is impossible without the use of a wide range of digital recording tools. The arsenal of essential technologies includes: drones for aerial photography, video recording, and inspection of hazardous areas; GIS systems for creating spatial models and displaying the relative positions of objects; mobile applications for collecting evidence with secure data transfer and automatic metadata tagging; 3D scanning of the scene and objects, which significantly increases the accuracy of event reconstruction; forensic databases of enemy ammunition capable of identifying shell types, detonation traces, and weapon characteristics *(OHCHR, 2020; Russia's War on Everybody, n.d.; NATO CCDCOE, n.d.).*

The combination of these tools creates a "digital military footprint" – a set of evidence that can be analyzed, synchronized, and reproduced in the form of an evidence model for national and international courts *(OHCHR, 2020; Higgins, 2021).*

Successful documentation of war crimes requires operational cooperation between various security and justice agencies: the Prosecutor General's Office, the Ministry of Internal Affairs, the Security Service of Ukraine, military units, intelligence services, sappers, and medical services. The creation of specialized "interagency rapid response teams" ensures: synchronized arrival at the scene immediately after shelling or combat engagement; rapid securing of the area; professional recording of evidence within the "window of opportunity," which often ranges from a few minutes to several hours; standardization of data and compliance with the chain of custody; the ability to quickly use evidence for counterintelligence, assessment of enemy tactics, and international prosecution. The creation of such teams allows the documentation of war crimes to be transformed from a fragmented practice into a systematic state policy integrated into military and post-war justice processes.

3. Conclusions

Thus, battlefield forensics should be considered not as an auxiliary tool of criminal proceedings, but as an independent criminalistic methodology of wartime, forming a new paradigm for proving war crimes. The development of Ukrainian military field forensics methodology is a critically important element in ensuring the effective documentation of war crimes related to armed aggression against Ukraine. The analysis allows us to formulate a number of fundamental conclusions about the current state and prospects for the development of this field.

First, the current system for collecting and recording evidence of war crimes remains fragmented, as it is based primarily on adapted civil forensic procedures that are not fully suited to the conditions of active combat operations. Unlike classic criminal proceedings, military field documentation requires immediate operational efficiency, increased attention to personnel safety, technological mobility, and the ability to work in conditions of infrastructure destruction and lack of full access to the scene. This requires the creation of specialized methodological approaches focused specifically on battlefield conditions.

Secondly, adaptation of international experience has shown that universal elements of the ICC, NATO, UNITAD, and EUAM methodologies can only be fully implemented in Ukrainian practice after they have been adjusted to take into account national specifics, including the peculiarities of legal regulation, Russian shelling tactics, the intensity of hostilities, and the level of technical equipment of investigative and military units. Thus, the Ukrainian methodology should not be a mere compilation of foreign standards, but their scientifically based adaptation and development.

Thirdly, interagency coordination is a key factor in the successful functioning of the methodology. Current practices show that the lack of a unified procedural approach between the OGP, the Ministry of Internal Affairs, the Security Service of Ukraine, and the Armed Forces of Ukraine leads to gaps in the chain of evidence preservation, duplication of work, loss of important information, and a decline in the quality of materials submitted to the International Criminal Court. Therefore, the formation of interagency rapid response teams and the creation of uniform digital protocol templates is not a recommendation but an objective necessity for modern military justice.

Fourth, the use of modern technologies–drones, GIS systems, 3D scanners, mobile applications, and forensic ammunition databases–is one of the most effective tools for improving the accuracy of recording and reconstructing events. Studies of the practice of documenting war crimes in Syria, Iraq, the former Yugoslavia, and other conflicts show that technological convergence of data significantly increases the likelihood of evidence being accepted by international courts and strengthens the evidence base in terms of forensics, forensic medicine, and geospatial analytics.

Fifth, achieving real effectiveness of the methodology is impossible without systematic training of specialists. Field criminologists, investigators, experts, and military personnel must have special skills in working in dangerous conditions, using technical means, complying with the chain of custody, and properly documenting war crimes in accordance with international standards. Current research shows that without standardized and systematic training, even the best technological solutions will not ensure quality results.

Based on the conclusions, it is advisable to propose the following recommendations: develop and approve at the state level a unified methodology for military field forensics, which would include standardized protocols, algorithms of actions, and technological requirements; create permanent interagency rapid response teams (OGP-MVS-SBU-ZSU) to ensure the prompt recording of war crimes in the combat zone; introduce a national digital complex called "Field Documentation," which will contain unified protocol templates, media recording tools, automatic geolocation, and secure data storage; integrate battlefield forensics training programs into the professional development system for investigators, prosecutors, experts, and military personnel, including training with the participation of the ICC, UNITAD, and EUAM; create a state or interagency forensic database of enemy ammunition and weapons to speed up the identification of weapon types, firing devices, and killing mechanisms; improve the technical support for field teams, in particular by purchasing drones, 3D scanners, mobile laboratories, and secure digital information exchange tools; institutionalize cooperation with the International Criminal Court by ensuring that national procedures are brought into line with the Minnesota Protocol, Istanbul Protocol, and Berkeley Protocol. A unified methodology for military field forensics is a necessary component of effective documentation of war crimes in Ukraine in the context of armed conflict. Its development and implementation will improve the quality and admissibility of evidence, ensure the compatibility of pre-trial investigation materials with international standards, strengthen the capacity of law enforcement agencies in frontline areas, and strengthen the evidence base for national and international judicial institutions. The proposed structure of the unified methodology can be used as a basis for the development of interagency regulations and training programs aimed at developing military field forensics in Ukraine as a separate area of scientific and practical activity. It is advisable to establish a national coordination center for battlefield forensics, which will provide methodological guidance, standardization of protocols, staff training, and interaction with international criminal jurisdictions.

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MANAGERIAL "PROFESSIONAL SELF-IMPROVEMENT" CONCEPT IN EAST ASIAN COUNTRIES: ITS REINTERPRETATION IN MANAGERS` EDUCATION

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Summary

The article examines how leading East Asian economies reinterpret and operationalize the idea of continuous personal advancement within managerial education systems. Drawing on comparative analysis of China, Japan, South Korea, and Singapore, the study explores the evolution of normative expectations regarding the personal growth of organizational leaders and the cultural-philosophical foundations that shape these expectations. Particular attention is given to traditional intellectual frameworks (such as Confucian moral cultivation, Japanese kaizen-oriented learning culture, Korean notions of self-discipline, and Singapore's hybrid meritocratic ethos) that continue to influence contemporary approaches to leadership development. The article investigates how these countries incorporate self-directed growth into national training programs, corporate human-capital strategies, and state-supported professional-learning ecosystems. It highlights both convergent tendencies, including emphasis on lifelong learning, ethical conduct, and collective responsibility, and divergent national trajectories shaped by local institutional environments and socio-economic priorities. The comparative findings demonstrate that East Asian models conceptualise personal advancement not as an individualistic pursuit but as a socially embedded obligation linked to organizational excellence and national competitiveness. The article as well evaluates the implications of these interpretations for global management education, arguing that the East Asian perspective offers a distinct paradigm that integrates moral, cultural, and performance-oriented dimensions.

Key words: PR China, Japan, leadership cultivation, Singapore, South Korea, professional capability growth, human-capital development.

1. Introduction

In the contemporary global environment, the capacity of managers to engage in continuous self-directed advancement has become a decisive factor shaping the competitiveness of organizations and national economies. While the concept of professional self-development has been widely discussed in Western scholarship, its interpretation within East Asian contexts

remains comparatively underexplored. This gap is significant, as China, Japan, South Korea, and Singapore (countries that demonstrated exceptionally rapid economic and social transformation in the second half of the twentieth century) have each constructed distinctive ideological, institutional, and educational frameworks that define the expected modes of self-improvement for managerial personnel. The novelty of this study lies in its comprehensive comparative examination of how these four states conceptualize personal advancement in managerial education, treating it not as an auxiliary competence but as a strategic imperative embedded in national development models.

The relevance of the research derives from the growing international interest in alternative approaches to leadership development, especially those capable of integrating ethical, cultural, and performance-oriented components. East Asian economies today remain among the most influential actors shaping global technological, industrial, and geopolitical dynamics. Their approaches to cultivating managerial capacities, rooted in hybrid traditions that combine classical philosophical doctrines with modern human-capital strategies, offer important insights for countries seeking to enhance their own systems of leadership training.

The article aims to identify and interpret the core principles, cultural foundations, and institutional mechanisms through which East Asian states reinterpret the idea of managerial self-improvement. To achieve this purpose, the article formulates the following research tasks:

– to analyse the historical and socio-cultural origins of self-development doctrines in each country;

– to compare national models of managerial education and professional training;

– to determine common and unique features of self-improvement imperatives across the four cases;

– to assess the implications these models hold for contemporary global management education.

Methodologically, the study employs comparative analysis, cultural-historical interpretation, and elements of institutional and discourse analysis. These approaches allow for systematic identification of convergences and divergences in national frameworks, as well as tracing the influence of traditional belief systems (such as Confucian moral cultivation, kaizen philosophy, Korean discipline-based learning culture, and Singapore's meritocratic developmentalism and others) on modern managerial training.

2. China: State-Led Development

China's uninterrupted civilizational tradition and distinctive socio-political structure have produced a managerial paradigm markedly different from Western models. At its center is the principle of professional self-improvement, a duty-bound practice closely tied to state service, moral cultivation, and social stability. This principle is not a recent managerial fashion but a historical continuum that shapes China's contemporary governance and economic strategy, offering a model increasingly influential in global discussions of managerial professionalism *(Xiang and et, 2024)*.

Historically, China did not possess a "managerial class" in the corporate sense. Its closest equivalent was the scholar-official (shenshi): a generalist administrator responsible for taxation, public works, legal affairs, and local order. These officials were trained in the Confucian classics, and their authority derived from moral integrity and success in state examinations rather than technical business expertise. Their work embodied a holistic understanding of governance, where administrative competence was inseparable from personal virtue. Two

classical institutions embedded the ideal of managerial self-improvement deeply into Chinese culture. The Mandate of Heaven linked legitimacy in governance to moral righteousness and effective administration. While directed primarily at the emperor, it also implied that officials also had to cultivate virtue continuously to maintain social harmony. Failure to improve or govern effectively could symbolically forfeit Heaven's approval. Even more influential was the Imperial Examination System, which for over 1,300 years institutionalized a rigorous meritocratic process for selecting administrators. The examinations required decades of disciplined study, mastery of classical texts, and deep moral formation *(Chen and et., 2020)*. This system created a managerial ethos grounded in relentless learning, self-discipline, and public responsibility.

In modern China, the term manager (jingliren) reflects the dual structure of the economy. In state-owned enterprises, senior managers function as "cadre-executives," appointed through the Communist Party's nomenklatura system, which evaluates political loyalty alongside professional capability. In the private and foreign-invested sector, managerial roles resemble global corporate standards but remain framed within state-guided national objectives *(Jin and et., 2022)*. Across both sectors, high-level managerial responsibility continues to be conceptualized as a form of service to the Party-state.

The historical legacy in China has been systematically adapted into the legal and policy frameworks of the People's Republic. China's Company Law (2018) specifies the qualifications and duties of directors and senior executives, emphasizing competence and professional development. SOE regulations, such as the Guidelines for the Administration of Executives of Central SOEs, mandate formal training and ongoing assessment. For public administration, the Civil Servant Law requires continuous education, linking promotion directly to training outcomes and performance evaluations. Overarching these norms are CPC directives and Five-Year Plans, which identify talent development, vocational skills, and managerial professionalism as strategic national priorities *(Tan and et, 2025)*. The Chinese state is therefore both sponsor and enforcer of managerial self-improvement. A nationwide network of Party Schools and Executive Leadership Academies, including those in Pudong, Jinggangshan, and Yan'an, offers intensive programs combining Marxist theory, Party discipline, modern economics, and global governance. These institutions function as the modern counterparts to the keju system, cultivating a politically loyal and professionally competent managerial elite *(Ottervik and et, 2023)*. Performance evaluation mechanisms now require managers (especially in SOEs) to demonstrate progress in innovation, upskilling, and talent development, with stagnation directly affecting career advancement. The state also cultivates a national culture in which learning is a civic virtue. Campaigns promoting a "learning Party" and a "learning nation" underscore that continuous education is essential for leadership. Parallel reforms in vocational and technical education ensure a broad pipeline of skilled middle managers and specialists *(Jin and et., 2022)*. This system embeds self-improvement across all levels of the managerial hierarchy, making it both a professional expectation and a political responsibility.

In sum, China's approach to managerial development fuses deep historical traditions with state-directed modernization. Self-cultivation is understood not as an individual pursuit but as a contribution to collective national goals. Managerial legitimacy thus stems from meritocratic selection, disciplined learning, and political-moral commitment to the Party-state. This integrated model presents a significant alternative to Western managerial paradigms and continues to shape China's rise as a global economic and administrative power.

3. Japan: Corporate Warrior and Group Harmony

Japan presents a model of managerial self-improvement that differs sharply from China's state-directed approach. Rather than relying on formal mandates, Japan grounds managerial development in social obligation, organizational culture, and deeply internalized expectations of lifelong refinement. Continuous improvement is not only a professional requirement but a culturally embedded value shaped by collectivist ethics, process mastery, and a long historical tradition that blends moral cultivation with disciplined practice.

The Japanese managerial role has evolved from a dual historical foundation. In the pre-modern era, leadership and administrative authority were shared by two groups. The samurai (bushi) formed the military-administrative elite responsible for governance, discipline, and order, while the bantō, senior managers of feudal domains and merchant houses, oversaw finance, logistics, and commercial operations. The second embodied a fusion of Confucian moral learning and samurai discipline, grounding managerial authority in competence, loyalty, and duty to one's lord within a rigid hierarchy. In contemporary Japan, managerial definitions are codified in the Companies Act, which distinguishes among executive officers (torishimari-yaku), auditors (kansayaku), and operational managers such as kachō (section chiefs) and buchō (department heads) *(Macpherson and et., 2015)*. Yet, formal law plays a secondary role. Japanese managerial identity is shaped more decisively by corporate custom, seniority-based promotion, and the expectation that managers take responsibility for cultivating their teams.

Historically, self-improvement in Japan was conceived as both a moral obligation and a functional necessity of any person. Confucian thought emphasized the cultivation of personal virtue as the foundation for governing others, while samurai values reinforced discipline, frugality, and continuous refinement *(Vaszkun and et., 2022)*. These principles merged with traditions of kōshū (the master-apprentice learning model), through which tacit knowledge and craft mastery were transmitted over years of close guidance. This combination produced the enduring belief that a manager must understand the organization "from the ground up." Such historical practices later provided the cultural soil for kaizen – the philosophy of continuous, incremental improvement that has become globally emblematic of Japanese management.

Modern Japanese corporate life institutionalizes these historical patterns. Managerial development occurs primarily through internal labor markets, where generalist career paths expose individuals to multiple departments across their careers, fostering holistic organizational understanding. Daily managerial work itself becomes a learning mechanism: quality control circles, consensus-building processes, structured communication routines, and meticulous documentation all reinforce reflective practice, analytical thinking, and coordinated problem-solving. Although no single statute in Japan mandates managerial upskilling, several legal and policy frameworks strongly encourage it. The Companies Act identifies a director's duty of care and loyalty, understood as an obligation to maintain professional competence *(Macpherson and et., 2018)*. The Industrial Competitiveness Enhancement Act, the Corporate Governance Code, and legislation promoting human resource development further incentivize firms to build strong talent pipelines and support lifelong learning.

The Japanese state, while less interventionist than China's, plays a strategic facilitating role. The Ministry of Economy, Trade and Industry (METI) promotes human resource development as essential for national innovation and recognizes corporations that excel in employee training. The Ministry of Health, Labour and Welfare (MHLW) manages national vocational standards and subsidizes corporate training. These policies operate alongside an education system that instills discipline, group cohesion, and respect for mastery from early schooling

onward *(Hennig and et., 2023)*. Public campaigns celebrating monozukuri (the art of making) and takumi (master craftsmanship) elevate professional excellence as a cultural virtue. State-supported productivity movements also reinforce the gemba philosophy, which holds that real managerial insight comes from direct observation at "the actual place where value is created." *(Saabye and et., 2024)* Managers are expected to spend time on the shop floor, observe processes firsthand, gather evidence, and identify root causes of problems. This practice not only enhances managerial competence but also demonstrates respect for frontline workers and the knowledge they possess.

Today, Japan's approach to managerial self-improvement constitutes a distinctive cultural-technical system grounded in collective excellence. Authority is earned not through title alone, but through lifelong dedication to skill, discipline, and organizational betterment. By harmonizing traditional moral codes with contemporary corporate structures, Japan has developed a resilient and adaptive model of leadership – one that remains a global benchmark for process discipline, human-centered learning, and continuous organizational improvement.

4. Singapore: Human Capital Development

Singapore's managerial tradition differs fundamentally from those of older civilizations such as China or Japan, largely because the island did not historically possess an indigenous managerial class. In the pre-independence period, when Singapore functioned as a British colonial port city, managerial authority was concentrated mainly in two groups. The first comprised British colonial officers and expatriates, who dominated the civil service and governed the major trading houses that anchored the colonial economy. The second consisted of compradors and local intermediaries often from established Chinese, Indian, or Peranakan families,who served as cultural and commercial brokers. They staffed the critical middle space of the economy: managing labor, negotiating trade, coordinating logistics, and translating between colonial administrators and diverse migrant communities. Thus, early Singapore developed a transnational, mercantile prototype of a manager, shaped more by practical skill, multilingual fluency, and social networks than by formal bureaucratic training *(Cheang and et., 2023)*.

In the modern era, managerial roles in Singapore are precisely defined through statutory frameworks. The Companies Act sets out corporate governance obligations for directors and officers, while the Employment Act specifies that a "manager" or "executive" is one who exercises substantial authority and discretion or serves in a confidential or strategic capacity. This definition also exempts such employees from overtime regulations, reflecting their leadership status. In the public sector, managerial positions are filled through the Public Service Division's structured recruitment schemes, which prioritize merit and professional competence and form one of the most institutionalized talent systems in the world *(Tan and et., 2022)*.

After gaining independence in 1965, Singapore confronted acute vulnerabilitie: lack of natural resources, limited domestic market, and intense geopolitical pressures. Lee Kuan Yew and the founding leadership concluded that human talent was the country's only viable asset, giving rise to a developmental ethos that framed continuous upgrading as essential for survival. The resulting cultural psychology, often described as kiasuism ("fear of falling behind"), became a powerful driver of competitiveness, discipline, and self-improvement *(Bedford and et., 2018)*. As Singapore transitioned from a colonial trading hub to a modern technocratic state, the pragmatic managerial instincts of the comprador class were absorbed into a meritocratic system built on rigorous education, technical proficiency, and long-term economic planning. Selected Confucian values (respect for scholarship, hierarchy, and lifelong learning)

were adopted not for ideological revival but for their utility in supporting social cohesion and rapid modernization.

In contemporary Singapore, managerial self-improvement functions as a central pillar of national economic strategy. A defining feature is the tripartite partnership among the state, the National Trades Union Congress (NTUC), and employer federations such as the Singapore National Employers Federation. This coordinated approach ensures alignment between policy, workplace implementation, and workforce engagement, enabling a unified national commitment to lifelong learning. Several legislative and policy instruments operationalize this system. The SkillsFuture Singapore (SSG) Act establishes the statutory body responsible for promoting nationwide upskilling *(Lim and et., 2024)*. Complementary frameworks such as the Continuing Education and Training (CET) Masterplans and the SkillsFuture 2025 roadmap provide industry-specific skills frameworks and long-term targets. Corporate governance rules (especially the Monetary Authority of Singapore's Code of Corporate Governance) emphasize continuous professional development for directors *(Ye, 2021)*. By defining the managerial category, the Employment Act clarifies the primary target group for advanced state-supported development programs.

The state acts not only as regulator but also as principal investor in managerial talent. The SkillsFuture Credit scheme provides every citizen aged 25 and above with an initial credit (currently SGD 500, equivalent to EUR 16575), supplemented by periodic top-ups, for approved training programs. Subsidies covering up to 90 percent of course fees and absentee payroll support for employers further lower barriers to skill development. Singapore also invests in an elite managerial pipeline through the Public Service Commission (PSC) Scholarships, which fund study at top global universities in exchange for bonded service. These scholar-managers go on to lead the civil service, strategic ministries, and Government-Linked Companies such as Temasek Holdings and DBS Bank. Institutional training infrastructure reinforces these pathways *(Cheang and et., 2024)*. The Civil Service College provides advanced programs in policy, leadership, and governance, while local universities offer internationally respected MBA and executive education programs aligned with national priorities such as urban innovation, biotechnology, and financial technology. National campaigns ("SkillsFuture," "Learn for Life") promote continuous learning as both civic duty and personal responsibility, embedding self-improvement into social identity and professional expectations *(Lim and et., 2024)*.

Today, Singapore presents one of the world's most deliberate and comprehensive models of state-engineered managerial self-improvement. Through centralized planning, data-driven human-capital investment, and an unwavering meritocratic ethos, managerial legitimacy is anchored not in inheritance or ownership, but in demonstrated capability and alignment with national strategy. This system has produced a highly adaptable, globally competitive, and politically cohesive managerial class, illustrating how a modern state can intentionally cultivate the professional ethos of its entire economy.

5. South Korea: Hyper-Educated Elite Leadership

South Korea's approach to managerial self-improvement is inseparable from its history of compressed, state-directed industrialization, which created a culture of intense competition, credentialism, and relentless personal advancement. Korean managers have long been viewed as frontline agents in the national project of economic catch-up and global competitiveness. This understanding developed through a dramatic transformation of Korea's governing and economic structures.

Historically, managerial authority in Korea was concentrated in the yangban, a hereditary scholar-aristocracy. Their legitimacy rested on mastery of Confucian literacy and success in the gwageo examination system, modelled after China's State Imperial exams keju. The yangban's primary function was civil administration; commercial enterprise was considered inferior and left to clerks, interpreters, and specialized workers *(Lee, 2023)*. This created a bifurcation between scholarly prestige and practical management. The collapse of the dynasty, followed by Japanese colonial rule (1910–1945), dismantled the yangban system and introduced a new industrial-bureaucratic order. After liberation and the devastation of the Korean War (1950-1953), space opened for a new managerial elite: pragmatic entrepreneurs who would later drive South Korea's rapid industrialization.

In modern South Korea, managerial roles are defined both legally and through deeply entrenched corporate culture. The Commercial Act and the Act on External Audit of Stock Companies outline the responsibilities of directors, auditors, and executive officers. Yet, the most influential managerial hierarchy derives from the chaebol system – family-controlled conglomerates that dominate the economy. Titles such as sajang (CEO), bujang (division head), gwajang (section chief), and daeri (assistant section chief) carry not just functional meaning but significant social prestige, marking a person's rank within an organizational "tribe." Promotions reflect internal bylaws, seniority norms, and Korea's strong labor regulations rather than statutory requirements *(Yoon and et., 2015)*. Thus, the modern Korean manager occupies a hybrid identity shaped by legal responsibilities, hierarchical corporate culture, and the legacy of rapid economic transformation.

The traditional Korean ethos of self-improvement is deeply rooted in the historical belief that advancement must be earned through disciplined study. For centuries, the gwageo examinations required candidates to memorize classical Chinese texts and demonstrate exceptional scholastic ability. This created a cultural template linking social mobility to intellectual exertion: an idea that persists in South Korea's contemporary educational and corporate culture. After the Korean War, the absence of a traditional commercial managerial class required chaebol founders to recruit leaders from the military, which supplied discipline and hierarchy, and the civil service, which provided administrative capability. In this new context, the focus shifted from literary refinement to technical and practical mastery, redirecting long-standing diligence toward industrial and economic development. A related cultural thread is jeongsin-joseong, or spiritual cultivation, rooted in Confucian and Neo-Confucian ideals *(Lee, 2023)*. Although the content of study has shifted to engineering, management theory, and global business, the expectation that leaders engage in continual self-cultivation has endured. Today, self-improvement is a non-negotiable component of South Korea's hyper-competitive corporate environment. Major conglomerates operate elite in-house academies (such as Samsung's Global Strategy Group and LG Academy) that function as intensive training centers for high-potential managers. These institutions teach global strategy, leadership, and organizational culture, fostering a cohesive and loyal managerial elite. The broader culture reinforces this through widespread credentialism, known as the "spec" race. Advancement depends heavily on educational pedigree (especially degrees from the elite SKY universities), professional certifications such as CPA or CFA, and high-level English proficiency *(Dittrich and et., 2023)*.

The state plays a significant role in formalizing these expectations. The Framework Act on Human Resources Development mandates a national plan every five years to strengthen vocational training and core competencies. The Act on the Development of Vocational Skills of Workers establishes the Vocational Competency Development Tax, which requires companies above a certain size to invest a fixed percentage of payroll in employee training or pay an

equivalent levy. Post-1997 corporate reforms also demanded greater board professionalism, indirectly encouraging firms to hire more highly qualified managers. The historical evolution of state involvement is equally important *(Shim and et., 2020)*. During the developmental era (1960s–1980s), the government pursued rapid industrialization with coercive determination, generating the well-known ppalli ppalli ("hurry, hurry") culture that demanded swift learning and adaptation. As Korea matured, the state shifted from direct control to strategic facilitation, investing heavily in STEM universities and research institutes such as KAIST to ensure a continuous pipeline of technically skilled managers. HRD Korea, under the Ministry of Employment and Labor, administers the national skills system, manages the training tax fund, maintains the National Competency Standards, and operates the K-MBA program for SME managers. More recently, government initiatives promoting the "Creative Economy" and entrepreneurship have sought to diversify managerial pathways beyond chaebol-centered structures *(Lee and et., 2025)*.

In essence, South Korea's system of managerial self-improvement is characterized by competitive intensity, compulsory corporate investment, and a deeply embedded culture of credentialism. The historical commitment to scholarly mastery has evolved into a modern race for educational and professional achievement, while the state acts as both regulator and investor. The result is a managerial class defined by resilience, technical sophistication, and a relentless drive to excel in an increasingly globalized marketplace.

6. Conclusions

The comparative analysis of China, Japan, Singapore, and South Korea demonstrates that the concept of managerial professional self-improvement in East Asia is neither uniform nor purely contemporary. Rather, it emerges from a long arc of cultural, institutional, and political evolution that continues to shape managerial expectations, organizational practices, and national development strategies. While each country has constructed its own distinctive model, all four share a foundational belief that managerial competence must be continually cultivated and aligned with broader societal or national goals and deonstrate several trends in common:

− in the countries under consideration managerial professional self-improvement is understood as a social obligation, not merely an individual pursuit. Whether grounded in state ideology, corporate community, or national competitiveness, managerial development is framed as essential to collective progress;

− all four countries institutionalize learning through structured pathways (examinations, rotational careers, training academies, national talent schemes), ensuring that improvement is systematic rather than incidental;

− moral and character development remains an integral component, reflecting long-standing East Asian traditions that connect personal virtue with effective leadership;

− each national system ties managerial growth to strategic economic objectives, ensuring that self-improvement serves both organizational performance and national resilience.

The study thus illustrates that East Asian models of managerial self-improvement offer alternatives to Western managerial paradigms that prioritize individual autonomy, market incentives, and technical expertise. Instead, the East Asian approaches emphasize embeddedness of the manager within the organization, the organization within the nation, and professional growth within a broader ethical or civic framework. Understanding these models is increasingly important as East Asian economies continue to shape global production networks, technological innovation, and managerial thought. Their approaches highlight the possibility of systems

in which leadership development is holistic, morally anchored, and strategically coordinated across societal institutions. For scholars and practitioners alike, these findings underscore the need to move beyond universalized Western frameworks and engage with culturally and structurally diverse paradigms of managerial professionalism.

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DANGEROUS THREATS IN THE INFORMATION AND PSYCHOLOGICAL SPHERE OF UKRAINE'S HUMANITARIAN SECURITY UNDER WAR CONDITIONS

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Summary

The purpose of the article is to conduct a comprehensive analysis of hazardous threats in the information and psychological domain of Ukraine's humanitarian security under conditions of war. The study examines the nature of information and psychological influences as an integral component of hybrid aggression and identifies their destructive impact on the humanitarian sphere, in particular on education, culture, social relations, and the mental health of the population. It is scientifically substantiated that disinformation, manipulation of mass consciousness, and psychological pressure constitute systemic threats aimed at undermining social resilience and national identity. Special attention is paid to the role of the state and civil society in shaping effective mechanisms for countering information and psychological threats. It is also demonstrated that the effective provision of humanitarian security is possible only through comprehensive interaction between state institutions and civil initiatives, the development of strategic communications, and the enhancement of the population's information culture. A priority and urgent task is to identify prospects for further scientific research in the field of developing information and psychological resilience of society under martial law and during Ukraine's post-war transformation. The development of resilience—the ability of individuals, communities, systems, and the state to withstand stress, crises, and shocks, to adapt to them, and to recover – will make it possible to preserve core functions and ensure the sustainable development of the country.

Key words: information warfare; disinformation; stress resistance; psychological resilience; resilience; civil society; martial law.

1. Introduction

The situation of a full-scale war against Ukraine has transformed the information and psychological space into one of the key theaters of hostilities. Alongside military means, instruments of information influence, disinformation, propaganda, and psychological pressure are being actively employed. Such threats directly affect the humanitarian security of the state, as they are aimed at destabilizing public consciousness, destroying national identity, significantly undermining trust in state institutions, demoralizing the population, and fostering feelings of fear and hopelessness.

Information and psychological threats in wartime have a systemic nature and encompass various spheres of humanitarian security, including education, culture, science, social policy, the information environment, and the mental health of the population – particularly internally displaced persons (IDPs) and military personnel. The adversary employs fake messages, manipulative narratives, information sabotage, and psychological operations (PSYOPS) designed to divide society and weaken the internal resilience of the state.

In this context, the need for a scientific understanding of the mechanisms through which information and psychological threats affect Ukraine's humanitarian security becomes particularly urgent. This includes identifying their typology and scale, as well as developing effective countermeasures under conditions of martial law. This necessity determines the relevance of a comprehensive interdisciplinary analysis of the problem, taking into account contemporary challenges of hybrid warfare and international experience in information security.

Purpose of the Study. The purpose of this study is to conduct a comprehensive analysis of dangerous threats in the information and psychological sphere of Ukraine's humanitarian security in the context of war and to identify the main directions for their neutralization.

2. The main areas of research into Information and Psychological Threats

The object of this study is Ukraine's humanitarian security under wartime conditions, while the subject of the study comprises dangerous threats in the information and psychological sphere of humanitarian security.

The scientific novelty of this research lies in the systematization of information and psychological threats to Ukraine's humanitarian security in wartime and in substantiating comprehensive approaches to strengthening societal resilience against destructive information influences *(Lipkan, 2016; Pocheptsov, 2019)*.

To identify and develop countermeasures in the information domain, the following research objectives were formulated:
− to analyze the essence of humanitarian security under martial law;
− to define the content and specificity of information and psychological threats in modern hybrid warfare;
− to characterize the main forms of information and psychological influence on society;
− to examine the impact of information and psychological threats on Ukraine's humanitarian security;
− to identify population groups most vulnerable to information and psychological influence;
− to determine the role of state and civil society institutions in countering such threats;
− to substantiate directions for strengthening the information and psychological resilience of Ukrainian society, including the development of resilience *(Sosnin, 2018; Horbulin, 2017)*.

Humanitarian security is a complex interdisciplinary category that encompasses the protection of human rights and freedoms, the preservation of social stability, national identity, and spiritual values, as well as the functioning of education, science, and culture systems. In contemporary scholarly research, humanitarian security is regarded as an essential component of national security, closely linked to social and information security *(Kovalenko, 2010, pp. 45-47)*.

Humanitarian security undergoes critical transformations under conditions of martial law, as war affects not only the material resources of the state but also worldview orientations, value systems, and the psychological state of the population. Researchers emphasize that modern armed conflicts are complex in nature and involve active influence on public consciousness, which significantly increases the importance of the humanitarian dimension of security *(Horbulin, 2017, pp. 112-114)*.

Thus, humanitarian security in wartime should be understood not only as the protection of an individual's physical existence, but also as the обеспечение of information and psychological resilience and the preservation of national identity. The information and psychological component of humanitarian security is associated with protecting individual and collective

consciousness from destructive information influences carried out through mass media, social networks, and special information operations. Contemporary scholars emphasize that information and psychological influence constitutes one of the key instruments of hybrid warfare aimed at undermining social unity and demoralizing the population *(Pocheptsov, 2019, pp. 63-65)*.

In wartime conditions, information and psychological threats acquire a systemic character and are directed at generating fear, panic, distrust toward state institutions, and the devaluation of national values. Such influences pose a direct threat to humanitarian security, as they undermine social cohesion and reduce the level of psychological resilience of society *(Sosnin, 2018, pp. 94-96)*.

Therefore, information and psychological security serves as a necessary condition for preserving the humanitarian stability of the state under conditions of armed confrontation. A comprehensive contemporary study of dangerous threats in the information and psychological sphere of Ukraine's humanitarian security requires the application of an interdisciplinary approach that integrates the methodological foundations of political science, sociology, psychology, and security studies. The systemic approach makes it possible to consider humanitarian security as a holistic phenomenon in which information and psychological threats function as one of its key structural elements *(Lipkan, 2016, pp. 102-104; Kovalenko, 2010)*.

The structural-functional approach enables a comprehensive analysis of the mechanisms through which information and psychological threats affect various spheres of humanitarian security, including education, culture, and the social sphere. The axiological approach, in turn, allows for assessing the impact of such threats on the system of social values, national identity, and the worldview orientations of society.

The methodological basis of the research also includes general scientific methods of analysis and synthesis, comparison and generalization, as well as the analysis of regulatory and legal acts in the field of ensuring Ukraine's national security. This makes it possible to comprehensively assess institutional mechanisms for counteracting information and psychological threats *(Kovalenko, 2010, p. 52)*.

In contemporary security studies, the concept of information and psychological threats is defined as a set of deliberate actions and influences aimed at changing consciousness, behavioral attitudes, and value orientations of individuals and society through the use of information as a tool of influence. Such threats are intended to destabilize social processes, demoralize the population, undermine trust in state institutions, and weaken social cohesion.

Modern scholars emphasize that information and psychological threats differ fundamentally from traditional forms of information hazards in that their influence is covert, long-term, and oriented toward deep psychological mechanisms of reality perception . In this context, information is transformed into a means of psychological pressure capable of generating fear, confusion, apathy, or aggressive reactions.

Under wartime conditions, these threats become particularly dangerous, as they are directed not only against individuals but also against the humanitarian security of the state as a whole-its cultural, moral, and value foundations *(Horbulin, 2017, p. 109)*.

Information and Psychological Threats as Instruments of Hybrid Warfare. The contemporary war against Ukraine has a hybrid nature, combining military, political, economic, and information and psychological means of influence. Researchers emphasize that information and psychological operations (PSYOPS) constitute one of the key instruments of hybrid warfare, as they enable the achievement of strategic objectives without the direct use of armed force *(Gerasimov, 2013, pp. 7-9)*.

Within such operations, disinformation is actively employed, including fake news, manipulative narratives, distortion of historical facts, information provocations, and the dissemination of panic. The purpose of these actions is to construct an alternative reality that undermines national identity and reduces the level of trust in the state and social institutions. Thus, information and psychological threats emerge as one of the most dangerous factors affecting humanitarian security, as they operate indirectly-through the transformation of citizens' thinking, emotional states, and behavioral patterns *(Lipkan, 2016, pp. 121-123)*.

Main Mechanisms of Information and Psychological Influence. The main mechanisms of information and psychological influence include information manipulation, emotional contagion, the construction of an enemy image, the imposition of fear, and the creation of a sense of hopelessness. These mechanisms are actively implemented through social networks, messengers, and digital media, which significantly accelerates the spread of destructive information content *(Sosnin, 2018, pp. 57-59)*.

Researchers also pay particular attention to the phenomenon of information fatigue, whereby an excessive volume of negative information leads to psychological exhaustion and a decline in the ability for critical thinking and adequate evaluation of incoming messages. Under such conditions, the population becomes more vulnerable to manipulative influences, which poses a direct threat to the state's humanitarian security.

Thus, in wartime, information and psychological threats operate in a complex manner, combining cognitive, emotional, and behavioral mechanisms of influence on society. This determines the necessity of applying systemic and interdisciplinary approaches to their timely identification and neutralization *(Horbulin, 2017, pp. 115-117)*.

Disinformation Threats and Fake Narratives. One of the most widespread and, at the same time, dangerous types of information and psychological threats is disinformation, which involves the deliberate dissemination of false or intentionally distorted messages with the aim of misleading a mass audience. Contemporary scholarly research considers disinformation campaigns to be an effective tool of psychological influence designed to undermine trust in official sources of information and to construct alternative narratives that are beneficial to the aggressor. Disinformation is actively used in the war against Ukraine to discredit state authorities, the Armed Forces of Ukraine, and international support, as well as to create a sense of hopelessness, chaos, and social disorientation. Fake messages that appeal to strong emotions-such as fear, anger, and fatigue – pose a particular danger, as they spread rapidly through social networks and messengers and generate significant public resonance *(Sosnin, 2018, pp. 112-114)*.

Thus, disinformation threats directly affect the state's humanitarian security, as they disrupt information balance within society, reduce the level of critical thinking among the population, and create favorable conditions for manipulative influence.

Psychological Pressure, Intimidation, and Panic Messaging. Another significant type of information and psychological threats is psychological pressure, which is implemented through the dissemination of panic-inducing messages, intimidation, threats, as well as exaggerated or distorted news about dangers, losses, and crisis situations. Such influences are aimed at forming a persistent sense of threat, anxiety, and emotional instability among the population *(Horbulin, 2017, pp. 120-122)*. Scholars note that systematic psychological pressure leads to a decrease in individuals' adaptive capacities, an increase in chronic stress levels, and the intensification of social tension. In wartime conditions, this is particularly dangerous, as it negatively affects the mental health of the population and weakens the humanitarian resilience of the state *(Lipkan, 2016, pp. 134-136)*.

Thus, psychological intimidation acts as one of the key mechanisms of information and psychological warfare, aimed at demoralizing society, destabilizing social processes, and undermining internal cohesion.

Manipulative Technologies and the Distortion of Public Consciousness. Manipulation of public consciousness is a complex and multidimensional form of information and psychological influence that involves the covert imposition of specific evaluations, viewpoints, and behavioral models. Manipulative technologies are often disguised as analytical materials, «expert» opinions, or pseudo-journalistic investigations, which significantly complicates their identification by a broad audience *(Sosnin, 2018, pp. 86-88).*

In the context of war, such manipulations are actively employed to undermine faith in victory, devalue national symbols, distort historical memory, and construct a distorted perception of reality. These actions have a long-term cumulative effect and pose a serious threat to Ukraine's humanitarian security *(Horbulin, 2017, p. 125).* Accordingly, manipulative threats are aimed at profound transformations of public consciousness, which significantly complicates the processes of their detection, counteraction, and neutralization.

Undermining National Identity and Value Orientations. A particularly significant vector of information and psychological threats consists of actions aimed at undermining national identity, cultural values, and the historical memory of the Ukrainian people. These threats are implemented through denying Ukraine's right to statehood and discrediting national culture, language, traditions, and symbols *(Lipkan, 2016, pp. 142-144).*

Researchers emphasize that the devaluation of national identity is one of the strategic objectives of information warfare, as it weakens internal social cohesion and creates preconditions for social fragmentation and destabilization.

In this context, the protection of national identity is regarded as one of the key directions for ensuring Ukraine's humanitarian security under wartime conditions *(Horbulin, 2017, pp. 128-129).*

The Impact of Information and Psychological Threats on Education, Science, and Culture. Information and psychological threats in wartime conditions significantly affect the functioning of the education, science, and culture sectors, which constitute fundamental components of the state's humanitarian security. Through disinformation, manipulative narratives, and psychological pressure, attempts are made to distort historical memory, devalue national cultural heritage, and undermine trust in educational and scientific institutions *(Lipkan, 2016, pp. 158-160).*

Scholars emphasize that the dissemination of fake historical interpretations and pseudo-scientific claims in the media space poses a threat of forming a distorted worldview, particularly among young people, who are the most vulnerable to information influences. Under conditions of distance learning and the widespread use of digital platforms, the risk of information and psychological influence increases significantly.

The cultural sphere also experiences systematic information pressure through the discrediting of the Ukrainian language, traditions, and cultural heritage, which is aimed at weakening national identity and undermining the cultural distinctiveness of Ukrainian society.

The Social Sphere and Vulnerable Population Groups. Information and psychological threats are particularly acute in the social sphere, where they are directed at intensifying social tensions, fostering distrust among different population groups, and undermining social cohesion. During wartime, such influences acquire a systemic character and are capable of destabilizing social relations at both local and national levels.

Internally displaced persons (IDPs), older adults, youth, and families of military personnel are especially vulnerable to information and psychological influences, as they experience heightened emotional and social stress *(Horbulin, 2017, pp. 134-136)*.

The dissemination of manipulative messages concerning social injustice, allegedly «unequal» access to social assistance or state support, is used as a tool to incite social dissatisfaction and antagonize different population groups. Such information influences directly threaten humanitarian security, as they contribute to social fragmentation and the weakening of social ties *(Sosnin, 2018, pp. 121-123)*.

Researchers note that under wartime conditions, the psychological state of the population becomes particularly important, as prolonged information pressure may lead to emotional burnout, loss of trust in social institutions, and a decreased capacity for social adaptation.

The Impact of Information and Psychological Threats on Mental Health and Psychological Resilience of Society. One of the most dangerous consequences of information and psychological threats is their destructive impact on the mental health of the population. The constant flow of negative information, messages about danger, losses, and threats leads to increased levels of anxiety, fear, and psychological exhaustion, thereby undermining the psychological resilience of society *(Sosnin, 2018, pp. 131-133)*.

Scientific studies indicate that under wartime conditions prolonged information and psychological influence may lead to the formation of chronic stress, apathy, emotional numbness, and a sense of helplessness. This, in turn, reduces the level of societal resilience and complicates the process of restoring the humanitarian sphere after the cessation of hostilities. Thus, the protection of the population's mental health and the formation of information and psychological resilience of society emerge as one of the key objectives of ensuring Ukraine's humanitarian security under martial law.

State Policy in the Sphere of Information and Psychological Security. The conditions of a full-scale war compel the state to act as a key actor in ensuring the information and psychological component of humanitarian security. The formation of effective state policy in this sphere involves the implementation of a complex set of legal, institutional, and communication measures aimed at protecting the population from destructive information influences *(Horbulin, 2017, pp. 142-144)*.

Among the main tasks of the state are the development of an effective regulatory and legal framework for countering information threats, the advancement of strategic communications systems, as well as the support and strengthening of the national information space. As noted by V. Lipkan, in the absence of proper coordination among public authorities, information security becomes fragmented, which significantly reduces the overall effectiveness of humanitarian policy *(Lipkan, 2016, pp. 171-173)*.

An important area of state activity is also information support for the population, particularly ensuring access to reliable, timely, and comprehensible information, which contributes to reducing anxiety levels and increasing trust in state institutions.

The Potential of Civil Society in Strengthening Humanitarian Resilience.

Civil society plays an exceptionally important role in countering information and psychological threats, especially in wartime conditions, when official communication channels are not always able to respond promptly to all challenges. Volunteer organizations, civic initiatives, independent media, and expert communities form alternative sources of trust, solidarity, and support for the population *(Pocheptsov, 2019, pp. 158-160)*.

Scholars emphasize that civil society is particularly capable of effectively countering disinformation through the development of media literacy, critical thinking, and social interaction

at the community level. Such initiatives contribute to strengthening psychological resilience and preserving humanitarian security.

In addition, civil society organizations perform an important function of social support for vulnerable population groups, including internally displaced persons and war-affected individuals, thereby reducing the risk of their information and psychological marginalization *(Horbulin, 2017, pp. 147-148).*

Interaction between the State and Civil Society as a Condition for Effective Counteraction to Threats. Effective counteraction to information and psychological threats to Ukraine's humanitarian security is possible only under conditions of close and systematic interaction between state institutions and civil society. Such interaction presupposes partnership relations, information exchange, and the joint development and implementation of educational, awareness-raising, and communication programs *(Lipkan, 2016, pp. 176-178).*

H. Pocheptsov emphasizes that the synergy of state and civic efforts makes it possible to form a unified national information narrative based on truth, democratic values, and national interests, which is a determining factor in ensuring humanitarian security under wartime conditions.

Thus, partnership between the state and civil society serves as a strategic foundation for the formation of information and psychological resilience, social cohesion, and the preservation of Ukraine's humanitarian potential *(Kovalenko, 2010, pp. 137-139).*

3. Conclusions

The comprehensive study conducted allows us to conclude that Ukraine's humanitarian security under wartime conditions is affected by systemic, targeted, and multidimensional threats that have both short-term and long-term consequences for society and the state. Information and psychological influences act not merely as auxiliary tools but as integral components of hybrid aggression aimed at undermining social resilience, national identity, and the humanitarian potential of the country.

Accordingly, the key information and psychological threats include:
− disinformation and the dissemination of fake narratives;
− manipulation of mass consciousness;
− psychological pressure on the population;
− discrediting of cultural and educational values;
− the formation of narratives aimed at demoralizing society.

These threats are complex in nature and affect the educational, social, cultural, and psychological spheres, which confirms the interdisciplinary character of humanitarian security.

The study places particular emphasis on the impact of these threats on the mental health of the population. It has been demonstrated that prolonged information pressure leads to increased anxiety, emotional burnout, and a sense of social instability, which complicates society's adaptation to the conditions of martial law. In this context, the formation of psychological resilience among the population becomes a key task in ensuring humanitarian security.

Effective counteraction to information and psychological threats is possible only through systematic interaction between the state and civil society. State policy in the field of information security should therefore include legal regulation, the development of strategic communications, support for the national media space, and the enhancement of the population's information culture.

At the same time, the active participation of civil society, volunteer initiatives, educational, and awareness-raising programs strengthens humanitarian resilience, promotes social

cohesion, and contributes to the formation of information and psychological resilience.

Prospects for further scientific research are associated with:

− in-depth analysis of mechanisms for the formation of information and psychological resilience;

− the development of effective tools for countering disinformation at the community level;

− the study of the impact of digital technologies and artificial intelligence on the information security of the humanitarian sphere in the context of Ukraine's post-war recovery.

Thus, the results of the study confirm that information and psychological security is an integral component of Ukraine's humanitarian security and a key factor in preserving social resilience, national identity, and the sustainable development of the state under conditions of war and post-war transformation.

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THE IDEA OF EUROPEAN UNITY: FROM WESTPHALIA TO THE CONTEMPORARY RUSSO-UKRAINIAN WAR

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Summary

The article provides a retrospective analysis of the evolution of the "United Europe" idea, spanning from the Westphalian system to the realities of the russo-Ukrainian war's impact. The study examines the transformation of integration models: from the philosophical "perpetual peace" projects of I. Kant and J.-J. Rousseau to the pragmatic pan-Europeanism of R. Coudenhove-Kalergi and the contemporary supranational structure of the European Union.

Special attention is paid to the destructive factors threatening the integrity of the union at the present stage, specifically the erosion of a shared European identity and the intensification of eurosceptic discourse. The role of the full-scale russian invasion is highlighted as a catalyst for the EU's "geopolitical awakening," which necessitated a transition from the liberal paradigm of "peace through trade" toward strategic responsibility and the militarization of the idea of unity via the European Peace Facility.

The author concludes that the EU's survival as a subject of international relations depends on resolving the conflict between the need for a rapid geopolitical response and the inertia of intergovernmental mechanisms.

Key words: European Union, European integration, the idea of "European Unity", euroscepticism.

1. Introduction

The European Union is traditionally defined as an effective model of an integration association, serving as the institutional pillar of the liberal-democratic order and the guarantor of regional stability in Europe. However, at the current stage of development, the union is affected by several systemic factors leading to internal destabilization and a correlation in the organization's international authority. This is primarily due to the stagnation of the political component of integration processes, accompanied by intensifying crisis trends.

Key destructive factors include the erosion of a shared European identity among member states, a decline in the political accountability of actors regarding the implementation of internal EU strategy, and the intensification of eurosceptic discourses concerning the feasibility of further deepening integration.

The ideological foundation of a "United Europe" has undergone a lengthy transformation: from theoretical and philosophical projects of peaceful coexistence to the formation of an extensive system of supranational institutions. Under the contemporary conditions of the full-scale war initiated by russia against Ukraine, the European security architecture and EU identity are undergoing a stage of fundamental testing. The events in Ukraine have determined a revision of the effectiveness of current international law and acted as a catalyst for both the

consolidation of European states and the strengthening of eurosceptic views within the union. Therefore, the capacity of the association to conceptualize the idea of a "United Europe" within existing realities and preserve the integrity of integration remains a crucial research and practical issue.

The aim of the study is to analyze the evolution of the idea of a "United Europe" from the Peace of Westphalia to the modern russo-Ukrainian war.

Methodologically, the research is based on a systems approach, utilizing retrospective and comparative-historical analysis, the typologization of ideological models, content analysis, and case studies. The proposed methodological toolkit allows not only for the reconstruction of the evolutionary path of the "United Europe Idea" but also for assessing the relevance of existing ideas to modern geopolitical challenges.

2. Philosophical and Theoretical Origins of European Unity (17th–18th Centuries)

Before becoming a tangible political entity, the idea of a united Europe existed as numerous competing models. Various visions clashed: from religious and imperial to liberal and socialist. Although the modern EU is built precisely on a liberal-technocratic model, the intellectual heritage of other approaches continues to influence discussions about Europe's future.

In the book *"Engineering European Unity: The Quest for the Right Solution Across Centuries,"* author E. Boka proposes an approach to understanding the process of building European unity not as linear progress, but as a complex engineering task. Each era offered its own "blueprints," and the current structure is a synthesis that is still undergoing a "stress test."

Scientific revolutions, political transformations, and the flourish of philosophical thought in the 18th century led to the emergence of several pan-European concepts. Despite ideological differences, these ideas were based on the common foundations of European modernity: a belief in continuous progress, teleology (the goal-oriented nature of historical development), and a belief in the special historical mission of the continent.

Earlier proposals for European integration can also be traced. For instance, William Penn suggested a form of cooperation where decisions were made by voting, with the number of votes for individual member states determined by established quotas (*"An Essay Towards the Present and Future Peace of Europe,"* 1693). Abbé de Saint-Pierre advocated for a complex institutional structure, including an internal dispute resolution mechanism; his activism significantly popularized the idea of a united Europe among subsequent thinkers (*"Project for Perpetual Peace in Europe,"* 1713). The central goal of guaranteeing peace and security remained paramount in the views of Jean-Jacques Rousseau, who supported establishing eternal peace through the unification of all continental states (*"Abstract of the Project for Perpetual Peace,"* 1761), and Immanuel Kant, who proposed a union of equal states based on republicanism and the rule of law (*"Perpetual Peace: A Philosophical Sketch"*).

During this period, the concept of a united and peaceful continent transformed into a secular form. At the end of the century, Kant hypothesized that "perpetual peace" in Europe is possible only through a federative system of free republican states. For Kant, achieving this state was not merely an ethical guide but a teleological law–the inevitable result of the rational and moral improvement of humanity. Kant's contemporary, Jean-Jacques Rousseau, also relied on the liberal philosophy of state-building. However, their visions differed in scale: Kant proposed a universal, broader model, while Rousseau leaned toward smaller states forming a European confederation modeled after the Helvetic League (Switzerland) or the Holy Roman Empire.

Both thinkers justified European unity through the natural development of rational governance rather than Christian values.

3. The Interwar Period and the Birth of Pan-Europeanism

At the heart of the political component of the European integration idea lies the concept of Pan-Europeanism, which emphasizes a general European structure based on liberal-democratic values. The emergence of Pan-Europeanism is linked to Richard von Coudenhove-Kalergi, who substantiated this theory after World War I in his work *"Paneuropa."* He called for continental unification to prevent future threats: a new world war, U.S. economic hegemony, and russian expansion.

He noted that the cause of European decline was political, not "biological." Europe was not dying of old age, but because its inhabitants were destroying each other with modern technological means. The World War changed Europe's political map but not its political system. He urged Europeans to look toward the future and create a European structure instead of European anarchy. Coudenhove-Kalergi argued that Europe's global hegemony was a thing of the past and that regaining its status as a center of world politics would only be possible if European states united into a "politico-economic union." To resist external dangers, he proposed a system of pan-European institutions.

This concept envisioned a European continental union (confederation) from Portugal to Poland as a regional military-political and economic alliance. It was to be structured as a confederation of all European states (excluding Great Britain and russia) with common institutions for trade, finance, and external security.

World War I radically shifted the balance of power, sparking a search for a new interaction model between key players. Given the active spread of unification ideas in the 1920s, it is clear that the foundation for post-war integration was laid during the interwar period. Pan-Europeanism gained particular relevance during the geopolitical crises of post-war Europe, pushing states to deepen cooperation, first in the economic and later in the political sphere. After World War II, Coudenhove-Kalergi actively promoted consolidation, characterizing WWI as a "civil war between European peoples" and calling for an end to internecine conflicts.

Until the early 20th century, ideas of a united Europe were largely abstract and utopian, often ignoring political and economic realities. However, after WWI, unification for the sake of peace became vital as the continent lost its dominant position. Western Europe needed to redefine its place in the international system and find new levers to strengthen its positions.

Regarding European identity, Coudenhove-Kalergi emphasized that Europeans must feel like a single nation. He argued that forming a European nation did not exclude multilingualism but required the elimination of nationalism. He insisted that Pan-Europe required an end to the rivalry between Germany and France; unification could only occur if these two states abandoned hegemonistic ambitions and served their "common great Fatherland." He noted that since both neighboring states had become republics, a union based on shared republican ideals became possible.

4. Institutionalization and Competition of Integration Models (Post-1945)

The post-war devastation led to a general realization of the need for unity among political and public circles. Initially, two concepts for integration emerged: supranationalism and intergovernmentalism. "Supranationalism" envisioned a system where national sovereignty is

significantly limited. Conversely, "intergovernmentalism" viewed integration through cooperation between national governments with minimal new structures.

Winston Churchill represented the "minimalist" view; in his 1946 Zurich speech, he argued that closer ties through trade would reduce the prospect of war. Altiero Spinelli, a "maximalist," argued that only a combination of economic and political union could ensure long-term peace, even drafting a constitution for a federal Europe. Spinelli saw integration as essential for "saving" the nation-state after two destructive wars, though his views were often perceived as the end of the nation-state.

The general theories of integration developed along two polar parallels:
− Realism – Federalism – Functionalism – Neofunctionalism
− Intergovernmentalism – Supranationalism

Confederalism involves members relinquishing some powers to a governing body for coordination while maintaining national sovereignty. Integration in a confederation develops only where the interests of all member states align.

Ultimately, the "United Europe Idea" is a model for forming an integrated political system based on liberal-democratic values, acting as a "guarantor" of three elements: (i) a stable security system; (ii) economic growth; and (iii) international positioning as a community rather than individual actors. This model, implemented in the 1950s, was a pragmatic response to the World Wars. Every major war or systemic collapse became a catalyst for rethinking the European order.

5. Identity Crisis and the Phenomenon of Euroscepticism

Euroscepticism emerged alongside the institutionalization of Europe. Its popularity in the new millennium was fueled by the financial crisis and subsequent austerity measures, which caused public discontent.

Euroscepticism is not a monolithic concept; different movements range from demanding a full exit (Hard Euroscepticism) to advocating for reform (Soft Euroscepticism). Primarily, eurosceptics defend national sovereignty, fearing that deeper integration causes harm. Key targets of criticism include: the expansion of "Brussels bureaucracy," unfair distribution of financial aid, the perceived failure of migration and multiculturalism policies, and the deprivation of sovereign rights. They oppose a "superstate" that would make individual European nations impossible.

The end of the Cold War required a new political level of integration. The 2004 Treaty establishing a Constitution for Europe aimed to introduce a President of the European Council and an EU Foreign Minister, and to limit the veto. However, its ratification failure–notably in France–indicated a lack of readiness to delegate sovereign powers. The alternative was the Lisbon Treaty, which kept the ideological core of the constitutional project but did not fundamentally limit state autonomy in political decision-making.

Subsequently, eurosceptic views were strengthened by the Eurozone crisis (2009–2015), the migration crisis (2015–2016), Brexit (2016), the COVID-19 pandemic, and the response to the 2022 russian invasion of Ukraine. The invasion became a new catalyst for European unity.

6. Re-ideologization of the EU Amidst the russo-Ukrainian War

The full-scale russian invasion destroyed the fundamental liberal premise of the EU: the idea that economic ties with autocracies automatically guarantee peace. After 2022, the Union recognized that economic dependence (especially energy) was used as a weapon against it. This

led to a new strategic doctrine of risk diversification, which may become a new element of the "United Europe" idea.

As Ursula von der Leyen noted, this war is not just a regional conflict but a "war of autocracy against democracy," forcing the EU to reconsider the essence of unity. The Common Foreign and Security Policy (CFSP) has undergone a fundamental transformation. The European Peace Facility (EPF) has turned the EU into an active subject of military aid. By 2025, the EU not only finances lethal weapons but also uses profits from frozen russian assets to support the Ukrainian defense industry.

However, researchers *(Giannini, 2025)* highlight systemic weaknesses: the reliance on unanimity and the veto power as obstacles to operational efficiency, and a fragmented defense that needs to move from temporary funds to permanent supranational structures.

In her 2024–2025 speeches, Von der Leyen promotes "strategic responsibility." Amidst a potential decrease in the U.S. defense role, the idea of a united Europe transforms into a demand for full autonomy of the defense-industrial complex. In Kyiv (February 2025), she emphasized: "Ukraine's freedom and sovereignty are a fundamental interest of Europe. An investment in Ukrainian security is the prevention of a great war across the continent."

If previously EU enlargement was seen through bureaucratic procedures, today it is treated as a "geopolitical reunification." Ukraine, Moldova, and the Balkans are no longer "grey zones." Von der Leyen's 2025 rhetoric shifted from "enlargement fatigue" to "enlargement for survival," though states like Hungary do not support this position. This has created a new cycle of identity crisis: a conflict between the need for rapid geopolitical reaction and the inertia of intergovernmental mechanisms used by eurosceptics.

7. Conclusions

The study confirms that the idea of a united Europe did not develop linearly but transformed from abstract philosophical concepts of "perpetual peace" to pragmatic interwar projects. A systemic security collapse or major war acted as the key stimulus for each stage of integration.

Retrospective analysis reveals a permanent competition between supranational governance and intergovernmental cooperation. The current EU architecture, based on a liberal-technocratic synthesis, shows limited effectiveness during acute geopolitical crises. The 2004 Constitutional failure and CFSP challenges indicate that national interests still take priority in critical sovereign matters.

Euroscepticism has evolved from a marginal phenomenon to a systemic factor. During the russo-Ukrainian war, it transformed into a strategy of "internal blocking," where the use of the veto (notably by Hungary) risks institutional paralysis. This underscores the erosion of shared identity and declining political accountability.

The russo-Ukrainian war catalyzed a revision of the EU's fundamental principles. The "peace through trade" paradigm with autocracies has been proven ineffective. New mechanisms like the EPF and the concept of "geopolitical reunification" indicate a forced militarization of the "United Europe" idea and a departure from its purely civilian character.

The EU's future integrity depends on resolving the internal conflict between the need for rapid geopolitical responses and the inertia of intergovernmental decision-making. Internal reforms, such as transitioning to qualified majority voting and creating a formal Defense Union, are objective conditions for the EU's survival as an independent international actor.

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LOCAL SELF-GOVERNMENT BODIES AS SUBJECTS OF THE IMPLEMENTATION OF PUBLIC POLICY IN THE HEALTHCARE SECTOR

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Summary

The ambiguous impact of decentralization and centralization on public governance mechanisms in the health sector is examined through an analysis of domestic and international experience. The article substantiates the role of local self-government bodies as actors in implementing public health policy under decentralization and martial law. Particular emphasis is placed on the «Health in All Policies» principle and the need to implement it at regional and local levels through the development of a «healthy community». The paper analyses how decentralization/centralization affects sector governance, the regulatory foundations, and the differentiation of local self-government competences (own and delegated) in health care. The methodological framework includes a systems approach, institutional and comparative analysis, and examination of national legislation and international sources. Using the Vinnytsia City Territorial Community as a case study, the article demonstrates the importance of strategic planning and municipal targeted programmes as tools for strengthening population health, ensuring service accessibility, and increasing local system resilience in Ukraine during wartime. Successful international governance practices in selected countries (Switzerland, Norway, Denmark, Finland) are also highlighted. The article concludes that a combination of subsidiarity, clear delineation of competences, and adequate resource provision for communities is a prerequisite for effective implementation of public health policy and for adapting the system to contemporary threats.

Key words: public governance, healthcare system, public policy, transformation, public administration, decentralization, centralization, strategic planning.

1. Introduction

Ukraine's integration into the European health system presupposes public governance in the field of public health in compliance with the principle enshrined in Part 2 of Article 427 of the Association Agreement (Chapter 22) – «Health in All Policies» *(Uhoda, 2014)*. This

principle should be interpreted broadly: not only in implementing public policy across different sectors, but also in designing and implementing regional and local health policies and programmes in general, and locally – in shaping the health of residents of a particular territorial community («healthy community»). The above necessitates assessing the significance, role, powers, and tasks of local self-government bodies in building a resilient and capable health care system. Determinants influencing the transformation of public governance mechanisms in public health, and their adaptation to new realities, include reforms – in particular, the administrative reform of the public authority system in Ukraine, which envisages expanding the powers of local self-government through decentralization. Thus, modernization of the national health care system amid a protracted war requires not only updating the nationwide development vision, but also rethinking it at regional and local levels, which makes this study relevant.

The purpose of the study is to determine the impact of decentralization/centralization on public governance in the health sector (using successful international and domestic practices as examples) and to clarify the role of local self-government bodies in building a capable «healthy community» system under martial law.

The methodological basis includes general scientific methods for studying mechanisms and processes within the public governance system in health care. Based on a systems approach, proposals were developed to improve public governance mechanisms of the health care system, taking into account international experience in shaping such mechanisms. The information base comprises academic sources, national and international legislation, official data from the UN, WHO, and the Ministry of Health of Ukraine, as well as information resources of international health organizations.

2. The impact of decentralization reform on the health care system

Recently, Ukraine's health care system has undergone a number of transformations associated with various reforms (administrative, medical, digitalization). Let us examine the impact of administrative reform – specifically decentralization – on public governance in health care at the level of an individual community in Ukraine, as well as analyse successful foreign governance practices grounded in decentralization/centralization principles.

In academic literature, decentralization's impact on health care is assessed ambiguously: it may have negative consequences, or it may be a foundation for building an effective health system. This issue is particularly debated given that Ukraine's health care system operates under conditions of a protracted war.

Within their jurisdiction, local self-government bodies in Ukraine may be authorized to implement state policy in the field of health care (Article 14 of the Law of Ukraine «Fundamentals of Ukrainian Legislation on Health Care» *(Zakon, 1992)*.

Z. Hladun emphasized the role of local self-government and the delegation of public powers in regulating relations in population health care in his fundamental research: «...although local self-government does not belong to the system of state authorities, being an independent type of public power, within certain limits defined by legislation, through delegation of powers of executive authorities to it, it performs functions of management and regulation of activities of communal property objects. Acting as authorized bodies of power, they guide the socio-cultural life of the respective territorial community, organizing and regulating relations in various spheres of life. Executive bodies of local self-government carry out certain regulatory activities which, depending on their content, acquire the character of either state regulation or local (municipal) regulation» *(Hladun, 2006: 441)*.

In the normative dimension, the general legal status of local self-government bodies is defined by the Constitution of Ukraine *(Zakon, 1996)* and the Law of Ukraine «On Local Self-Government in Ukraine» *(Zakon, 1997).*

Regarding local self-government competences specifically in regulating relations in population health care, Article 32 of the Law of Ukraine «On Local Self-Government in Ukraine» differentiates them into: own (self-governing) and delegated powers. In this respect, A. Basko's position is of academic interest: he proposes dividing the competences of representative bodies of territorial communities in health care, defined in special legislation, into organizational competences and competences of a supportive nature *(Basko, 2024).* In our view, this classification does not fully capture the specificity of the overall set of rights and duties of local self-government bodies in the analysed domain.

The issue of delimiting and differentiating local self-government competences by policy area is actively discussed by leading specialists in public administration and law. Contemporary decentralization processes in Ukraine unfold under extremely difficult conditions of ongoing hostilities and, in our view, should primarily aim to strengthen local self-government institutions by expanding the competences of representative bodies of territorial communities. As for the activities of local self-government bodies in ensuring public health within a community, this issue should be studied both through the lens of decentralization and through the lens of Ukraine's medical reform, which is an integral component of decentralization.

A more scientifically substantiated and well-argued approach appears to be that proposed by the working group led by Ya. Kaziuk in the Concept of Delimitation and Distribution of Competences between Local Self-Government and Executive Authorities (hereinafter – the Concept). Under this approach, all competences differentiated in legislation are proposed to be further subdivided, namely:

«...Delegated competences aimed at addressing social and humanitarian issues, subdivided into:

− mandated – functions assigned to executive bodies of local self-government to exercise certain state powers (e.g., social protection programmes);

− transferred – competences to provide mandatory services to specific population groups of Ukraine at a level guaranteed by social standards (e.g., remuneration of teaching staff in general secondary education);

− закреплені (fixed/assigned) – competences to provide social and humanitarian services to citizens upon request (e.g., preschool and extracurricular education, culture, physical culture and sports). Own competences aimed at creating and ensuring the living environment of community residents (e.g., local housing and utilities development programmes and settlement improvement, local cultural and artistic programmes)....» *(Kaziuk, 2023).*

In our view, precisely this subdivision proposed by the Concept's authors contributes to a better understanding of the content of local self-government competences when developing municipal targeted programmes aimed at forming a healthy community – strengthening residents' health, ensuring guaranteed access to quality medical services, and supporting and developing a capable network of health care facilities.

3. The role of communities in building a capable health care system in Ukraine

In our opinion, one prerequisite for effective performance of public governance functions in health care at the municipal level is strategic planning, developed not only with regard to the global Sustainable Development Goals through 2030, but also – primarily – with regard

to the specific features of the respective region (a territory-oriented approach). In this regard, let us focus on analysing such a competence of local self-government bodies in health care as approving targeted programmes for the development of the relevant administrative-territorial unit (using an example of a Ukrainian community – the Vinnytsia City Territorial Community).

We believe that developing and implementing an effective community development strategy, sectoral strategies, concepts, programmes, and plans can not only mobilize the potential of the whole community for implementing concrete and clear plans, but also serve as an effective instrument in the public governance mechanism adapted to modern challenges and threats, including full-scale ongoing hostilities. Undoubtedly, public governance in ensuring public health in the Vinnytsia City Territorial Community has its own specificity and a certain degree of local autonomy.

A doctrinal understanding of strategies, concepts, and programmes as normative legal acts adopted by state authorities at different levels is defined in legal scholarship. The authors of the collective monograph «Economic Activity and Advanced Technologies: Current Regulatory Issues under Martial Law» formulate the thesis that: «...a strategy is based on the foundational principles contained in legal doctrine and on the general goal contained in a concept approved as a legal act; it is a strategic document limited in time, since it has clearly defined goals and objectives. In its essence, it rather resembles a declaration of the state's intentions to achieve desired development indicators in a particular sphere of social relations and contains an overall action plan (for specific development directions) for a certain period, with delineation of responsibility zones and functional workload among various state authorities and local self-government bodies...». *(Dmytryk, 2022: 190).*

Different academic approaches exist regarding the theoretical-methodological essence and practical value of strategies, concepts, and programmes adopted within local self-government competences.

The authors of the research work «Strategic Planning for the Development of an Amalgamated Territorial Community» view the main mission of strategic documents adopted by local self-government bodies as ensuring qualitative transformations in the economic and social spheres: «...under current conditions, when opportunities for territorial development through past achievements have been virtually exhausted, it is important to develop long-term strategic programmes and consistently implement them....». *(Berdanova, 2017: 7).*

The importance of a strategic development vision for territorial communities should not be underestimated. During the war in Ukraine, new Methodological Recommendations «On the Procedure for Developing, Approving, Implementing, Monitoring and Evaluating the Implementation of Territorial Community Development Strategies» dated 21.12.2022 No. 265 were approved. They provide a normative definition of a territorial community development strategy as: «...a strategic planning document of state regional policy that defines strategic and operational goals and tasks for sustainable development of a territorial community; it is developed for the period of implementation of the State Strategy for Regional Development and the relevant regional development strategy, taking into account the provisions of the Law of Ukraine 'On the Principles of State Regional Policy». *(Nakaz, 2022).*

I. Boryshkevych and V. Yakubiv assess a territorial community development strategy as one of the most important documents adopted within the competence of local self-government bodies: «...a territorial community development strategy is a long-term plan that outlines the general vector of actions of local authorities, their partners, business representatives, education institutions, residents, and other stakeholders toward the phased achievement of

set goals, the core vision, and the rationale for the existence of the community's mission...». *(Boryshkevych, 2022: 127)*.

It appears that regional health programmes, by their orientation, should be classified as social targeted programmes. The development and purpose of any targeted programme should primarily correspond to the priority development directions of the relevant territorial community formulated in its development strategy.

Let us examine ways to form a resilient healthy community using the Vinnytsia City Territorial Community as an example. By Decision of the Vinnytsia City Council dated 26.02.2021 №. 194, the Development Strategy of the Vinnytsia City Territorial Community through 2030 – Strategy 3.0 – was approved. More detailed sectoral planning with strategic measures, projects, and changes for the city of Vinnytsia is presented in the Concept of Integrated Development of Vinnytsia 2030, developed with regard to international sustainable development standards and linked to regional and national development programmes.

According to the Strategy, the second strategic priority for the development of the Vinnytsia City Territorial Community through 2030 is an integrated community (high-quality and accessible municipal services for all), and the initial operational goal 2.1 for achieving this priority is a healthy community.

Ukrainian legislation lacks a definition such as «community health» or «healthy community». As for academic conceptualizations of «healthy community», the results of the Ukrainian-Swiss project «Act for Health» deserve attention; it offers the following definition: «... a healthy community is a territorial-social community characterized by a comprehensive, integrated approach to preserving and improving residents' health through combining medical, social, educational, and infrastructure initiatives». *(Zvit, 2024: 5)*. Thus, «healthy community» is generally understood as a community involving representatives of all social groups within a territorial community in pursuing one shared goal – improving the health of its residents.

Municipal targeted sectoral development programmes are developed to implement strategic documents. Thus, targeted sectoral development programmes are created to implement the Strategy and include measures aimed at forming a resilient public health system. Among such programme documents, it is also necessary to mention the Programme of Economic and Social Development of the Vinnytsia City Territorial Community for 2025 and the programme «Health of Vinnytsia Residents for 2022-2025». The main goal of adopting the community health programme is quite ambitious – achieving the highest possible level of health for all community residents and internally displaced persons registered in the community, regardless of age, sex, or social status; disease prevention; and fostering a responsible attitude of the population toward their own health and the health of others. To achieve this goal, strategic goals («Creating conditions for preserving residents' health») and operational goals were formulated:

1) developing a responsible attitude of city residents toward their own life and health;

2) preserving and strengthening the health of Vinnytsia residents *(Prohrama 2021, 2024)*.

In our view, given the subject of the study, in the context of public health system development, the principles of decentralization and subsidiarity are particularly important for ensuring the overarching principle of «Health in All Policies». Delegating powers to local self-government bodies not only brings decision-making closer to citizens, but also directly increases the effectiveness of policy implementation in the field of sanitary and epidemiological well-being, and genuinely strengthens the health of residents of a specific territorial community. Local administrations – using the Vinnytsia City Community as an example – become active subjects of public governance: they develop and directly implement

prevention programmes, monitor population health, manage crises, and effectively ensure health promotion within the community.

4. International governance practices in the health sector

Foreign countries use different approaches to health system organization (centralization or decentralization of sector governance). It should be noted that decentralization is a current trend in a large share of countries with the most effective national health systems. Many countries (Switzerland, Denmark, Norway) have succeeded in ensuring accessibility, quality, and safety of health services thanks to strategic approaches, such as decentralization of public governance. A tendency toward decentralization is also observed in some Asian countries, where strict centralized governance in health care has traditionally prevailed.

Let us examine how decentralization influences health governance and the building of resilient health systems in communities.

Among foreign countries with decentralized health system governance, Switzerland's experience deserves particular attention. The modern Swiss health system is decentralized, with competences distributed among federal, cantonal, and municipal levels. Corporate actors – including associations of insurers, physicians, and hospitals (through negotiations on tariffs and quality), as well as voters (through direct democratic mechanisms) – can significantly influence governance of Switzerland's health system.

The three-level structure aims to balance government responsibility. Swiss health system governance is based on the distribution of responsibilities among three levels:

1. Federal level: the role of the federal government has expanded significantly over the past two decades and now plays a decisive role in key national areas, including health system financing, quality and safety of medical products, supervision of national public health, and leadership in research and innovation in health-related areas. It sets the framework within which cantons and municipalities operate, ensuring compliance with national standards.

2. Cantons: Switzerland's federal structure provides cantons with substantial autonomy, especially in health care. In some cases, responsibilities at the federal level and those arising from autonomous arrangements apply simultaneously. Cantons have significant administrative powers, continue to oversee health infrastructure and facilities, and engage in large-scale and inter-cantonal cooperation.

3. Municipalities: municipalities are responsible for long-term care and social services for vulnerable persons and also deliver many locally tailored services not regulated by cantonal or federal rules.

The involvement of specific persons and bodies – such as local officials, physicians, hospitals, and other stakeholders – creates a unique governance model with broad public participation in decision-making and quality assurance. This model includes direct voting on key issues and decision-making at political and practical, as well as administrative and political, levels. The Ministry of Health bears the main responsibility for the highest level of health planning and public health, although municipalities also share responsibility, especially for social assistance and children's mental health *(Stefan Boes, 2024)*.

Norway's current public policy vector in public health aims to strengthen decentralization by providing municipalities and counties with governance instruments to address key tasks. Counties and municipalities have high legitimacy and capacity to implement policy and plans in health care, and health and health-related services are among municipalities' most important tasks, consuming more than one-third of their total resources. Nevertheless, small

rural municipalities face challenges, as they often show lower levels of compliance than larger ones, mainly due to lack of capacity and experience. In Norway, regions are responsible for specialized care, while municipalities manage primary health care by addressing shortages of general practitioners, reducing inequalities in access to medical care, and strengthening efforts in health promotion and disease prevention *(Saunes IS, 2024)*.

Another country with a decentralized health system is Denmark. The country has a universal tax-financed health system with a decentralized organizational structure serving more than 5.9 million residents. Denmark's health system is financed by taxes and organized at three administrative levels: the state, regions, and municipalities. The state performs general regulatory, supervisory, and fiscal functions and is also responsible for many strategic, coordination, and «soft» regulatory functions. Responsibility for primary, secondary, and tertiary care is decentralized. Among other duties, the five regions are responsible for hospitals and for planning and paying for primary care. Services are often delivered by self-employed health professionals. Municipalities are responsible for rehabilitation, long-term care at home and in institutions, dental care for children, adolescents and vulnerable groups, as well as public health. Information on the capacity of Denmark's health system is developed and integrated into policy.

In Denmark, planning is an integral part of the health system and reflects its decentralized nature: regions and municipalities act as planners and providers of health services, while the state provides the overall regulatory framework. At the same time, some specific planning measures – such as allocation of medical specialties – are carried out centrally. An annual financial agreement between the state and regions/municipalities determines total budgets and municipal taxes. The state is responsible for overall regulation of medical organizations and specialists; it also develops guidelines, standards, and policy initiatives. Regions are responsible for providing hospital (somatic and psychiatric) care and for financing private practitioners (general practitioners, dentists, physiotherapists, etc.) who deliver mandatory services. More than 95% of hospital beds are located in public hospitals. Private clinics and physicians play a limited role and are paid out-of-pocket, through voluntary insurance, or via contracts with regions – primarily to reduce waiting lists or perform specific surgical interventions *(Birk, 2024)*.

Today, diametrically opposed trends – toward stronger centralization or decentralization – are observed in both European and Asian countries regarding health system organization and governance.

Finland's administrative reform launched in 2023 aimed to strengthen centralization in health system governance. The central government's strategic role is to formulate policy for service provision, exercise control, and distribute functions among counties through cooperation agreements. Centralized governance is also implemented through state funding of projects reflecting core strategic development priorities. Although local self-government departments have competences to make decisions within their remit, including allocation of funding for medical care, central executive authorities (the Ministry of Social Affairs and Health, the Ministry of Finance, the Ministry of the Interior) continue to play a key role in defining policy priorities. This is because the main financing of health care in Finland comes from the state budget, and the Ministry of Finance retains influence over financial management, including approval of investment plans. Strengthened state control over county finances helps avoid radical changes in governance of Finland's system of medical and social services *(Karanikolos, 2024)*.

In monitoring Finland's health policy systems for 2024, it is stated that by the second half of 2024, the health and social care reform in Finland had achieved a significant level of centralization of service provision (from municipalities to newly created agencies). Revenue

pooling for the health system now occurs at the national level, while procurement occurs at the county level. The centralization reform optimized the structure of the health system and enabled clearer policy steering at the national level. Immediately before the reform, Finland's health system performed well in terms of overall efficiency and effectiveness but was chronically underfunded. Problems such as physician shortages, insufficient accessibility, and weak financial protection were exacerbated by the COVID-19 pandemic and subsequent geo-economic events. In addition, existing parallel financing and service delivery systems remain and contribute to fragmentation and inequity, especially regarding access to primary health care. Key future challenges include funding shortages and political pressure to balance public finances, which may hinder the development of strategic governance capacity in Finland's health sector *(Karanikolos, 2024)*.

In our opinion, it is still too early to evaluate Finland's centralization reform in health governance and determine its effectiveness, as the new mechanisms are only at an initial stage of operation.

In contrast to Finland, current trends in Japan's health system reform involve a transition to a community-based health model. Local authorities, particularly municipalities, are expected to play a much greater role, and building an integrated community health system in Japan – where municipal authorities provide certain services related to housing, care, preventive medicine, and lifestyle support – is one of the strategic goals of sector modernization.

The impact of decentralized or centralized governance on health system effectiveness is assessed differently by both theorists and practitioners; it has both positive and negative aspects.

R. Shevchuk aptly notes that «decentralization may eliminate the equalization effect of centralized allocation of health budgets, which may have allowed wealthier jurisdictions to subsidize poorer ones. At the same time, in addition to resource depletion that occurs during transfers between multiple levels of government, there is also a tendency for subnational governments to spend retained funds 'close to home,' i.e., mainly in the capital of the subnational jurisdiction (urban areas), which further disadvantages rural communities» *(Shevchuk, 2023: 314)*.

5. Conclusions

Thus, within the contemporary paradigm of public governance, the nature of governance influence becomes particularly significant: while public administration is oriented toward implementing tasks defined by the state within a hierarchical vertical of power, public governance is aimed at achieving socially significant governance results, including through partnership with civil society (local self-government bodies, civic associations, communal and private enterprises that may implement certain functions within delegated powers).

Despite globalization trends and unification of international standards in health care, local factors remain decisive in policy implementation on the ground. Modern health policy should combine fulfillment of international obligations with support for local initiatives by providing communities with the necessary powers and resources. This approach makes it possible to build a resilient, adaptive, and inclusive public health system that responds to both global challenges and the needs of specific territorial communities.

Dynamic changes in public governance mechanisms in public health are driven by a range of challenges different in nature, including decentralization, which also affects transformation processes in the sector and constitutes an important step toward increasing the efficiency, transparency, and adaptability of governmental institutions.

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HEALTH, ENVIRONMENT, DEVELOPMENT

BIOADAPTIVE METHOD: AN INTEGRATIVE MODEL OF NON-INVASIVE REJUVENATION BASED ON SKIN BIOREGULATION

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Summary
The direction of modern aesthetic medicine is pronounced in its preference for non-invasive methods that do not harm the skin and are focused on activating its internal repair mechanisms. On the one hand, this meets the needs for safe, natural, and personalized approaches to rejuvenation. On the other hand, this is the search for integrative methods based on the principles of bioregulation, which are becoming very relevant. In this regard, the stages of the author's bioadaptive method represent a comprehensive approach aimed at finding effective clinical strategies that combine manual techniques, neuromuscular stimulation and anatomical adaptation to restore the structure and function of the skin.

This study aims to develop a new clinical model for an innovative non-invasive rejuvenation method, based on the joint influence of bioregulatory processes on the skin, neuromuscular system, and fascial structures, known as the bioadaptive method.

The article presents the main parameters of the developed model, specifically the bioadaptive method, which is an extraordinarily innovative and original approach that reflects the physiological mechanism of skin bioregulation. The developed method involves a combination of three components, namely manual therapy, EMS (electrical nerve stimulation) and anatomical adaptation, which together form a clinical protocol aimed at restoring muscle-fascial balance, improving microcirculation, restoring skin tone without trauma and normalizing functions.

The study was conducted using tools for linguosemantic analysis of both scientific and professional literature, as well as content analysis of clinical sources, in order to systematize key concepts and structural elements of effective non-invasive rejuvenation methods. The article highlights different types of aging (muscular, deformation-edematous, fine-wrinkled, etc.). Adaptive protocols recommended for use in the bioadaptive method for each morphofunctional manifestation are presented. Considerable attention is paid to the possibilities of physiological methods as an innovative way to solve problems with less invasiveness, as well as the effectiveness of active substances derived from plant extracts, adaptogens and muscle stimulants in local remedies. The importance of the bioadaptive approach in modern dermatoaesthetics as a means to achieve safe, personalized, and natural skin regeneration has been proven. The study's results can serve as the basis for further development and implementation of clinical protocols in the field of non-invasive aesthetic

therapy. They can also provide a scientific foundation for the informed use of complex bioregulatory methods.

Key words: bioadaptation, non-invasive rejuvenation, skin bioregulation, fascial techniques, neuromuscular stimulation, anatomical adaptation, myofascial balance, integrative aesthetic technique, myofascial therapy.

1. Introduction

Modern aesthetic medicine requires solving the problem of safe, effective and long-lasting skin rejuvenation without invasive operations *(Pavlenko et al., 2024; Gutop et al., 2022)*. Traditional methods (such as injection, laser and surgical lifting) are still used, which usually lead to a long rehabilitation period, potential side effects and are often accompanied by risks *(Lippi et al., 2024; Cardenas et al., 2021)*. In modern cosmetology and dermatology, there is a tendency to search for non-invasive methods of rejuvenation that provide a natural look without surgical intervention or aggressive effects on the skin. Therefore, there is a growing need to develop such innovative approaches that are a combination of achievements in dermatology, physiology and bioregulatory medicine. Such progress in non-invasive skin care leads to the lack of a holistic and scientifically based model that could combine the body's natural adaptation mechanisms, biochemical self-regulation and an individualized approach to rejuvenation *(Silva et al., 2022)*. Most of the existing methods are still based on local effects and do not take into account the fact that the neuromuscular, fascial and dermal systems interact as a single whole. Therefore, bioadaptive methods as an integrative direction in the system of non-invasive dermatological therapy are relevant, since they have the ability to activate the internal sources of the skin for its restoration and rejuvenation *(Maxim et al., 2024)*.

Therefore, special attention is drawn to methods that activate the internal sources of the skin without disturbing its integrity and natural balance. Traditional cosmetic methods are usually short-term or associated with the risk of complications, but bioadaptive technologies provide new opportunities for gentle and physiological rejuvenation by regulating cellular homeostasis, microcirculation and endogenous regeneration *(Pan, 2024; Petrukha, Petrukha & Krupelnytska, 2022)*. The lack of integrative approaches that combine manual techniques, neuromuscular stimulation and individual anatomical adaptation requires an effective clinical protocol that would guarantee the functioning of the skin's bioregulation at a deep level *(Diwakar et al., 2023)*. The bioadaptive method is considered as a systemic model of non-invasive rejuvenation and its mechanisms of action, effectiveness and clinical application are still issues that require further study. The construction of an integrative model based on the principles of skin bioregulation corresponds to the latest scientific trends focused on personalized approaches and support of natural self-healing mechanisms *(Przewłocka-Gągała, 2021; Fridman et al, 2021)*. That is why the bioadaptive method has great scientific and practical significance as a promising direction of non-invasive aesthetic therapy.

2. Analysis of recent research and publications

Non-invasive rejuvenation methods, together with bioadaptive effects on human skin, have become a fact of integrative cooperation between various fields, such as dermatology,

aesthetic medicine, clinical nutrition, biochemistry and even cognitive sciences, with the aim of treating various skin diseases *(Lippi et al., 2024)*. Recent publications confirm that skin youth has gone beyond the simple treatment of visual signs of aging, but now it is also aimed at physiological changes in cells and their genes of the renewal process. Among them, the work of E. O. Gutop and co-authors showed that peptide AED provides gene expression and protein synthesis of differentiation in human skin fibroblasts, which indicates the importance of peptide bioregulation in age therapy *(Gutop et al., 2022)*. Corresponding results were obtained in the article by Friedman and colleagues, which confirmed that peptide bioregulators have a beneficial effect on the structural features of the facial skin of elderly women *(Fridman et al., 2021)*. In addition, it was found that the synergistic effect of topical cosmetics combined with electrostimulation was also quite promising. As a result of a randomized clinical trial conducted by C. da Silva et al., a cream containing leucine and lactic acid was used to improve not only the facial contour but also muscle tone *(Martins da Silva C. et. Al., 2022)*. Among them are ingredients extracted from plants. They demonstrated a restorative and protective effect, especially due to *Acmella oleracea*, antioxidant and dermatoaesthetic action. Maxim S. and colleagues noted that *Acmella* extract can be considered as a stable, diffusible and effective cosmetic active ingredient *(Maxim et al., 2024)*. This is also in agreement with the work of Divakar et al., where they highlighted the preventive effect of plant extracts in combination with vitamin E and aloe vera against endogenous and exogenous skin stressors *(Diwakar et al., 2023)*. The article by Lippi and colleagues figuratively recreates a holistic approach to restoring not only aesthetic characteristics, but also psychophysiological aspects of patients. Significant emphasis is placed on medical rehabilitation as a tool for achieving well-being that goes beyond functional recovery *(Lippi et al., 2024)*. Simultaneously with the direction of cosmetology, the role of clinical nutrition is reoriented and growing. Similarly, the research of the author teams led by Cardenas and Pan presents nutrition not only as a primary life need, but also as a tool for cell regeneration, skin protection and prevention of premature aging, especially in chronic stress or diseases *(Cardenas et al., 2021; Pan, 2021)*. Modern research focuses on the social scene of aesthetic and medical professions. The study by Pavlenko and colleagues demonstrates that gamified technologies in STEM education in Ukraine are constantly developing, which, accordingly, changes the worldview and attitude of children to the body and appearance *(Pavlenko et al., 2024)*. Accordingly, Petrukha and colleagues examine in detail the impact of wartime social and cultural triggers on the transformation of public policy, which also generates new health care and self-sufficiency issues *(Petrukha, Petrukha & Krupelnytska, 2022)*. As a result, the literature review reflects the interdisciplinary nature of modern aesthetic medicine and cosmetology, where non-invasive procedures are based on bioregulatory mechanisms, supported by both clinical and laboratory data, as well as attention to social, cognitive, and psychophysiological factors.

The purpose of the article is to scientifically substantiate and describe the author's Bio-Adaptive Method as an integrative model of non-invasive rejuvenation based on skin bioregulation.

3. Research methodology

During the preparation of this article, a broad qualitative method was used, including linguosemantic analysis of scientific literature, as well as content research of various sources of information in the field of aesthetic medicine, cosmetology, skin physiology and dermatoaesthetic technologies. *Linguosemantic analysis.* The analysis aimed to explore a limited number

of key concepts covering the main modern non-invasive rejuvenation methods, in particular the terms: bioadaptation, bioregulation, anatomical adaptation, neuromuscular stimulation, fascial integration, etc. The analysis was conducted on the basis of professional journals and books available in English and Ukrainian, covering the period from 2013 to 2023. A count of terms was carried out; synonyms, structural – semantic connections and contextual functions of professional discourse were identified.

The content analysis focused on the presentation of methods, non-invasive tests and technological innovations for skin care in order to structurally outline the common features of the effectiveness of the protocols. Among other things, the authors considered the sequence of procedures, the level of intervention, the targeted action (on muscles, fascia, lymph, cells), the stimulation / relaxation effects and the active ingredients used in the products. Also included in this study was a search for patented methods and a study of clinical publications describing similar protocols with comparable principles (biorhythmization, adaptive cosmetology, manual correction of age-related changes).

The comparative – analytical stage of the study included the generalization of the obtained data in order to outline the author's model of the bioadaptive method. Several key semantic and procedural features were identified, which allow us to consider the method as a unique integrative system. Special attention is paid to the interdisciplinary approach, that is, the combination of knowledge from different fields of neurophysiology, facial anatomy, cosmetology and non-invasive rejuvenation techniques.

4. Results

In particular, several scholars conducted a linguistic and content analysis of the current scientific literature to identify the main concepts of the author's bioadaptive methodology that form the scientific basis of this method. The framework supported a clinical protocol that combines the physiological processes of skin regeneration with neuromuscular and fascial stimulation by generalizing the basic bioadaptive approach to human skin, which is the basis of the article. Experiments demonstrated a noticeable change in the facial shape of women who underwent a combined intervention with a leucine and lactic acid cream along with energizing sessions, compared to a placebo group *(Martins da Silva C. et. al., 2022)*. On the other hand, only the placebo group demonstrated a statistically significant increase in quality of life indicators, but no such results were found for the group that used the skin tone-improving formula. The obtained data indicate the prospects of using a cream with leucine and lactic acid as an auxiliary agent in cosmetic care procedures aimed at increasing skin elasticity and maintaining muscle tone. When this strategy is implemented together with muscle stimulation, there is a possibility that it may lead to even greater bioadaptive effects in facial care *(Martins da Silva C. et. al., 2022; Maxim et al., 2024)*. The use of natural substances obtained from plants in dermatocosmetics leads to a significant increase in their effectiveness, eliminating the phenomena of adaptation and resistance of the organism. In addition, such ingredients provide a synergistic effect that arises from the joint work of various functionally active molecules of natural origin. First, in this vector of bioactive phytochemicals, oleracea is the most chiropractor and pianist, providing powerful antioxidant capabilities, accelerating skin regeneration by strengthening the elements of the skin's structure, and smoothing facial wrinkles.

In the study, two oil-in-water (O/W) emulsion formulations were created with 3% and 5% *Acmella oleracea* extract. Physicochemical, microbiological and rheological experiments were performed, and the diffusion capacity through the skin membrane was tested. The results

showed that the composition was homogeneous, the emulsion structure was stable, the elasticity was good, the emulsion penetrated well through the skin, and the microbiological indicators were satisfactory. Thus, these formulations demonstrated possible functionality as carriers of bioactive substances for cosmetic products.

This new study has garnered widespread attention due to the plant-based adaptogenic ingredients found in skin care products, which are functional ingredients that can enhance skin's resistance to various types of stress. In their comments, the scientists note, however, that they need to understand the mechanisms much better, as well as conduct clinical trials, especially with long-term topical application of AI, if they want to be able to confirm the therapeutic effects and safety of the products in situations of chronic skin stress *(Diwakar et al., 2023)*.

Modern aesthetic medicine shows a significant surge of interest in including physical therapy as part of non-invasive approaches to local correction of aesthetic defects, in particular cellulite and skin changes caused by aging *(Maxim et al., 2024)*. Physical treatment procedures, including ultrasound therapy, low-intensity laser radiation, transcranial electrical stimulation (TENS) and acoustic waves, are now widely used as part of complex treatment. These methods contribute to improving microcirculation, activating lymphatic drainage, reducing stagnation, stimulating collagenogenesis and increasing tissue tone. However, in most clinical protocols, these methods are considered only as auxiliary means to injection or hardware – invasive procedures. Therefore, today there is a great need for studies that will investigate the possibilities of physical therapy technologies as independent means with proven effectiveness. In particular, a key area is the study of the influence of various physical therapy methods on morphofunctional types of cellulite, since their pathogenesis differs depending on the structure of tissues, hormonal background and the degree of lymphostasis *(Maxim et al., 2024)*. Integrative models that combine physiologically oriented methods, such as manual influence, neuromuscular stimulation and anatomical adaptation, are of particular value in the context of this approach. The holistic approach of the author's bioadaptive method, which is based on the bioregulatory properties of the skin and fascial – muscular structures, is considered as a promising non-invasive rejuvenation strategy, as well as a potentially effective means of solving problems associated with cellulite *(Przewłocka-Gągała, 2021)*. After conducting the study, a clinical protocol was developed, which is a non – invasive rejuvenation method that relies on skin bioregulation and uses manual techniques, neuromuscular stimulation, and anatomical adaptation – as a holistic bioadaptive approach:

The protocol is aimed at activating the skin's own regenerative capacity by coordinating the nervous and muscular systems, stimulating fascia movement and local bioregulation, thus achieving a rejuvenation effect without invasive procedures.

Main components of the methodology:

1. Preparatory stage (10 – 15 min):

− History and diagnosis of the condition of facial and neck tissues (visual and palpatory assessment: muscle tone, fascia tension, skin quality).

− Photofixation and marking of anatomically significant areas (fascial tension points, muscle overstrain lines).

− Hygienic skin preparation: cleansing, light enzyme peeling.

2. Activation stage (20 – 30 min):

a) Manual techniques:

− Fascial stretching and mobilization: gentle stretching of fascial fixation zones to restore tissue glide.

− Lymphatic drainage massage: improves microcirculation, reduces swelling.

− Myofascial relaxation: point effect on trigger zones of hypertonicity to remove functional blocks.

b) Neuromuscular stimulation:

− Neuroactivation of weak muscles (using hardware or manual microstimulation): stimulation of muscles that have lost tone due to age-related changes.

− Isometric activation: performing light facial exercises under the supervision of a specialist to restore the balance of muscle chains.

3. Stage of anatomical adaptation (15 – 20 min):

− Adaptation of the face to new muscle dynamics: techniques for "modeling" soft tissues in a harmonious position (especially the cheeks, chin line, eye area).

− Final fixation of the result: application of a bioadaptive agent with regenerative peptides / antioxidants (it is possible to use a mesoroller to enhance penetration).

− Patient recommendations: exercise and home care protocol (individualized based on anatomy and tissue response).

Frequency of procedures:

A course of 6-8 procedures 1-2 times a week followed by a maintenance regimen every 4-6 weeks.

Advantages of the method:

– Stimulates natural regenerative processes.

– Does not violate the integrity of the skin.

– Based on individual anatomy and patterns of muscle aging.

– Promotes long-term rejuvenation effect without "stretching" tissues.

Table 1 shows a clinical protocol for the bioadaptive method, which can serve as an operational tool for (cosmetologists, physiotherapists, aesthetic medicine specialists).

Table 1

BioAdaptive Method Clinical Protocol: An Integrative Model of Non-Invasive Rejuvenation Based on Skin Bioregulation

Stage	Target	Description of procedures	Lasting – flattery	Tools / Notes
1. Preparation	Initial diagnostics and cleaning	- History taking – Palpatory assessment of muscle and fascia tone – Photofixation – Cleansing, enzyme peeling	10 – 15 min	Marking anatomical points
2. Fascial activation	Restoration of tissue glide, lymphatic drainage	- Fascial stretching (forehead, cheeks, neck) – Lymphatic drainage (from the periphery to the center) – Deep massage of the muscles of the risk zone (mouth, eye area)	10 – 15 min	You can use oil or gel with a slimy consistency.
3. Neuro-muscular stimulation	Activation of atonic muscles, relaxation of overstrained ones	- Isometric exercises (frontal, zygomatic muscles) – Neurostimulation of weak muscles (electrical stimulator or palpatory effect) – Work with triggers (pressing / removing from hypertonicity)	15 – 20 min	If necessary, a microcurrent therapy device

Continuation of table 1

Stage	Target	Description of procedures	Lasting – flattery	Tools / Notes
4. Anatomical adaptation	Fixing a new muscular – fascial position	- Soft "laying" of tissues in a younger projection – Fixation of the chin line, under-eye area, forehead - Structural lymph flow massage	10 – 15 min	No pressure, working with the direction of the muscle vector
5. Completion and bio-regulation	Promoting regeneration, fixing the effect	- Application of bioactive serum with peptides / antioxidants – Mesoroller (according to indications) - Individual recommendations for home (exercises, cream)	10 min	Products with low molecular weight hyaluronic acid, GHK-Cu peptides, amino acids

Source: developed by the author

Course of procedures:
– Intensive phase: 1 – 2 times a week, 6 – 8 sessions
– Maintenance: once every 4 – 6 weeks
Key principles of the methodology:
– Bioadaptation – impact on tissues taking into account their reactivity
– Rejuvenation through restoration of muscle – fascial balance
– Stimulation of neuroaesthetic mechanisms – harmonization of facial dynamics
Below (Table 2) is a classification of types of facial aging and adaptation of the BioAdaptive protocol to each of them, taking into account the characteristics of tissue changes, muscle balance, and needs for stimulation / relaxation.

Table 2

Classification of facial aging types according to aging morphotypes

Type of aging	Main characteristics
1. Deformation – edematous	Pastiness, decreased tissue tone, edema, ptosis, "bridle" wrinkles, deepening of nasolabial folds
2. Muscular (mimic)	Hypertonicity of facial muscles, early wrinkles (forehead, between the eyebrows, eyes), sharp facial expressions
3. Finely wrinkled	Dry, thin skin, many fine wrinkles, decreased elasticity
4. Tired type	Loss of volume, gravitational ptosis, sagging, "tired" facial expression
5. Combined type	A combination of signs of two or more types (for example, deformity and muscle)

Source: developed by the author

Table 3 shows the adaptation of the BioAdaptive Method clinical protocol to the types of aging.

An important requirement before starting the course is a morphotypological assessment of the face. It is necessary to determine the characteristic type of aging together with the observed mixed signs. Change the duration of the stages accordingly: for example, for the

Table 3

BioAdaptive Method adjustments according to facial aging morphotypes

Type of aging	Main highlights of the protocol	Corrective techniques
1. Deformation – edematous	- Elimination of stagnation – Working with deep fascia – Emphasis on drainage and anatomical "tightening"	- Deep fascial massage – Structural lymphatic drainage – Work with the cervical – clavicular area – Anatomical block placement
2. Muscle (hypertonicity)	- Relaxation of overstrained muscles – Normalization of facial expression pattern – Reduction of wrinkles associated with facial expressions	- Point myofascial relaxation – Neuromuscular balancing (asymmetry, frontal muscles) – Training of physiological facial expressions
3. Finely wrinkled	- Improving tissue trophism – Stimulating collagen formation – Hydration and working with microcirculation	- Superficial myofascial activation - Light lymphatic drainage – Introduction of mesoroller - Selection of bioactive agents (peptides, HA)
4. Tired type	- Volume restoration through deep muscle tone – Activation of the neuromuscular connection – Lifting the middle third of the face	- Activation of ptosis antagonist muscles (e.g. cheeks, orbicularis oris) - Isometric exercises - Anatomical "modeling" of volume through soft styling
5. Combined type	- Combined use of relaxing and stimulating techniques – Working with problem areas in stages	- Differentiated approach: edematous areas - Drainage, muscle relaxation - Individualized sequence of stages

Source: developed by the author

muscular type, thus: more time for relaxation, for the deformation type – for lymphatic drainage. To assess progress, take a photo before / after every 3rd session.

5. Discussion

The results of the study confirmed the use of a holistic method of non-invasive rejuvenation, which combines manual work, neuromuscular stimulation and tuning of the bioadaptive model of the anatomical system into one whole. The author's methodology, which is based on the principles of bioregulation and restoration of muscle – fascial balance, corresponds to modern trends in dermatofunctional cosmetology, which emphasize physiological rejuvenation without tissue damage. Compared to traditional methods, which mostly include injections or hardware, the bioadaptive method demonstrates its capabilities as a milder but competent option. To be more precise, during the clinical protocol, the processes of deep tissue regeneration, the establishment of muscle tone, fascial mobility and microcirculation are stimulated, which generally leads to an improvement in skin trophism and its visual condition. The results obtained are consistent with many previous studies conducted in the field of non-invasive physical and manual methods of cosmetology. For example, topical adaptogenic agents that affect antioxidant activity and reduce the inflammatory state of the skin from the inside were those that observed similar effects. Also, physiotherapeutic interventions – ultrasound, TENS

and low-intensity laser radiation – have confirmed their effectiveness in restoring muscle tone, treating cellulite and activating lymphatic drainage, in addition, they are mostly auxiliary / secondary to invasive technologies. At the same time, the proposed method is characterized by an integrative structure and bioadaptive logic of influence: the specialist changes the method and time of procedures in accordance with the individual anatomical and functional characteristics of the patient, the type of aging (muscular, deformation – edematous, fine-wrinkled, etc.), as well as tissue reactivity during the dynamics of the procedures. Nevertheless, these results still need to be confirmed by the results of empirical confirmation in controlled clinical trials, especially comparative analysis with other methods. It may be necessary to expand the study to different age groups, evaluate the effects in the long term, and also take into account the impact of the method on the quality of life of clients. Thus, the indicated bioadaptive method is an example of an innovative non-invasive approach to aesthetic correction, which is combined with the natural regulatory mechanisms of the skin and an individualized clinical approach.

6. Conclusions

The bioadaptive method is a scientifically based structural model of non-invasive rejuvenation, built as a holistic author's model of physiologically relevant parts of the human body, such as skin, muscles and fascia, which are the main parts of this process. The clinical protocol proposed in the article is associated with bioregulation, anatomical adaptation and the principle of neuromuscular stimulation, which ensures the activation of internal tissue regeneration resources and structural integrity of the face in the process of rejuvenation without the use of invasive procedures. Thanks to the linguistic and semantic analysis of modern scientific and professional literature, the researchers were able to identify the key concepts on which the methodology is based, and also, thanks to the content analysis of sources from clinical practice, they were able to recognize typical structural components of effective non-invasive interventions. The adaptive model of the bioadaptive method was developed in accordance with different morphotypes of aging, taking into account the individual anatomical and functional characteristics of clients. The study focuses on comparing the bioadaptive approach with traditional invasive technologies, which allowed us to highlight the advantages of the proposed method – primarily ease, safety and the possibility of individual selection of protocols, as well as the absence of a recovery period. However, the author's method opens up new opportunities for further empirical research, especially from the point of view of the usefulness of its application in dynamics, improving the quality of life, neurovegetative reactions and stabilizing results in the long term. Thus, the bioadaptive method has the right to be considered as a promising integrative technology of modern aesthetic medicine, based on evidence-based approaches, physiological mechanisms and an interdisciplinary combination of knowledge in cosmetology, neurophysiology and anatomy.

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TRANSPARENCY IN DETAIL: CERAMIC LAYERING AGAINST PIGMENTATION IN THE CUTTING EDGE AREA

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Summary

The transparency of the incisal edge in the anterior region is a key parameter that determines the visual naturalness and realism of ceramic restorations. Two methods of achieving it are widely used in clinical practice: multilayer ceramic modeling and pigmenting with dyes. However, the choice between these approaches is often made intuitively, without taking into account their optical and long-term characteristics. Objective. To conduct a literature review to substantiate the effectiveness of a multilayer ceramic approach compared to pigmentation in creating a transparent incisal edge in anterior teeth. Materials and methods. A review of scientific publications for the period 2015-2024 on methods of simulating transparency in restorative dentistry was conducted. Results. Literature analysis and clinical observations indicate that layering allows for greater depth, optical naturalness, preservation of light transmission and anatomical reliability of mamelons. Pigmentation with dyes, especially dark shades, in the incisal edge area can create the effect of visual contamination, reducing the aesthetic value of the restoration. Literature analysis confirms that patients visually evaluate layered restorations better, especially on a light background (lower teeth, tongue). Conclusions. It is advisable to reproduce the transparency of the incisal edge using multilayer ceramic modeling with the use of transparent and translucent masses. This approach provides not only a high level of aesthetics, but also the stability of the result from an optical and clinical point of view. Analysis of modern literature sources confirms the feasibility of the advantage of layering over pigmentation in the manufacture of high-quality aesthetic restorations.

Key words: aesthetic dentistry, incisal edge, transparency, layering, pigmentation, mamelons, ceramic restorations.

1. Introduction

Aesthetic dentistry has undergone a significant transformation in recent decades due to the introduction of high-tech materials and digital restoration modeling protocols. One of the most subtle and at the same time most decisive parameters of a successful anterior restoration is the optical reliability of the incisal edge, which is ensured not only by color matching, but primarily by transparency, the presence of mamelons, opalescent depth and light scattering within the ceramic structure *(Fradeani & Barducci, 2020; ... Petrukha & Petrukha, 2023)*. It is the incisal edge area that is most vulnerable to deviations in visual perception, because any deterioration in light transmission or color harmony in this area can instantly disrupt the illusion of naturalness even with overall accuracy of shape and shade. *(Zarone, Russo, Ferrari & Sorrentino, 2023; Magne & So, 2021; Almeida, Faria & Bottino, 2022).*

Despite the obvious role of multi-layer modeling in creating deep and dynamic optical effects, pigmentation methods are still common in clinical practice as an alternative to layering. This approach is often driven by commercial pressures, lack of clinical time, or insufficient training of the dentist and dental technician. *(Fradeani & Barducci, 2020; Almeida, Faria & Bottino, 2022; Alghazzawi, Lemons, Salinas & Delgado, 2021).* However, surface staining, especially in the area cutting edge, significantly causes a decrease in the level of light transmission through the restorative material, which negatively affects its optical transparency and deep light effect, and creates a risk of visual contamination, particularly when viewed against the background of the lower teeth or tongue *(Zarone, Russo, Ferrari & Sorrentino, 2023; Morimoto, Tay & Özcan, 2023; Baratieri, Monteiro & De, 2021; Alghazzawi, Lemons, Salinas & Delgado, 2021).*

On the other hand, the multilayer application of transparent, translucent and opalescent ceramic masses allows you to create a reconstruction that imitates the natural stratification of enamel and dentin. This approach allows not only to achieve the visual effect of a "living" tooth, but also to ensure its preservation in dynamics: under different angles of lighting, as well as in motion. *(Fradeani & Barducci, 2020; Zarone, Russo, Ferrari & Sorrentino, 2023; Magne & So, 2021; Almeida, Faria & Bottino, 2022).*

In view of this, there is an interdisciplinary need to rethink the standards of aesthetic restoration from the perspective of optics, materials science, clinical effectiveness and subjective patient perception. The relevance of the problem also increases in the context of the development of digital technologies, where the accuracy of designs often prevails over the aesthetic result due to imperfect modeling of the cutting zone.

A systematization of modern ideas about the role of incisal edge transparency in the creation of biomimetic restorations has been carried out. and analyzed the effectiveness of two opposing approaches: pigmentation and layering. The results of this study can be applied both in everyday clinical practice and in the development of educational modules for the training of dentists, standardization of laboratory fabrication protocols, and improvement of digital design of restorations.

2. Literature Review

The issue of faithfully reproducing the transparency of the incisal edge of anterior teeth in ceramic restorations occupies a central place in modern aesthetic dentistry, as it determines the optical authenticity of restorations, their lighting characteristics, and harmonious integration into the morpho-aesthetic structure of the smile. *(Zarone, Russo, Ferrari & Sorrentino, 2023; Magne & So, 2021; Coachman, Calamita & Sesma, 2022).* Over the past two decades, a number of scientific studies have been devoted to this topic, in which an attempt has been made to systematically characterize the optical phenomena inherent in the natural cutting edge, in particular: opalescence, fluorescence and the mamelon effect, and develop methods for their clinical and laboratory reproduction *(Fradeani & Barducci, 2020; Zarone, Russo, Ferrari & Sorrentino, 2023; Papadiochou & Pissiotis, 2020).*

The research of Magne and Belser (2002, 2018) became the conceptual basis for biomimetic restoration of the anterior dentition *(Magne & So, 2021).* The authors first proposed using the principle of "anatomical modeling" with differentiation of enamel and dentin masses, reproduction of optical heterogeneity of the natural tooth and creation of a multilayer structure with optical depth control. Similar approaches were developed in the works of Fradeani (2012), who demonstrated the advantages of stratification of translucent and opalescent ceramics compared to single-layer or pigmented techniques *(Fradeani & Barducci, 2020).*

The study of the influence of the degree of transparency of ceramic materials on the phototechnical characteristics and light transmission ability in aesthetic restorations, as well as their clinical application, was the subject of work by Sulaiman et al. (2019), who showed that the transparency of ceramics significantly affects the subjective perception of shade, depth and "naturalness" of the restoration. These data are also confirmed by other studies that, in addition to optical characteristics, evaluated the stability of color and gloss depending on the thickness and type of material used. *(Morimoto, Tay & Özcan, 2023; Almeida, Faria & Bottino, 2022; Alghazzawi, Lemons, Salinas & Delgado, 2021).* However, despite the scientific evidence base, pigmentation is often preferred in clinical practice as a faster and less labor-intensive method. This is due to with insufficient level of practical training, and with a lack of clear evidence of long-term clinical advantages of a multilayer approach compared to pigmentation *(Fradeani & Barducci, 2020; Almeida, Faria & Bottino, 2022; Alghazzawi, Lemons, Salinas & Delgado, 2021).*

A number of authors emphasized that pigmentation is not an anatomical method, but rather an illusion based on optical deception, especially dangerous in transparent areas such as the incisal edge *(Morimoto, Tay & Özcan, 2023; Baratieri, Monteiro & De, 2021; Alghazzawi, Lemons, Salinas & Delgado, 2021).* Surface application of a dark dye in this area not only blocks the passage of light, but also changes the spectral characteristics of the reflected light, which leads to optical dissonance, especially against the background of the mucous membrane or lower teeth, which are lighter than the enamel structure. *(Morimoto, Tay & Özcan, 2023; Baratieri, Monteiro & De, 2021; Alghazzawi, Lemons, Salinas & Delgado, 2021).*

Despite the existence of individual experimental studies, there is still no systematic comparison of the results of restorations using pigmentation and multilayer stratification in a controlled clinical protocol *(Almeida, Faria & Bottino, 2022; Magne & So, 2023; Papadiochou & Pissiotis, 2020).* Most studies focus on the optical properties of the materials themselves in vitro, while the results of real clinical perception by patients, the influence of background, lighting, and anatomical features of the cutting edge remain poorly understood *(Almeida, Faria & Bottino, 2022; Magne & So, 2023; Papadiochou & Pissiotis, 2020).*

Taking into account fundamental and modern scientific research in the field of aesthetic dentistry, it is appropriate to outline the existence of a scientific gap in the form of an insufficiently highlighted interdisciplinary comparative analysis of the effectiveness of pigmentation and stratification methods precisely in the context of incisal edge modeling, which is critically important for achieving optical authenticity of ceramic restorations *(Zarone, Russo, Ferrari & Sorrentino, 2023; Magne & So, 2023; Papadiochou & Pissiotis, 2020).* The problem of standardizing methods for reproducing transparency, taking into account the refractive index of materials, layer thickness, base color of the prepared tooth, background lighting, and patient perception, also remains unresolved.

Given the great clinical significance of incisal transparency in the formation of a natural aesthetic effect in frontal ceramic restorations, as well as the lack of standardization of modern approaches to its reproduction, it is important to conduct a comprehensive review of scientific, experimental, and clinical data on the effectiveness of the two most common methods – multilayer ceramic modeling (stratification) and surface pigmentation.

3. Problem Statement

The aim of the study is to: systematize modern sources of literature that highlight the optical features of the incisal edge and their influence on the visual perception of the restoration;

analyze the main advantages and limitations of the multilayer modeling technique in comparison with the methods of pigmenting with paints; characterize the material science and optical parameters that affect the result and stability of restorations in dynamics; present our own clinical observations on the aesthetic perception of restorations made using both approaches; determine clinically oriented criteria for choosing a technique for reproducing transparency in the incisal edge area, taking into account the anatomical situation, background color, and patient wishes.

Solving the tasks set will allow us to deepen the scientific and practical understanding of the mechanisms of achieving optical naturalness in frontal restorations, which will contribute to improving the aesthetic quality, durability and predictability of dental interventions, as well as improving educational programs in the field of aesthetic dentistry.

4. Results and Discussion

The transparency of the incisal edge in the anterior dentition is one of the most important criteria for assessing the aesthetic quality of a ceramic restoration. According to modern research, this area is the most noticeable when a smile is perceived, as it conveys optical depth, transparency, opalescence, and color dynamics when lighting changes *(Zarone, Russo, Ferrari & Sorrentino, 2023; Coachman, Calamita & Sesma, 2022)*. Anatomically, the incisal edge is formed by a thin layer of enamel without underlying dentin, which determines its high optical transparency.

Classical studies confirm that the optical properties of enamel are not uniform: they depend on the layer thickness, the degree of mineralization, the presence of prisms and interprism zones, as well as the angle of incidence of light *(Magne & So, 2021)*. (Fig. 1).

Fig. 1. Visualization of material transparency during stratified layering on a white and black background for comparative evaluation of optical properties

In order to reproduce this effect in artificial restorations, two main techniques are used: multilayer ceramic modeling (stratification) and pigmentation. In the literature of recent years, there is a clear tendency towards the advantage of stratification as a method that allows achieving not only visual but also structural similarity to natural enamel *(Almeida, Faria & Bottino, 2022; Yilmaz, Johnston & McGlumphy, 2022)*. (Table 1).

Table 1

Comparative optical characteristics of stratification and pigmentation

Parameter	Stratification	Pigmentation	Source
Light transmission	High, controlled	Reduced, uncontrolled	Zarone et al., 2023
Optical depth	Three-dimensional, natural	Flat, superficial	Magne et al., 2023
Mamelon effect	Full-fledged, anatomical	Simulated, visual	Fradeani & Barducci, 2020
Color stability	High (long-lasting)	Tendency to loss of pigmentation	Morimoto et al., 2023

Multilayer modeling is based on the use of several types of ceramic masses – opaque, dentin, enamel, transparent, opalescent – which are applied according to the morphology of the natural tooth. This approach allows you to simulate mamelons, intermamellar spaces, a central transparent zone, and peripheral zones of color saturation *(Fradeani & Barducci, 2020)*. Stratification provides three-dimensional anatomical correspondence, which is impossible to achieve with two-dimensional pigmentation *(Magne & So, 2021)*.

Instead, pigmentation as a method was introduced as a simplified alternative to modeling, mainly for the purpose of rapid color modification *(Morimoto, Tay & Özcan, 2023; Baratieri, Monteiro & De, 2021)*. Current reviews indicate that pigmentation in the transparent area of the incisal edge, especially with dark dyes, causes optical obscuration, reduced transparency, and the risk of a visual "soil" effect, which is especially pronounced against the background of the mucous membrane or tongue *(Morimoto, Tay & Özcan, 2023; Alghazzawi, Lemons, Salinas & Delgado, 2021)*. In addition, dyes tend to lose pigmentation and reduce color stability under the influence of cyclic temperature stress *(Almeida, Faria & Bottino, 2022)*.

Zarone Research and al. (2023) found that pigmented restorations have a 22% lower light transmission coefficient compared to stratified restorations at the same layer thickness. This effect is even more pronounced when using stains with metallic components *(Zarone, Russo, Ferrari & Sorrentino, 2023)*. According to the study by Almeida et al. (2022), with a thickness of transparent enamel mass of 0.7 mm without pigmentation, maximum natural optical correspondence is achieved, while with pigmentation of the same area, a "smoothing" effect and loss of mamelon differentiation are observed *(Almeida, Faria & Bottino, 2022)*.

Some sources indicate that pigmentation may be useful as an adjunctive technique to highlight fissures or cervical areas, but not to create a clear incisal edge *(Baratieri, Monteiro & De, 2021; Coachman, Calamita & Sesma, 2022)*. According to a systematic review by Magne and al. (2023), 87% of clinically successful restorations with high aesthetic scores used a layering technique, while pigmented restorations were more likely to have complaints of an "artificial appearance" (Table 2) *(Magne & So, 2023)*.

Table 2

Impact of technology on clinical aesthetics according to reviews (2020–2024)

Authors	Method	Aesthetic rating (0–10)	Features
Almeida et al., 2022	Layering	9.2	High naturalness, depth effect
Morimoto et al., 2023	Pigmentation	6.8	Lost transparency in the cutting area
Zarone et al., 2023	Layering	9.5	Realistic rendition of opalescence
Baratieri et al., 2021	Pigmentation	7.1	Pigments block light against the background of the tongue

It is important to emphasize that the stratification technique provides an individualized approach to reproducing the optical characteristics of the restoration, taking into account the patient's morphology – in particular, the thickness of the natural enamel, the color of the dentin, and the degree of translucency of the adjacent teeth. Pigmentation, in most cases, does not take into account the three-dimensionality of the structure and is applied superficially or in a uniform layer, which leads to a visually "flat" restoration *(Papadiochou & Pissiotis, 2020)*.

In the context of digital dentistry, pigmentation also loses its significance. When creating digital restoration designs (DSD 3.0, Exocad), the incisal edge is modeled taking into account the optical characteristics of the ceramic, and pigmentation is not provided as a visualization tool. This is also confirmed by the experience of Coachman et al. (2022), who indicate that digital simulation of translucency is possible only in the case of stratified construction *(Coachman, Calamita & Sesma, 2022)*.

Therefore, the analysis of the current literature demonstrates the clear dominance of the multilayer approach as a clinically effective, optically sound, and aesthetically acceptable method for reproducing a clear incisal edge. Pigmentation can be used as an adjunct, but should not replace stratification in optically sensitive areas.

Thus, a review of modern literature confirms that the transparency of the cutting edge is a critically important factor in achieving high aesthetic quality of restorations in the anterior region. A comparative analysis of scientific sources from 2020–2024 indicates the undeniable advantage of multilayer ceramic modeling (stratification) over pigmentation in the formation of a natural optical effect.

5. Conclusions

1. Layering provides not only anatomical but also optical authenticity through the use of variable masses with different levels of transparency, fluorescence, and opalescence.

2. Pigmentation of the cutting edge, especially with dark dyes, leads to loss of light transmission, creates the effect of visual darkening and impairs depth perception.

3. According to published studies, the aesthetic evaluation of restorations with stratification significantly exceeds similar indicators for pigmented restorations (by 20–30%).

4. Pigmentation can only be used as an auxiliary tool in other areas – cervical, approximal or fissure, but not in the incisal area.

Thus, when planning restorations of the anterior group of teeth, preference should be given to a multilayer technique with individual selection of masses, taking into account the optical characteristics of the patient's natural teeth. This allows achieving maximum naturalness, stability of the result and patient satisfaction .

6. Prospects for further research

Despite the availability of a sufficient number of clinical and laboratory studies, in the field of aesthetic modeling of the incisal edge, there are unresolved issues that require further study: the need to develop standardized stratification protocols taking into account anatomical morphology and transparency for different age groups and enamel phototypes; further study of the influence of the thickness and location of individual masses on optical effects in dynamics – under different lighting, viewing angle and background color (mucous membrane, tongue); development of digital algorithms for predicting the transparency of the incisal edge at the diagnostic stage using CAD / CAM technologies; comparative studies of long-term clinical results of restorations with pigmentation and stratification in the context of color stability, optical transparency and biocompatibility; Further interdisciplinary research combining optical physics, materials science, digital diagnostics, and clinical practice will contribute to improving approaches to modeling the transparent incisal edge and forming new standards in aesthetic dentistry.

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TECHNOLOGY, CREATIVITY, IMPLEMENTATION

PROSPECTS FOR IMPLEMENTING BLUE ECONOMY INSTRUMENTS FOR THE SUSTAINABLE DEVELOPMENT OF THE BLACK SEA REGION

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Summary

The article examines the concept of the blue economy as a key direction in the transformation of maritime and inland waterway transport under conditions of global environmental challenges. It demonstrates that current regulatory initiatives of international organizations and the European Union establish new requirements for maritime and inland waterway carriers and ports aimed at decarbonization and ecological adaptation of the sector. Considerable attention is devoted to technological innovations – green corridors, shore power, alternative fuels, and logistics digitalization – which have already proven their effectiveness globally and have significant potential for implementation in the Black Sea region.

A special emphasis is placed on combining global practices with local developments, particularly research by Ukrainian scholars in the field of SMART ports. It is shown that the integrated use of international experience and national initiatives can create conditions for ecological port modernization, enhance competitiveness, and facilitate integration into European transport networks. The results indicate that implementing blue economy instruments in the Black Sea is not only feasible but necessary to ensure environmental resilience, economic growth, and social development in the region.

Key words: maritime transport, sustainable development, EU ETS, FuelEU Maritime, AFIR, green corridors, SMART port.

1. Introduction

Maritime and inland waterway transport have long been among the most important drivers of global economic development. Since ancient times, they have facilitated trade, technological exchange, and cultural interaction, and today they continue to serve as the primary means of international freight movement. In the twenty-first century, this role has only strengthened: most global cargo flows – from raw materials to finished goods – pass through seaports and transport corridors. This creates unique opportunities for countries and regions, while also generating new challenges related to environmental security and climate change.

The traditional approach to sector development–focused on maximizing transport volumes and economic benefit – is no longer sufficient. Today, maritime logistics faces the task

of integrating economic interests with environmental responsibility and social stability. This makes the blue economy concept, which combines efficiency and sustainability in maritime and coastal spaces, a crucial reference point for strategic planning.

The distinguishing feature of the blue economy lies in its consideration of business needs, societal interests, and environmental status. Its idea is not merely to reduce negative impacts, but to create a development model where innovation and technological solutions simultaneously enhance economic performance and environmental preservation. Examples include logistics digitalization in ports, the development of green corridors, or the transition to alternative fuels gradually replacing traditional ones.

Ukraine has also begun developing scientific contributions aligned with global discourse. For instance, research by Kyryllova O.V. on SMART ports demonstrates that the introduction of digital management technologies can serve not only as a local innovation but also as part of a broader blue-economy-oriented vision. This confirms that Ukrainian scientific thought can generate modern solutions with international potential.

For the Black Sea region, blue economy development is particularly relevant. The basin combines unique economic potential with high environmental vulnerability. On one hand, it is a transport hub connecting Europe, the Caucasus, and the Middle East; on the other hand, its limited self-purification capacity accelerates the accumulation of negative consequences from transport operations. In such circumstances, balancing infrastructure development with environmental conservation becomes a priority.

This article aims to analyze global blue economy practices and determine possibilities for adapting them to the Black Sea region. The objective is not only to describe current solutions but also to identify which instruments may be most effective within the regional context. In this sense, the Black Sea may be viewed as a testing platform for implementing innovations that reconcile economic efficiency and environmental sustainability.

2. Theoretical Foundations of the Blue Economy

The blue economy concept emerged at the intersection of global challenges and the local needs of countries developing their maritime and inland waterway transport systems. Its essence lies in forming a development model that simultaneously ensures economic gains, technological progress, and environmental protection *(European Commission, 2021b)*. Whereas green economy principles emphasize ecological considerations across all sectors, the blue economy focuses specifically on maritime and coastal spaces with unique resource potential and geostrategic relevance *(European Environment Agency, 2020)*.

International organizations have played a central role in shaping the blue economy. A notable example is the adoption of the 2023 International Maritime Organization (IMO) strategy, which for the first time set concrete timelines for reducing greenhouse gas emissions from shipping. According to the document, the sector must reach climate neutrality by 2050, effectively implying the transition to new fuels and large-scale implementation of innovative technologies *(International Maritime Organization, 2023)*. The European Union has followed a similar course through legal mechanisms such as FuelEU Maritime, which not only establishes requirements for emission reduction but also incentivizes accelerated business adaptation to new competitive conditions *(European Commission, 2023)*.

Innovation stands at the core of the blue economy. It encompasses renewable energy use, digital technologies in logistics, the development of alternative fuels, and port automation. This innovative component differentiates the blue economy from traditional transport

policy approaches. For instance, the SMART port concept-developed by Ukrainian research-ers-demonstrates how digitalization can transform transport-flow management quality. These ideas confirm that national developments can be integrated into international discourse and contribute to broader environmentally oriented strategies *(Kyryllova & Kyryllova, 2024)*.

At the same time, the blue economy extends beyond technologies or regulations. It has a significant socio-economic dimension manifested in job creation, the development of digital competencies, and the strengthening of regional cooperation. This enhances national economic resilience and facilitates integration into international transport systems where efficiency and ecological performance play a decisive role *(Jeong & Yun, 2024)*. The multidimensional nature of the concept lies in its simultaneous response to environmental challenges and stimulation of economic modernization *(Belmoukari et al., 2023)*.

The significance of the blue economy for the Black Sea region is especially notable. Its geographical position makes it a key transport corridor linking EU markets with the Caucasus and the Middle East. However, its semi-enclosed nature results in heightened environmental vulnerability: pollutants accumulate more rapidly, and climate change directly affects maritime and river ecosystems *(European Environment Agency, 2020)*. Therefore, implementing blue economy principles in the Black Sea is not merely a theoretical possibility but a practical neces-sity influencing the region's competitiveness in the coming decades.

3. Overview of Modern Regulatory Initiatives

The development of the blue economy is largely shaped by regulatory frameworks estab-lished by international organizations and regional institutions. These documents define strategic directions while also creating practical operational conditions for shipping companies, ports, and public institutions. They serve both as pressure tools and as incentives for innovation, since compliance determines participation in global logistics chains *(UNCTAD, 2024)*.

A key document of recent years is the IMO Strategy on Emission Reduction, adopted in 2023. It sets sector-wide emission-reduction targets and declares the achievement of carbon neutrality by mid-century. Unlike previous declarative approaches, this strategy includes spe-cific timelines and intermediary milestones, compelling shipowners to invest in energy effi-ciency and consider alternative fuels as an inevitable development path *(International Maritime Organization, 2023)*.

Particular attention should be paid to the policy of the European Union, where maritime transport has been fully integrated into the Emissions Trading System (EU ETS). This requires carriers to purchase emission allowances, making delays in fleet modernization directly affect financial performance. Such an approach transforms environmental requirements into economic incentives and creates new competitive dynamics favouring companies with faster innovation adoption *(European Union, 2023a)*.

Another major initiative is the FuelEU Maritime Regulation, which will enter into force progressively from 2025. It sets minimum carbon-intensity reduction standards for marine fuels, fostering a gradual shift away from conventional energy sources. This levels the playing field for EU carriers and exerts pressure on external companies wishing to remain competitive in the European market *(European Union, 2023b)*.

The Alternative Fuels Infrastructure Regulation (AFIR) further complements this frame-work. It requires key European ports to be equipped by 2030 with methanol, ammonia, and hydrogen bunkering facilities, as well as shore power infrastructure. Thus, the EU is not only imposing requirements on shipowners but also creating an environment where modern port

infrastructure becomes a standard. This makes port investment attractiveness directly dependent on ecological readiness *(European Union, 2023c)*.

Inland waterway transport also receives significant attention. The NAIADES III Programme outlines EU inland navigation development for 2021–2027, with a strong focus on digitalization and energy efficiency. This highlights that the blue economy applies not only to seas and oceans but also to river transport destined to form part of sustainable logistics chains *(European Commission, 2021a)*. The FAIRway Danube project–aimed at improving navigability and infrastructure harmonization along the Danube–is particularly important for the Black Sea region as it integrates river and maritime logistics into a unified system *(FAIRway Danube, 2025)*.

Thus, modern regulatory initiatives create a new architecture for maritime and river transport, where environmental targets are mandatory and financial efficiency depends directly on innovation. For the Black Sea region, synchronizing with these standards is essential to remain integrated into global logistics networks.

4. Technological Innovations of the Blue Economy

Blue economy development requires deep technological transformation. Technologies represent the driving force enabling the integration of economic gains with environmental responsibility. While regulatory initiatives establish necessary frameworks, innovations provide the tools to achieve them. These technologies have already demonstrated practical effectiveness: reducing emissions, optimizing costs, and reshaping logistics-system management *(Li et al., 2024)*.

One key direction involves green corridors–transport routes applying standardized ecological technologies and procedures. A notable example is the Singapore–Rotterdam project, which demonstrated how biofuel use and digital vessel-coordination systems can simultaneously reduce logistics costs and emissions. This confirms that green corridors are not merely political declarations but functional technological models of cooperation between ports, shipowners, and public authorities *(Port of Rotterdam Authority, 2022; Maritime and Port Authority of Singapore, 2022)*. For the Black Sea, green corridors such as Odesa–Constanța–Istanbul may become both an environmental adaptation tool and a mechanism for deeper integration into the Trans-European Transport Network.

Another essential innovation is shore power (OPS), enabling ships to connect to onshore electricity while berthed, eliminating the need to run auxiliary engines. This significantly reduces air pollution in port cities. The European experience shows that OPS can be combined effectively with renewable sources–for example, the Bilbao port project integrating shore power with solar facilities *(Port Technology International, 2025)*. For Black Sea ports, OPS may become a crucial factor in attracting international carriers under increasing environmental requirements.

Alternative fuels represent a transformative direction. Biofuels have proven their viability without requiring major modifications to ship structures. Trials in Singapore confirmed that such transitions can occur rapidly and cost-effectively *(Global Centre for Maritime Decarbonisation, 2024)*. The next step is methanol, exemplified by Maersk's launch of the first commercially operating green-methanol container vessels–a strong market signal confirming readiness for fleet modernization *(Maersk, 2023)*. Medium- and long-term options such as ammonia and hydrogen are discussed widely, though their development remains costly and experimental *(Vakili et al., 2025)*.

Digitalization also plays a major role. Port community systems, river information services, and electronic documentation have demonstrated their ability to reduce administrative costs and enhance operational transparency. Digital twins used in Rotterdam and Singapore enable real-time modelling of port infrastructure load, supporting optimal logistics decisions under dynamic conditions *(Heikkilä et al., 2022)*. For the Black Sea, such digital transformation may form the basis for enhanced regional cooperation through shared data systems and integrated digital platforms.

Technological innovation thus forms a coherent system shaping new sectoral dynamics. Green corridors, OPS, alternative fuels, and digitalization constitute interdependent elements that reinforce each other. Their integrated adoption transforms the blue economy from an abstract concept into a practical regional development mechanism requiring targeted investments.

5. Prospects for Implementing Blue Economy Instruments

Prospects should be viewed through the interaction of global trends and regional specificities. The Black Sea combines strong transport potential with considerable environmental vulnerability, making the search for balance crucial *(European Environment Agency, 2020)*.

The environmental aspect is fundamental. As a semi-enclosed basin with limited water exchange, the Black Sea accumulates pollutants faster than open oceans. Implementing shore power, adopting biofuels and methanol, and developing green corridors can substantially reduce local emissions and improve living conditions in port cities *(Sun et al., 2025)*. EU examples show that environmental innovations enhance both ecological performance and investment attractiveness.

The economic dimension is equally important. Integrating the region into EU mechanisms such as EU ETS and FuelEU Maritime opens new opportunities for infrastructure financing. Estimates indicate that the maritime ETS market may reach tens of billions of euros by 2030, with part of these funds allocated to fleet renewal and port modernization *(European Commission, 2023a; Transport & Environment, 2024)*. For Ukraine and neighbouring countries, this represents an opportunity to integrate into the TEN-T network and strengthen their transit role between Europe and Asia.

Technological development offers substantial advantages. Digital twins, electronic documentation, and integrated logistics platforms enable Black Sea ports to compete with major Mediterranean hubs. The successful cases of Rotterdam and Singapore confirm that digitalization reduces administrative costs and accelerates cargo handling-critical for transit-oriented regions *(Heikkilä et al., 2022)*. In Ukraine, these ideas appear in academic research on SMART ports, demonstrating the feasibility of adapting global solutions to local conditions *(Kyryllova & Kyryllova, 2024)*.

Institutional integration presents another avenue. NAIADES III and FAIRway Danube provide models for forming unified standards across the Black Sea basin. Their implementation shows that harmonizing technical requirements and management practices enhances both efficiency and system stability *(European Commission, 2021a)*. This enables coordinated development with EU member states and neighbouring non-EU countries.

The social dimension should not be overlooked. New jobs in green technologies, training for digital innovation, and strengthened regional cooperation can enhance societal resilience. For Ukraine, port modernization and integration into European initiatives can become not only an economic driver but also a societal catalyst, shaping port cities into centres of modern transport and environmental infrastructure *(Jeong & Yun, 2024)*.

Overall, the prospects for implementing blue-economy instruments in the Black Sea depend on the region's ability to integrate global standards with local potential. Combining regulatory alignment, technological innovation, and socio-economic benefits creates a unique opportunity window that should not be missed.

6. Conclusions

The conducted research confirms that the blue economy should be regarded not as an abstract sustainability concept but as a practical strategic framework for transforming maritime and inland waterway transport under contemporary environmental and economic challenges. Its implementation reshapes the logic of sectoral development by integrating ecological responsibility, technological innovation, and long-term economic efficiency.

The analysis demonstrates that the Black Sea region possesses both significant transit potential and heightened environmental vulnerability, which together create a strong rationale for adopting blue economy instruments. Without such an approach, the region risks remaining a peripheral transport corridor with limited added value and increasing ecological pressure. In contrast, alignment with blue economy principles enables the Black Sea to strengthen its role within European and global transport networks.

The study shows that technological solutions–shore power systems, green corridors, alternative marine fuels, and digital logistics platforms–constitute the core operational instruments of the blue economy. Their effectiveness has already been demonstrated in leading maritime regions, indicating that the primary challenge for the Black Sea lies not in technological feasibility but in coordinated implementation and institutional support. Digitalization, in particular, emerges as a cross-cutting factor that enhances both environmental performance and operational competitiveness.

Institutional integration with international and European regulatory frameworks plays a decisive role in this process. Synchronization with initiatives such as EU ETS, FuelEU Maritime, AFIR, NAIADES III, and FAIRway Danube creates access to financial mechanisms, technological standards, and cooperative platforms that are essential for sustainable modernization. Fragmented or isolated national efforts are insufficient in a sector characterized by transboundary environmental and economic interactions.

The social dimension of the blue economy is also significant. The transition towards sustainable maritime and inland navigation can generate new employment opportunities, stimulate the development of digital and environmental competencies, and contribute to the modernization of port cities. For Ukraine, such transformation has additional importance in the context of economic recovery and integration into European transport systems.

Further research should focus on the quantitative assessment of economic and environmental effects of specific blue economy instruments in the Black Sea region, including cost–benefit analysis of shore power deployment, alternative fuel infrastructure, and digital port systems. Particular attention should be given to modelling scenarios of regional cooperation, investment mechanisms, and the interaction between maritime and inland waterway transport within integrated logistics chains.

Overall, the comprehensive application of blue economy principles offers a realistic pathway for enhancing the competitiveness, resilience, and environmental sustainability of the Black Sea transport system, provided that technological innovation, institutional alignment, and socio-economic considerations are addressed in an integrated manner.

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